

SCHOLARS & CO.

A SNAPSHOT OF SCHOLARLY ACTIVITY HAPPENING IN THE CTL THIS MONTH AT HUMBER

APRIL 2019 | VOL. 2, ISSUE 4 | NEWS FROM THE CTL SOTL TEAM

Word from the Classroom: Stories of SoTL Research in Action

This month's guest contributors:

Sarah Feldbloom & Leanne Milech (LAS)

Teaching Critical Thinking, Reading, and Writing Using Multimodal Texts and Approaches

We are English professors who teach WRIT 100, a core writing course that focuses on teaching students critical analysis. Since students from programs across the college are required to take the course, we get a cross-section of students in our classes; some students love reading and writing, while others have resistance to taking a college-level English class.

When we started teaching WRIT 100 a few years ago, we noticed that some students were disengaged with the traditional approach to the course, which typically involves reading newspaper op-eds and learning how to summarize and critique their arguments. In an effort to increase student engagement, we each independently started using multimodal texts—texts that use many different modes of communication. For example, Leanne taught critical analysis using songs like Solange's "Don't Touch My Hair" so students could practice "reading" a text in two modes: music and words. Sarah used podcasts, TED Talks, and films, and had students communicate in non-typographic text modalities. We noticed that students were more engaged with multimodal texts and often better achieved course learning outcomes when we used such texts.

Last year, during a casual discussion about our WRIT 100 teaching practices, we decided to formally study our personal, anecdotal evidence by doing a Teaching Innovation Fund project to measure the impact of helping students develop multimodal literacy. Our hypothesis is that using multimodal texts and asking students to produce multimodal texts promotes engagement and increases student success in the college composition classroom. One of our aims is to inspire students who are not focused on English as their primary subject to feel excited about reading and writing and to therefore improve their learning of the material offered in this course.

Right now we are both teaching test groups so that at the end of the term, we can compare how the different approaches affect learners. Leanne is teaching one section of WRIT 100 where students are taking a traditional version of the course: students read only typographic texts, primarily newspaper articles. They produce typographic texts, too, by writing summaries and critical analysis essays. Sarah has two classes where students are learning using only multimodal texts and are also producing multimodal texts for each assignment. For example, in one assignment, students went to the Humber gallery space at North campus and learned how to "read" and summarize an art piece. Then students wrote a summary of the art piece, turned it into a podcast transcript, and recorded their podcast using the podcast recording application *Anchor*.

It was challenging to figure out the best way to collect evidence for our research project. The CTL team helped us come up with a strategy that is working well so far. Our students have been taking pre- and post-tests before and after each teaching unit, to measure how well they are learning material throughout the course. Students also took a baseline engagement survey at the beginning of the course, to see how engaged they typically are in English courses. At the end of the course, they will take another engagement survey. This should help us see how the two different teaching approaches affected engagement levels.

Our students are currently working on their final projects, which will be graded by an unbiased faculty member after the semester is over, to compare the results from each test group to see which group of students better achieved the course learning outcomes.

Finally, students will participate in focus groups where they self-report on their engagement levels and how well they feel they achieved course learning outcomes. We are going to have one focus group for Leanne's traditional typographic class and one focus group that combines Sarah's two multimodal classes. Right now, we are scheduling the focus groups, which feels really exciting. One challenge, however, seems to be ensuring that we have enough students to participate in our focus groups. We need seven students per focus group, but we aren't sure if we will have enough interest. We are going to serve pizza at the focus groups, though, so hopefully that will encourage participation! ...To be continued...



Learn more about Sarah and Leanne's research on [Humber NEXTCast!](#)

Scholars & Co.

This just in...

Nature 'turbo-charges' student happiness

By Christine Zupo (SHS), Alexandra Castellan (Guelph-Humber student) & Alexandra Evans (Guelph-Humber student)

Positive interventions (such as writing gratitude letters and practicing optimistic thinking), and time spent in nature have each independently been studied as pathways to increase people's subjective sense of happiness (Logan & Selhub, 2016; Lyubomirsky & Lepper, 1999). Our TIF research study intended to combine these approaches to understand if nature would heighten the effects that positive interventions have on happiness when implemented outdoors as compared to indoors. We had 134 participants, divided among four classes of students. Two classes were assigned as 'positive intervention' groups and two were control. All four sections of students engaged in an outdoor nature walk as well as an indoor one on a separate day. During the walks, the intervention groups received guided positive intervention activities. The control groups walked for the same amount of time, without any intervention. Before each walk, students completed a Likert scale pre-test, rating their overall happiness on a scale of 1-7, and then completed another upon their return. As predicted, groups that went on outdoor walks showed significantly larger increases in happiness compared to those indoors, and those that did the positive interventions showed significantly greater gains in happiness compared to the control groups. Finally, when comparing the two outdoor groups, the positive intervention group showed a significantly larger increase in happiness compared to the outdoor control group. We hope to submit the full summary of these findings for publication in a scholarly journal in the near future. In the meantime, we plan to explore ways in which these results can be applied in Humber's Arboretum to contribute to Humber's strategic commitment to health and well-being.



Learn more about Christine's research on Humber NEXTcast!...coming April 25!



Congratulations to the faculty members who will be representing Humber at the Society for Teaching & Learning in Higher Education Annual Conference in Winnipeg, MB, this June:

- Patricia Belli (HRT)
- Jessica Freitag (LAS)
- Ian McIsaac (TBS)
- Mark Stoiko (TBS)
- Karen White (SAT)
- Jennifer Winfield (LAS)

Want to boost response rates on your Digital Student Feedback Questionnaires? Check out this month's [article](#) for the Scholars' Cafe, for evidence-informed tips!

Did you know...?

Engaging in SoTL research not only increases confidence as teachers and researchers, but it also boosts excitement and job satisfaction (McKinney, 2007; Savoury, Burnett, & Goodburn, 2007; Weimer, 2006). **85% of Humber faculty** that completed SoTL projects with the Teaching Innovation Fund agreed that the experience led to an **improvement in their teaching approach, a better understanding of how students learn, and a heightened interest in reading the teaching and learning literature.**

SHIFT.

SHOWCASE 2019

June 6
North Campus

#ShiftForward

humber.ca/showcase/

March 12th - April 15th
CALL FOR PROPOSALS



Sessions



Poster



Marketplace



Doors Open



TEACHING INNOVATION FUND

Faculty SoTL Research Projects that are in progress this month

Social & Community Services

- Soheila Pashang, Rai Reece, & Tonia Richard: Pedagogy and Practice: Teaching Diversity in Classrooms
- Doug Thomson, Alyssa Ferns & Marilyn Cresswell (SMS): Ubuntu: A Cookbook Project to Build Connectedness and Community

Liberal Arts & Science

- Priscilla Bengo: Students' Perceptions of Best Learning Experiences in a Community College Research Methods Course
- Sarah Feldbloom & Leanne Milech: Teaching Critical Thinking, Reading, & Writing Using Multimodal Texts and Approaches

The Business School

- Mark Stoiko: Breadth vs. Depth: How Do We Measure Learning Experience? (Phase 2)
- Ian McIsaac: A Comparison of Learning Outcomes Using Business Simulation Software and Traditional Teaching Methods

Hospitality, Recreation & Tourism

- Leila Kelleher & Kristina Lisk: Range of Motion of the Thumb and Wrist in Humber Massage Therapy Students

Media Studies & Information Technology

- Audrey Wubbenhorst: PR Business Cases

School of Health Sciences

- Jennie Miron, Kristine Fenning & Naveen Joshi (LAS): Teaching Student Responsibility and Professional Use of Social Media
- Vidya Rampersad: Collaboration and Group Work: The use of Google Docs and Mindmeister to support collaboration, engagement, and learning
- Will Hossack, Christopher Gordon, Geoffrey Collins, Ronald Stewart: A Novel Approach to Studying Acupuncture using a Soft Embalmed Cadaver
- Matthew Ramer: Efficacy of the One2One Assessment in Improving Acquisition and Retention
- Adriana Salva & Sue L'Europa: Impact of a Caregiver Training Workshop
- Erin Mandel-Shorser: Transfer Pathway Success Evaluation
- Craig MacCalman & Jennifer Naken: Use of Virtual Reality to Foster Resilience in Paramedic Students
- Nadine Ijaz: Expanding Research Capacity in TCM Practitioner Education Using a Pedagogical Focus on Model Validity

Next Call for Applications: April 15

The next call for applications for the Teaching Innovation Fund applications will be announced on April 15. The Teaching Innovation Fund includes \$1400 per investigator and support in developing and conducting a research project about teaching and learning.

WHAT'S HAPPENING

APRIL 2019

04

MINI-SERIES: EXCEL NINJA 2.0

THURSDAY (04)

1:00 PM - 2:30 PM | D225J (NORTH)

This is a continuation of Excel Ninja 1.0. In this three part mini-series you will learn how to further advance your knowledge of Microsoft Excel through the use of complex functions (e.g. INDEX, MATCH, SEARCH) to solve common administrative problems.

Learn how to 'work smart' with Excel with a hands-on approach. Previous Excel knowledge is recommended. You may contact Senay.habtu@humber.ca for access to the Excel Ninja 1.0 content.

To sign up, click [here](#)

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**SOTL: LUNCH & LEARN
IAN MCISAAC (TBS)**

THURSDAY

12:00 PM - 2:00 PM | D236

Over the past year, Ian McIsaac has been testing the impact of using simulation software with his business students, and comparing it to more traditional teaching approaches. Eat, learn and find out what Ian has discovered at this month's SoTL (Scholarship of Teaching and Learning) lunch and learn session.

To register, click [here](#)

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SCHOLARS' CAFE

FRIDAY

**10:00 AM - 11:00 AM | NORTH D225J
LAKE F103 (BY SATELLITE)**

Join us to meet with other faculty over coffee, and discuss the latest in the teaching and learning literature. This month's article discusses evidence-based strategies to boost response rates for digital student evaluations.

To access the article, click [here](#)

To sign up, click [here](#)

05, 09, 19 & 23

WRITERS' COLLECTIVE

FRIDAY (05)

9:00 AM - 12:00PM | NORTH D236

TUESDAY (09)

2:00 PM - 5:00 PM | NORTH D236

FRIDAY (19)

9:00 AM - 12:00PM | LAKE F103

TUESDAY (23)

2:00 PM - 5:00 PM | LAKE F103

"Shut up and write!" Join us for an opportunity to dedicate some quiet time to working on a writing project that you've been meaning to get finished. Come for the whole session, or just drop in for a portion. We'll provide the coffee!

To sign up for the morning session at the North (05), click [here](#)

To sign up for the afternoon session at the North (09), click [here](#)

To sign up for the morning session at the Lake (19), click [here](#)

To sign up for the afternoon session at the Lake (23), click [here](#)

11 & 25

**HUMBER NEXTCAST:
NEW EPISODES!**



THURSDAY (11)

**ARUN DHANOTA & DAN ROWE
"THE STRUGGLE BACK"
DOCUMENTARY**

THURSDAY (25)

**CHRISTINE ZUPO
"NATURE SUPERCHARGES WELL-
BEING"**

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**TEACHING INNOVATION FUND:
CALL FOR APPLICATIONS**

Watch the Communique for more info!