

SCHOLARS & CO.

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

JUNE 2019 | VOL. 2, ISSUE 6 | NEWS FROM THE CTL SOTL TEAM
CENTREFORTEACHINGANDLEARNING.CA

New & Now



Call for Applications: *Scholarly Writing Boot Camp* June 25-27, H206 Lakeshore



This retreat—held in our new space at the Lake—provides consolidated, protected time for faculty to work on a scholarly writing project (e.g. journal article, book chapter, dissertation) in a quiet, focused group setting. Lunch, snacks and beverages will be provided throughout.

Applications due June 15, 2019.

Click [here](#) to find the application.



New issue of *NEXT* available at Showcase

The new issue of *NEXT* magazine is all about collaboration:

- Professors partner up to do research and record podcasts
- Faculties work together to create a documentary film
- Humber programs collaborate with overseas colleagues
- Students from different disciplines work through case studies and create art

Read previous issues of *NEXT* [here](#).



Simon Says

Last month, Pittsburg's Carnegie Mellon University launched (with some dramatic flair) a new set of digital educational tools called the OpenSimon Toolkit, the result of a \$100M project. The open-source software toolkit is designed to help professors create course materials, organize their courses better and collect data on student engagement. SoTL in a box! Read more about Carnegie Mellon's push to modernize post-secondary education [here](#).

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



Patricia Belli (FHSW), Jessica Freitag (FLA), Ian McIsaac (FB), Mark Stoiko (FB), Karen White (FAST), Jennifer Winfield (FLA).

TEACHING INNOVATION FUND

Next Call for Applications
Coming September 2019
Stay tuned for more details.

Click [here](#) to listen to Daniel Bear on his student-led research into cannabis education.



"I think there's a lot of opportunity to think about, and reflect as teachers, on how we engage with people in stigmatized groups in other communities, even if we don't see opiates and those issues being directly related to our own classroom work."



Scholars & Co. is produced by Humber Press under the leadership of the Scholarship of Teaching and Learning team.

FROM THE CLASSROOM: STORIES OF SOTL RESEARCH IN ACTION

This month's guest contributors:



Doug Thomson (FSCS), Alyssa Ferns (FSCS), Marilyn Cresswell (FMCA) and Natalie Millar (CJ graduate and research assistant)

Food for Thought: Researching the Impact of a Recipe-Sharing Exercise on Student Engagement

While we, as faculty, walked around (and around) the Lakeshore campus in the fall of 2017, we had time to learn more about each other through sharing stories, personal histories, lunches, snacks and laughter. We wanted to turn this experience into a classroom activity to create more interaction and connectedness for our students.

How do we better foster a feeling of a community in the classroom? What can we do to make the students engage with each other, share stories and spark discussions? How can we make everyone feel they can bring their identity into the class? A lack of post-secondary student identity can have a significant impact on first-year student retention rates. The literature helped significantly as we explored this issue. This question of identity got us thinking about Ubuntu, a Zulu term that means "I am because you are" – or as Desmond Tutu wrote: "My humanity is caught up, is inextricably bound up, in yours."

So how do we create an exercise that encourages students to see each other as linked, and that they share a common identity? We landed on the question: "What food makes you happy and why?" The sharing of food with family and friends creates memories; shared memories create connections with others.

We wanted to partner across disciplines to look for similarities and differences among students at the Lake. Given that everyone enjoys some type of food, the type of exercise created could vary based on course content and learning objectives, but they could all contain components of group sharing, cultural competence, identity and connectedness.



We decided to see if an exercise about food and sharing could have an impact on student feelings of connectedness. We would compare degree students from Advertising and Social and Community Services, with some experimental groups in courses taking part in the recipe-sharing and other control groups in courses that did not. The study had a pre-post design, with first-year student participants completing connectedness surveys in November (pre) and compares it to results in April (post). We were also hoping to collect student recipes and narratives to create a first-year student cookbook to use and share.

Getting the students to take part in the recipe-and narrative-sharing was easy. However, obtaining the actual recipes from students was a bit trickier. While we had supportive professors and instructors, we did not gather the number of recipes we had hoped. Timing may have been a factor: at the end of the semester, students were looking toward their internships and the summer.

Where are we now? The survey results are still being analyzed, and, anecdotally, we have enjoyed hearing from several course instructors who were happy to see the level of sharing and engagement from students on the recipe-sharing day. It seems many students shared deep stories from their childhoods, with family recipes that were developed over generations or from other countries, and sleeping memories sparked awake by the persistence of the flavours of food. The results are fascinating, and will be released. But in the end the question remains: What food makes you happy? And why is that?

Want to know more? Connect with the research team during their session at Showcase, on Thurs. June 6 at 2:45pm. Click [here](#) for more info.



TEACHING INNOVATION FUND

Faculty SoTL Research Projects that are actively in progress this month

Faculty of Social & Community Services

- Soheila Pashang, Rai Reece, & Tonia Richard:
Pedagogy and Practice: Teaching Diversity in Classrooms
- Emily Reed:
Mindfulness for Stress Reduction and Clinical Readiness
- Daniel Bear, Julie Muravsky, Charlotte Serpa:
Assessing Educator's Knowledge of Harm Reduction

Faculty of Media & Creative Arts

- Audrey Wubbenhorst:
PR Business Cases Part 2

Faculty of Health Sciences & Wellness

- Jennie Miron, Kristine Fenning & Naveen Joshi:
Teaching Student Responsibility and Professional Use of Social Media
- Erin Mandel-Shorser:
Transfer Pathway Success Evaluation
- Adriana Salva, Sue L'Europa & Craig MacCalman:
Impact of a Caregiver Training Workshop
- Leila Kelleher & Kristina Lisk:
Range of Motion of the Thumb and Wrist in Humber Massage Therapy Students

HUMBER SHOWCASE WORKSHOP PRESENTATIONS & RESEARCH POSTERS



SHOWCASE 2019

Workshop Presentations

Ian McIsaac (FB)

A Deeper Integration of Content Using Simulation Software

Sarah Fieldbloom & Leanne Milech (FLA)

Building Digital Literacy in the 21st Century Learning Classroom by Using Multimodal Approaches and Texts

Soheila Pashang, Rai Reece, Tonia Richard & Jaspreet Bal (FSCS)

Pedagogy and Practice: Teaching Diversity in Classrooms

Mark Stoiko (FB)

Experiential Learning in Entrepreneurship Studies: Explaining the Gain in Learning from the Group Micro Venture Project

Jennifer Winfield & Jessica Freitag (FLA)

Group Writing in ESOL College Classes: Exploring the Impact on Quality of the Written Product and Learners' Attitudes

Emily Reed (FSCS)

Mindfulness for Stress Reduction and Clinical Readiness

Vidya Rampersad (FHSW)

Collaboration and Group Work: A Conversation about the Shifting Needs of Our Present Student Population

Christine Zupo (FHSW)

Nature Supercharges Subjective Sense of Happiness

Research Posters (Après reception at 4pm)

Adriana Salva, Tammy Cameron (FHSW)

Exam Invigilator Training

Priscilla Bengo (FLA)

Students' Perceptions of Best Learning Experiences in a Community College Research Methods Course

Soheila Pashang, Rai Reece, Tonia Richard & Jaspreet Bal (FSCS)

Pedagogy and Practice: Teaching Diversity in the Classrooms

Ionela Bacain (FB)

Using Mini-cases to Teach Managerial Accounting

Matt Ramer (FHSW)

The One2One—Evaluating the Efficacy of a Structured Oral Assessment

Brenda Ridley (FHSW)

Simulating Real Life Emergencies

WHAT'S HAPPENING

JUNE 2019

3, 10, 17, 24

Teaching and Learning
Research Certificate



Course 1: Research Design and Ethics
LAKE: H206 MON., 10:00 A.M. to 3:00 P.M.

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Humber Showcase



Humber North campus
Breakfast & Registration: 7:30 to 8:30 A.M.
Opening Remarks & Innovation Awards: 8:30 to 9:00 A.M.

Keynote Presentation: 9:00 to 10:00 A.M.

Workshop A: 10:15 to 10:45 A.M.

Workshop B: 11:00 to 12:00 P.M.

Lunch and Marketplace: 12 to 1:30 P.M.

Doors Open: 1:30 to 3:30 P.M.

Workshop C: 2:45 to 3:45 P.M.

Research Posters: 4:00 to 5:00 P.M.

Aprés Reception: 4:00 to 6:00 P.M.

11-14



The Annual Conference of the Society for
Teaching and Learning in Higher Education
(STLHE) in Winnipeg, MB.

13, 20 & 27

Excel Ninja 2.0

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 (ex. INDEX, MATCH, SEARCH) to solve common administrative problems. You will learn how to work efficiently with Excel through a hands-on approach. Previous Excel knowledge is recommended. You may contact the facilitator (Senay.habtu@humber.ca) for access to the Excel Ninja 1.0 slides + Excel Ninja 2.0 (Part 1) slides.

THURS., JUNE 13, 2019

NORTH: D225J, 10:00 to 11:30 A.M.

THURS., JUNE 20, 2019

NORTH: D225J, 10:00 to 11:30 A.M.

THURS., JUNE 27, 2019

NORTH: D225J, 10:00 to 11:30 A.M.

Note: Registering for the first session confirms registration of all 3 parts.

Click [here](#) to register.

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The Scholars' Café

The Scholars' Café is a chance to discuss the latest in the teaching and learning literature. It's like a book club, but for journal articles. Each month, faculty will gather to chat informally about a selected paper from a scholarly teaching and learning journal. Please join us for coffee and a collegial discussion!

Note: A pdf of the article will be sent after receiving your registration. The session at the Lake will be by satellite.

TUE., JUNE 18, 2019

NORTH: D2251, 10:00 A.M. to 11:00 A.M.

TUE., JUNE 18, 2019

LAKE: H206, 10:00 A.M. to 11:00 A.M. (by satellite)

Click [here](#) to register for NORTH

Click [here](#) to register for LAKE

SoTL Lunch and Learn Series

Join us to eat, learn, and discuss Karen White's research on the long-term impact of interdisciplinary projects with program alumni.

D236 (NORTH):

TUE., JUNE 18, 2019, 12:00 P.M. to 1:00 P.M.

Click [here](#) to register.

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Coding Qualitative Data: Thematic Analysis

Attendees of this interactive workshop will be walked through the process of creating, organizing, and applying codes in an objective and comprehensive way to help answer their research question(s). Participants are encouraged to bring any qualitative data that may be further developed during the session.

WED., JUNE 19, 2019

NORTH: D236, 12:00 to 1:30 P.M.

Click [here](#) to register.

25-27

Scholarly Writing Boot Camp

Consolidated, protected time for faculty to work on a scholarly writing project (e.g. journal article, book chapter, dissertation) in a quiet, focused group retreat setting.

TUE. JUNE 25 through THUR. JUNE 27, 2019

LAKE: H206, 9:00 A.M. to 5:00 P.M. daily

Click [here](#) to register.