

# NEXT

Issue NO. 2, Jul/Aug, 2014

**NO GLASSES REQUIRED**  
3-D Printing Comes to the Classroom

**BEYOND BOOKS**  
Librarians Create Globetrotting Learning Game

**AND THE WINNER IS...**  
More Awards and Honours for Humber Professors

**INNOVATION  
IN A NEW  
DIMENSION**



**“We are limited only by our  
IMAGINATIONS.”  
– Kristian Medri**

# “IT’S A NEW WAY OF TEACHING AND LEARNING!”

P. 23

A special thank you for your creative contributions:

**WRITERS:**

Kendra Hamilton  
*Journalism student*

Mike Karapita  
*PC Journalism, Print, and Broadcast,  
School of Media Studies and Information Technology*

Josh McConnell  
*Journalism student*

Travis Pereira  
*Journalism student*

**EDITOR:**

Nathan Whitlock  
*Assisting Editor, Humber Press*

**GRAPHIC DESIGNER:**

Dekel Chui  
*Graphics Designer,  
The Centre for Teaching & Learning*

**WEB AND MEDIA:**

Darren Richards  
*Web and Media Assistant,  
The Centre for Teaching & Learning*



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# MEDIA

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# LETTER FROM EILEEN: **SHOWCASE OF OUR BEST**

At Humber, we're always finding ways to showcase the teaching and learning excellence that happens every day across the college.

And with this, our second issue of *NEXT*, I'm thrilled to be able to share inspiring examples of faculty who are taking their work – and the learning experience at Humber – to a whole new level, and who are earning accolades in the process.

Included in this issue is a profile of Dr. Rosalina Chiovitti of the School of Health Sciences, who is the well-deserved winner of not one, but two awards this year: The College Sector Educator Award, which was presented to her at the Society for Teaching and Learning in Higher Education (STLHE) Conference in Kingston, Ont., and the John and Suanne Roueche Excellence Award, which she won at the Innovations conference in Anaheim, California, this past March.

Speaking of the League for Innovation in the Community College, Mike McKeon and Alfred Seaman joined Chiovitti and eight other Humber faculty and administration at the Anaheim conference. They share with us their experiences in attending this huge gathering, filled with new approaches to enhance the college experience.

Then there's Sarah Wilkinson, who continues to lead the way at Humber with the flipped classroom. And Lollita Rahaman, a registered nurse and a Continuing Education instructor in the School of Health Sciences, whose CNA Designation is improving the lives of her students and the public she serves.

Those stories and much more are part of what is driving Humber to its *NEXT* great achievement. We'll be reflecting on all our strides forward in the coming months as we take some welcome time to enjoy the summer sunshine.

Enjoy!

**Eileen de Courcy**

*Associate Vice President, Teaching & Learning*



# SOMETHING NEW UNDER THE (CALIFORNIA) SUN

## THE LEAGUE FOR INNOVATION PUTS FOCUS ON FLIPPED CLASSROOMS, TECHNOLOGY, CHANGE MANAGEMENT AT ANAHEIM CONFERENCE

By Kendra Hamilton

Ask Humber professors Mike McKeon and Alfred Seaman if they would like to attend the Innovations conference again and neither of them needs a moment to consider.

“In a heartbeat,” says McKeon.

“When’s the next plane?” Seaman asks.

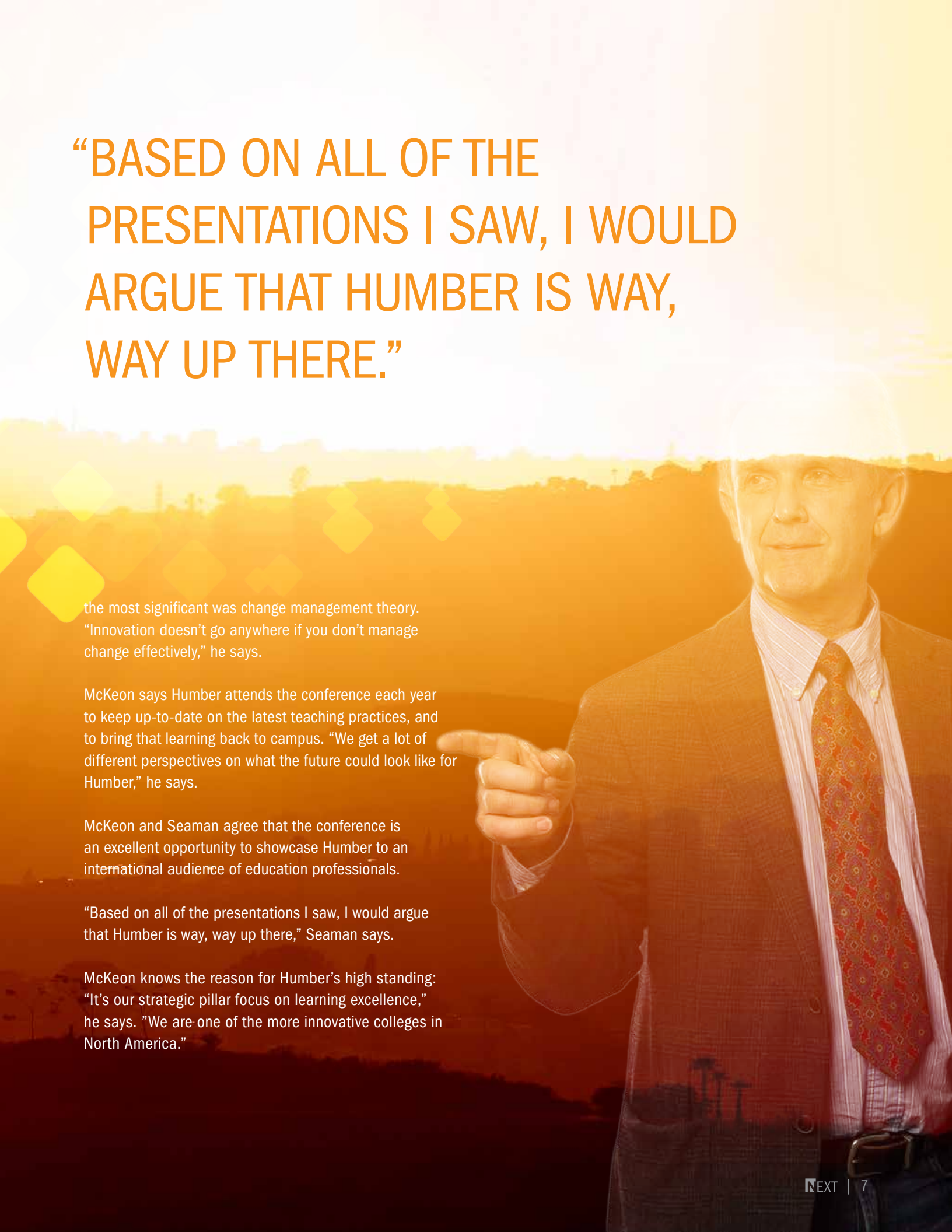
McKeon and Seaman were among 11 Humber faculty and administration invited to the annual conference, held this past March in Anaheim, California. The event is designed to improve organizational teaching and learning, and to discover new approaches that enhance the community college experience.

“College educators have common objectives and common problems, but not necessarily common resolutions,” says Seaman. “So the sharing of all these ideas is really important. The word *innovation* is all about making change and being able to move all colleges ahead.”

The conference is run by the League for Innovation in the Community College, an international organization established in 1968 and dedicated to improving community colleges through experimentation and institutional transformation. Humber, the only Canadian institution on the Board of Directors, has been a league member for 28 years.

Rosalina Chiovitti, who also attended the conference (where she was awarded the prestigious John and Suanne Roueche Excellence Award), said travelling all the way to Anaheim was well worth it. “I had an opportunity to share experiences with other educators and the wonderful experiences they have had with their students,” she says. “It was such a gift, and I was so humbled by it.”

McKeon and Seaman presented at the conference and then spent three-and-a-half days bonding with their colleagues and enjoying round table sessions, poster-boards, keynote speakers and formal presentations. According to McKeon, of all the themes (like technology and flipped classrooms) emphasized at the conference,

A man wearing a white hard hat and a dark suit with a patterned tie is pointing towards the camera. The background is a bright, hazy sunset over a landscape with hills and trees. The overall color palette is warm, dominated by oranges and yellows.

“BASED ON ALL OF THE PRESENTATIONS I SAW, I WOULD ARGUE THAT HUMBER IS WAY, WAY UP THERE.”

the most significant was change management theory. “Innovation doesn’t go anywhere if you don’t manage change effectively,” he says.

McKeon says Humber attends the conference each year to keep up-to-date on the latest teaching practices, and to bring that learning back to campus. “We get a lot of different perspectives on what the future could look like for Humber,” he says.

McKeon and Seaman agree that the conference is an excellent opportunity to showcase Humber to an international audience of education professionals.

“Based on all of the presentations I saw, I would argue that Humber is way, way up there,” Seaman says.

McKeon knows the reason for Humber’s high standing: “It’s our strategic pillar focus on learning excellence,” he says. “We are one of the more innovative colleges in North America.”

# THE RACE IS ON

## HUMBER LIBRARIANS CREATES GLOBETROTTING INTERACTIVE LEARNING EXPERIENCE

By Mike Karapita and Travis Pereira



What if you could turn a trip to the library into a trip around the world – and make it a journey in which students master the intricacies of APA citation style, a vital tool in all academic research?

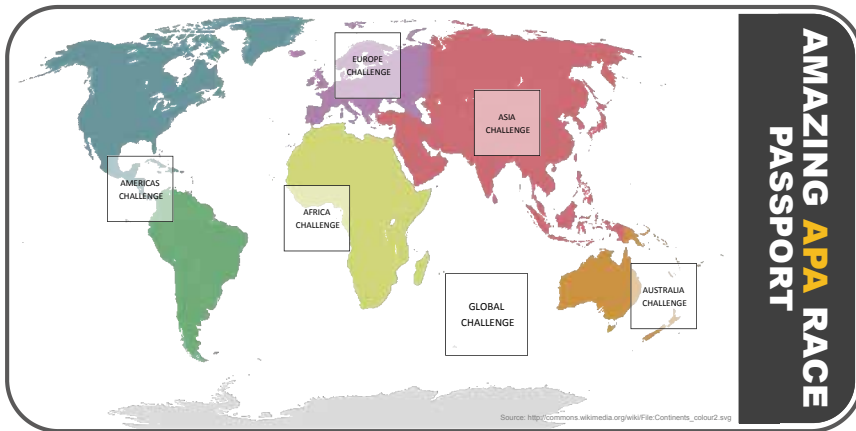
That was the challenge faced by Humber librarians Amy Weir and Aliya Dalfen. What they have come up with is a catchy, globetrotting learning tool called the Amazing APA Race.

APA, based on the Publication Manual of the American Psychological Association, is the gold standard used for academic writing in the social sciences. It's comprehensive and wide-ranging. But it can be tough for students to grasp.

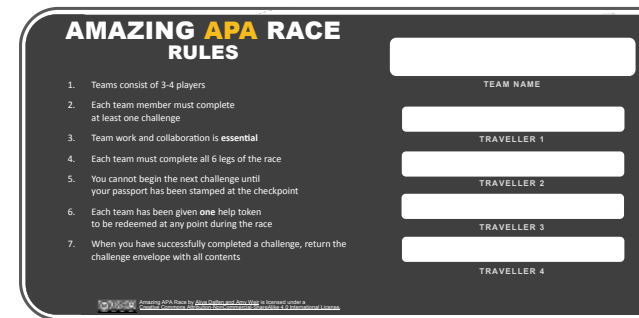
Weir and Dalfen decided to incorporate media that millennials are comfortable with – including YouTube, mobile technology and a dose of reality TV – into an interactive tool that teaches APA through a team-based activity. Specifically, a race around the world that begins with a series of videos the two librarians posted on the Humber library's YouTube site.

“We themed it around *The Amazing Race* TV show so they have to go to different continents and complete the challenges as they go along,” Weir explains. “The main idea of the game is to have students in class practicing APA and familiarizing themselves with it. We really wanted it to be a fun experience.”





Amazing APA Race by Aliya Dalfen and Amy Weir



“APA is something that stresses students out, so this was a fun, interactive activity in which they can support each other while creating these citations,” Dalfen said.

The pair, who began work on the project last summer, aimed to give students a basic understanding of APA in a supportive environment. They recognized that there was a need for some sort of APA resource, and so began by making short videos on various aspects of APA citation. Each video is no more than two minutes in length.

The way the game works is that there are five challenges, each located on a different continent on the passport with which the students are provided. Students can start with whatever continent they want.

Each challenge tests their skills in different ways, Weir says, so that in moving around the world the aim is not so much about retaining knowledge but having another tool that simplifies where to find the information. The Asia challenge, for example, could be to fill in the blanks and complete a scholarly journal citation. The North America challenge could be to grab a book off the shelf and create a book citation.

How does it all come together?

“At the end we have a global challenge in which they create a bibliography, a reference list based on the different challenges, so it synthesizes all that information,” Dalfen explains.

It’s not just the students who love it. The game has received a lot of positive feedback from professors, who’ve gone out of their way to send emails with suggestions for future content.

“I’m not sure we’ll ever get a letter from the students saying ‘This has changed my life!’ That’s not going to happen,” Dalfen says. “But students are using it and the professors are recommending it to students as a good resource.”

So, what’s next?

The goal now is to keep on promoting the Amazing APA Race to faculty and spreading the word around Humber. Weir and Dalfen presented at Showcase in June.

“We’d like to build it into a fully online module that could be posted on Blackboard,” Dalfen says.

For now, video modules are available on HumberEdu YouTube. [www.youtube.com/HumberEDU](http://www.youtube.com/HumberEDU)



# TEACHING AND LEARNING IN A NEW DIMENSION

## HUMBER IS INTEGRATING 3D PRINTERS INTO CLASSROOMS

By Kendra Hamilton

The robotic hum of a 3D printer may soon become a familiar sound in Humber classrooms. Kristian Medri, a professor from the School of Applied Technology, is excited about the various ways that 3D printers can support education on campus.

“Imagine having a 3D modeling class where you design a character for a game, then everybody prints out their character at the end of the class,” he says.

3D printers work from digital models to build objects layer upon layer, using different types of material. The first 3D printer was built in 1984, but only in the past decade has the technology become more widely used. Medri has built two 3D printers for use on campus and holds workshops for teachers interested in integrating the technology into their practice.

“Once the teacher has completed the workshop, they can come and print whatever they think would be useful for their class,” says Medri. “They’ve got ideas, and we’re here to facilitate those ideas.”

Humber acquired its first 3D printer in 2006 for students of Industrial Design. Medri said the plan is to get printers for other programs, such as architecture, fine arts and health sciences, because they can be used to bring a student’s work to life and as teaching aids.

“At Humber we teach mechanical analysis on the strength of designs,” he says. “We could print out a small bridge and put some weight on it and see how it collapses, how it fails.”

Medri says the commercial market is hoping to have 3D printers that can produce edible objects available by the end of this year, which means culinary students might soon see their own designs created using molten chocolate.

Humber is not only finding new ways to make use of this technology but is also helping to develop it.

“Right now, as a technology, there are issues with it,” says Medri. “So we need technicians and technologists to work on making improvements. It’s a great teaching opportunity to be able to have the students working on fixing problems.”

And students are already going beyond just refining this technology: three final year Electromechanical Engineering Technology students built their own 3D printer this past winter semester for their final project.

Medri believes the potential this technology offers is infinite.

“We are limited only by our imaginations,” he says.



**"WE ARE LIMITED ONLY BY OUR IMAGINATIONS"**



# A PRIZE EDUCATOR

ROSALINA CHIOVITTI GARNERS LEAGUE, STLHE HONOURS FOR PEER LEADERSHIP AND TEACHING EXCELLENCE

By Travis Pereira and Mike Karapita



It's barely even summer, but for Humber professor Rosalina Chiovitti, it has already been a remarkable year of celebration and outstanding accomplishment. The first half of 2014 has seen her join a select group of educators, winning not one but two prestigious awards.

This past March, Chiovitti was presented with the John and Suanne Roueche Excellence Award at the Innovations conference in Anaheim, California. And in June she received The College Sector Educator Award at the 33rd

Society for Teaching and Learning in Higher Education (STLHE) Conference on Transforming our Learning Experiences, in Kingston, Ont.

Chiovitti, a Professor at the School of Health Sciences, was honoured first in the winter by the League for Innovation in the Community College conference for her "outstanding contributions to teaching, leadership, and learning."



“When I heard that I was the recipient of the Roueche award, my immediate reaction was to be so thankful for the Humber community I work with,” she says. “Everything from the students I get to work with, to the faculty, the staff and the partners.”

The STLHE award, meanwhile, celebrates her “peer leadership in promoting and supporting the development of peers with regard to teaching excellence; and for sustained excellence in teaching practice.”

As if that weren’t enough, Chiovitti was also recognized by her Humber peers at June’s Showcase 2014. Not that she plans to rest on her laurels. “I’m constantly growing,” she says, adding that she “loves to be part of efforts to support exciting projects and best practices to impact student success, experiences of learning as well as lifelong learning.”

In all that she does, Chiovitti says she is inspired by the sense of community at Humber, the diversity of its students, the relationships that are formed with students, faculty and staff, and learning from the creativity of others. “I have the pleasure to facilitate learning with Nursing students through all four years of our collaborative program,” she says.

Chiovitti is currently seconded to The Centre for Teaching & Learning as a faculty consultant supporting faculty across Humber. “Teaching starts with identifying what level the student is at,” she says, adding that another key driver has to be “supporting the interest and excellence of my peers.”

Her philosophy of teaching and peer leadership is person-centred. Perspectives are celebrated and co-created through an evolving relationship between students, teacher and subject matter; and through an ongoing cycle of continuous learning and renewal, where theory and practice inform the other simultaneously.

“Sometimes my students will chuckle because I’ll say ‘Welcome to your celebration of knowledge.’ But really that is how I see it: as a celebration of knowledge whereby everyone in the class gets to contribute their experience in terms of how they come to the different concepts,” she says. “We all get to share these lenses so that we can address situations from different perspectives – and isn’t that what it’s all about?”

Letters of support for Chiovitti note that she “consistently supports her peer group and tirelessly promotes teaching excellence, scholarship development and student-centred approaches,” and that she is “an exemplary role model, a gifted teacher and an authentic leader.”

When asked for her words of wisdom, Chiovitti says only: “Create an atmosphere of celebration. Imagine infinite possibilities.”

Chiovitti received her Bachelor of Science in Nursing from McMaster University, followed by a Masters of Science in Psychiatric/Mental Health Nursing and a Doctorate of Education (specialization in Counselling Psychology), both from the University of Toronto.

She has published in international peer-reviewed journals in the areas of nursing theory development, ethics, qualitative research and rigour. She is also a member of Humber Press, which supports the development, publication and dissemination of scholarly works.



# YOU MUST FLIP IT

## FLIPPED CLASSROOM WORK WINS ACCLAIM FOR HUMBER'S SARAH WILKINSON

By Mike Karapita and Travis Pereira



As concepts in the world of teaching and learning go, none may be more popular and widely discussed than the flipped classroom. Sarah Wilkinson, a professor in Humber's School of Hospitality, Recreation and Tourism, knows her way around the idea – but it didn't come easy. Wilkinson – an Innovation Award Winner at Showcase 2013, as well as a featured presenter at this year's League for Innovations in the Community conference in Anaheim, California – learned by taking her time, mapping her steps.

The flipped classroom has been hailed as one of the most effective pedagogical techniques, challenging longstanding beliefs about what activities belong in the classroom and what should be completed independently.

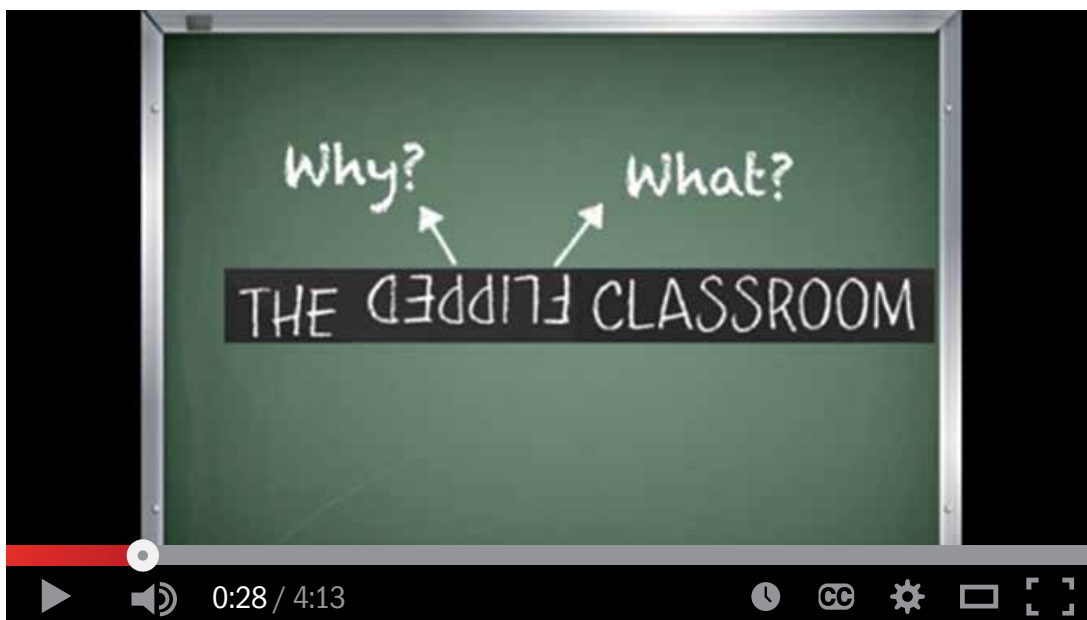
"You build a video that students can watch and rewind. Then you build a lesson, then you build a week, then you build a module," she says. But it's always a work in progress. "I've flipped some classes completely, and in other classes, I'm working toward it. I still haven't checked off everything," she says with a laugh.

She maintains that her step-by-step approach is not the only one.

"I want other faculty to realize that you can start by taking summersaults, or easier steps with the goal of working toward doing a backflip," she says. "I'm trying to help other faculty flip a lesson. I want people to feel comfortable from the start. Because it's daunting. When we teach our students something, we don't do the most advanced skill."

Wilkinson said her own learning journey as a student was not always smooth. She struggled with reading early on and was diagnosed with a learning disability. So when she found herself in front a group of students, she remembered what it was like, and what the challenges could be. "I just pictured my students and asked myself 'What would I have liked if the technology had been different when I was younger,'" she says.

“I JUST PICTURED MY STUDENTS AND ASKED MYSELF ‘WHAT WOULD I HAVE LIKED IF THE TECHNOLOGY HAD BEEN DIFFERENT WHEN I WAS YOUNGER.’”



Wilkinson believes that giving students multiple resources works, since it allows them to find how they can learn the best.

“Students are busy. They can learn anytime, anywhere. We can do cooler stuff in class that will actually help them learn and get deeper in their learning so there’s a lot of benefit”

She also believes that going for a flip is a sure way to enhance the learning experience beyond, say, the traditional lecture.

“A lot of these more active learning techniques have been shown to lead to a deeper understanding of the concepts,” she says.



# AROUND THE WORLD

## RICHARD MITCHELL'S QUEST TO MAKE HUMBER THE ROLE MODEL FOR DISTANCE LEARNING

By Josh McConnell



When you walk into Richard Mitchell's office at Humber's North campus, you find two computers powered up and ready to go. The one by his chair is fairly ordinary, with an uncluttered Windows desktop open. About ten feet away is a second workstation, with a handwritten note placed at its base. The inscription? One word: "INDIA."

Mitchell, a Humber Mathematics and Science professor, uses the second computer to demonstrate to *Humber NEXT* his latest classroom innovation: Blackboard Collaborate, which allows instructors to teach students anywhere in the world with ease. Though distance learning has existed for years, Mitchell says these new tools, working in unison, are incredibly powerful and ready to be used on a wide scale.

"If Humber could become a model for not just how to use distance learning, but how to really use it effectively, we could go and train all sorts of colleges on that model," Mitchell says, underlining his belief that the whole area is "ripe for the picking."

The model Mitchell speaks of is a surprisingly simple one. Previously, distance learning was cumbersome and compromised the student's experience. But this is no longer the case, as Mitchell has discovered. With the right applications and hardware now available at a relatively inexpensive cost, Blackboard Collaborate could be the future. In fact, the future may already be here.



“This is basically a pilot project to see if the technology works,” he explains. “It works. It works ten thousand times better than I had ever hoped for.”

What makes Blackboard Collaborate so simple to use? For one thing, it is compatible with most devices that most students already own.

The first step requires that an academic institution have a license for the Blackboard Collaborate software, which Humber does. From there, the instructor just has to add in a student’s email address to send out an invite. When the student receives the email and accepts the invite, they can select how they would like to take part in a lecture – whether on a computer or mobile device. For devices such as the iPad or iPhone, it is a simple free app download to be up and running. Otherwise, a web browser on a computer is all that’s required.

From the instructor’s point of view, the Blackboard Collaborate interface offers all kinds of options. An initial decision for an instructor is choosing to use a microphone for audio, a webcam for video of themselves – or both. From there, there are all kinds of additional options that enrich the experience.

When a lecture gets underway, students can talk in a chatroom with each other, if allowed. There is a button for the student to raise their hand if he or she has a question, which will immediately notify the instructor. A USB tablet device for writing can be used by the instructor to markup slides or write examples from scratch, something that is particularly useful in Mitchell’s math courses. The instructor can also send out class polls in which everyone can vote for a quick (and, if necessary, democratic) answer to any question.

All of this can be done seamlessly in real time, no matter where the instructor or student is located. The whole process is incredibly easy compared to previous attempts at distance learning, Mitchell reiterates. “I feel so much more comfortable with the management of it that I could literally have a whole class outdoors now.”

#### **HOW WE GOT HERE: DECADES IN THE MAKING**

The creation of Blackboard Collaborate did not happen overnight. Mitchell is well versed in this area and has been keeping an eye out for new developments for decades.

In the 1990s, he was trying to find ways to save paper when assisting students with solutions to homework questions. Apple had just put out its Newton device, which was one of the first Personal Digital Assistant to be released. It had a stylus pen to write, the information could be kept inside and no paper was required. It was a step in the right direction, but Mitchell remembers there were challenges, as well.

“It was expensive, hard to save and there was no way of presenting it on an overhead. All of these things were not in place, but I was still thinking of possibilities.”

In 2005, Mitchell attended a workshop on PDAs at Humber College, where he met Jane Worth of Humber’s Information Technology Services. After realizing Mitchell had a fascination with the application of mobile technology in the classroom, Worth let him borrow a tablet PC to experiment with – a device that allows the user to use a pen to write on the screen.

**“[BLACKBOARD COLLABORATE]  
WORKS TEN THOUSAND TIMES  
BETTER THAN I HOPED FOR.”**



Two years later in 2007, Mitchell won Innovator of the Year award from both Humber College and the League for Innovation in the Community College for his work in applying that tablet to the classroom. Mitchell prepared an academic research paper on Pen Based Learning Technologies, which was published in [www.ieee.org](http://www.ieee.org), and in 2008 won the Colleges Ontario ETC award for New Technologies.

### **LEADING THE CHARGE**

With his decades of experience and research into using pen based technology and mobile devices, it makes perfect sense that Mitchell is leading the charge for implementing the new Blackboard Collaborate software on tablets, smart phones and laptop computers.

Already, the feedback from students has been exceptional, thanks to the technology's variety of applications. Students running late have been able to follow the lesson in real time while on the bus. A student with muscular dystrophy, who normally faces a three-hour journey to the classroom, can now take the lesson from home.



The technology is very responsive, inexpensive and available for the taking here at Humber, Mitchell explains. "I use it in every single one of my classes," he says, adding that all faculty members need to do now is try it.



# AT THE TOP OF HER LEAGUE

## NURSING PROFESSOR'S SPECIALIZED RESEARCH EARNS PRESTIGIOUS DESIGNATION, AWARD

By Kendra Hamilton

Lollita Rahaman is a shining example of a Humber educator whose scholarly efforts are helping better the lives of her students, her program and her fellow citizens. Rahaman, a Continuing Education instructor in the School of Health Sciences, is also a registered nurse at Brampton Civic Hospital. She recently underwent rigorous examination in order to receive her CNA Designation, an exam-based credential that certifies registered nurses as experts in one of 20 specialty areas of practice. It is the only national nursing certification program in Canada, and must be renewed every five years.

Rahaman received two designations, making her an expert in oncology and palliative care. She is very clear about why she put herself through the process. "I wanted to expand my knowledge and be able to take care of my patients better," she says. "When you do Registered Nursing training, you go everywhere and you learn everything. CNA designation allows you to specialize in one area, and it gives you that knowledge to be able to better help every patient."

Nazlin Hirji, Continuing Education Director for the School of Health Sciences, notes that Rahaman is one of a number of CE faculty at Humber with CNA Designation

who contribute to a richer learning environment. "It helps students know that these individuals know what they're talking about," she says. "When you have someone who has that specialty designation, it speaks to their current knowledge in the field, the fact that they're practicing and that their knowledge base is full and comprehensive. It just makes it a lot more real than someone who is talking about it theoretically from out of a text book."

In addition to being CNA certified, Rahaman was awarded the prestigious de Souza Advanced Practiced Nurse (APN) Designation this past January. The award recognizes that Rahaman completed course work, a clinical fellowship and a research project. Her research has been used to develop an algorithm to help nurses recognize when an oncology patient is at risk of becoming septic, which can quickly lead to death.

Rahaman is one of only nine nurses in Ontario with a de Souza designation and only one of the two nurses at the Master's level to receive the APN Designation.

# GET TOGETHER

COMMUNITIES OF PRACTICE CONNECT PEOPLE,  
IDEAS AND SUPPORT

By Josh McConnell



Finding the right teaching method can be like finding the right pair of shoes. Often we have to try on different styles before discovering the perfect fit.

Challenging pedagogy and discussing ways to address classroom conundrums are at the heart of Humber's Communities of Practice. A great example can be found within the Mathematics Department of the School of Liberal Arts & Sciences, where Communities are used regularly to great success.

"It's a free-flow of information," says Rebecca Milburn, Associate Dean of Preparatory Programs & Mathematics. "It's just a very informal exchange of ideas to support and connect people."

Milburn is the facilitator of the mathematics department's Community of Practice. She assists by setting up the discussions, booking rooms and making sure there is a keynote speaker on the main topic. The events have seen up to 30 people attending.

So how does it work? In one scenario, a faculty member may arrive with a problem they have encountered with an assignment. Even if they're not expecting a solution, when a fellow Community member offers one, the faculty member can end up leaving feeling both satisfied and supported.

"I think what is really important in any Community of Practice, regardless of the focus, is to make sure you



# “IT’S INTERESTING BECAUSE IT’S JUST A COMMUNITY, NOT A MEETING. IT GIVES US THE OPPORTUNITY TO JUST SIT AND CHAT. WE DON’T HAVE THAT ENOUGH.”

connect people and have that support in place,” Milburn says. “Because we are all teachers, we are all here trying to do the same thing, and sometimes we get isolated. This is just a moment, an hour, to sit and chat about something.”

There is an important grassroots element to Communities of Practice that helps foster its success. Everyone is made welcome, which is crucial to the communities because it encourages cross-department engagement. For example, math can be such a broad subject, with many facets and sub-categories, so the lessons it engenders can easily be applied to other programs.

“We can bring in a chef from the School of Hospitality, Recreation and Tourism because in our mind he is teaching fractions,” Milburn says. “He is teaching students how to multiply his recipe – in other words: fractions. So we say ‘Come to us and hear how we are dealing with remedial fractions and maybe we can learn from you, too!’”

The organic nature of a Communities of Practice helps stimulate creativity naturally because it’s not a ‘top-down’ initiative: the ideas grow upwards. Milburn sees her role as helping make that happen. “It’s interesting because it’s just a community, not a meeting. It gives us the opportunity to just sit and chat. We don’t have that enough.”


Milburn is pleased with her department’s implementation of Communities of Practice and encourages others to attend. Faculty members in different departments may even want to consider starting up their own Communities, based on the success seen in the Mathematics department.

“I think the challenge when you start off at any institution is to find some resources that will help you, support you and then getting to know people,” Milburn says. “And that is part of the opportunity that is presented with the Community of Practice. It’s all about connecting people from different areas.”

# OUTSIDE THE BOX

A FLIPPED DESIGN PILOT PROJECT INSPIRES  
PASSION AND EXCITEMENT

By Josh McConnell



Last year, Craig Crane, a professor in the School of Applied Technology, and professor Marcin Kedzior recruited a group of recent graduates from various schools to assist in a pilot program for using practical methods to teach design. The graduates came from different backgrounds, including art, industrial design, sustainable design, interior design and masters of architecture programs.

“We talk about a flipped classroom,” Crane says. “Traditionally in a studio, like in interior design, they would be given the theory, and then they apply the theory. So what we do is play around first and experiment, then we do the theory, then we execute the project. There is a passion and excitement that comes out of this as a way of producing architecture.”

# “IT’S A NEW WAY OF TEACHING AND LEARNING!”



The pilot project took place at Whole Village, a small community focused on sustainable living, in Caledon, Ont. Whole Village needed to create a new infrastructure of guest cabins for their volunteers, while also being able to rent them out to others needing a place to stay.

“We were building a village that they will turn into a revenue stream to keep this community alive,” Crane explains.

The group stayed on the property for days and brainstorm, taking advantage of the variety of backgrounds. Prototypes were created, and eventually a full design was crafted for execution. Afterward, the group dissected the outcome to try to understand the theory behind why the design worked.

“It’s a new way of teaching and learning!” Crane says.

## **MIDDLE AGES MEETS 21ST CENTURY**

Flipped learning is new, but it is also very, very old. “It is how you would have learned in the middle ages,” Crane points out. “You would have worked stone for a while, then design a stone building. But now we learn about stone from a book.”

Kedzior, who has been teaching interior design at Humber for four years, believes the pilot program should be considered a new hybrid of architecture firm and classroom.

“THERE IS A PHILOSOPHY THAT UNDERLIES THE PROJECT, WHICH IS TAKING ON INTERESTING SITUATIONS AND PROJECTS THAT ARE PRO BONO TO A CERTAIN DEGREE.”



“It has the advantages of a design firm, which is building real projects and collaborating in this specific way with a certain community, but then it has these pedagogical moments when it is about mentorship and the acquisition of skills in the end,” he says.

That end result is a graduate certificate in which students can get a very practical way of learning the field. Students will already have the foundational theory and skills behind them from their previous studies; the certificate provides the real-world application.

“The curriculum is driven by the project,” says Crane. Eighty hours are dedicated to a client such as Whole Village, then the remaining 220 hours are taken online and in strategic meetings. There is also a capstone the student proposes, which Crane hopes will turn into a bigger





research assignment that can be taken further. But at the heart of the certificate is still the project taken on from a client.

“There is a philosophy that underlies the project, which is taking on interesting situations and projects that are pro bono to a certain degree,” says Kedzior.

The pro bono part is important, Kedzior notes. “We aren’t trying to make rich people happy, we are trying to serve the public. The kind of projects that benefit particular communities in a way that is very grassroots and not lucrative for anyone, but everyone gets something out of it. The students get the education, and the community gets something that they need. It’s design activism - giving back.”

In addition to the philanthropy-inspired elements, there is also a strong team-building aspect to the unique teaching method. The groups are small, which is important for success, but which also helps when, as with Whole Village for example, everyone lives together on-site.

“We had tents, trailers and some accommodations in their main building,” Crane says. “They also had to do a work beat, so they had to go out in the field for half a day to give back as part of it. They really enjoyed it. Just the idea of a city kid out there with a hoe - it’s an eye-opening experience.”

# INNOVATIONS OF THE YEAR

## HUMBER'S AWARDS PROGRAM



The purpose of the Innovation of the Year Awards is to recognize college employees who have designed and implemented significant innovations that positively impact the education of students at Humber College Institute of Technology and Advanced Learning.

The Innovation of the Award Winners for 2014 are:

### **Innovation of the Year Award**

1. Mike Planche, *Professor, The Business School*  
Debbie Johnston, *Director, Continuing Education, The Business School*  
Collaborative Classroom Project
2. Nicole Chuchmach, *Professor, School of Hospitality, Recreation and Tourism*  
Stackable Online Learning

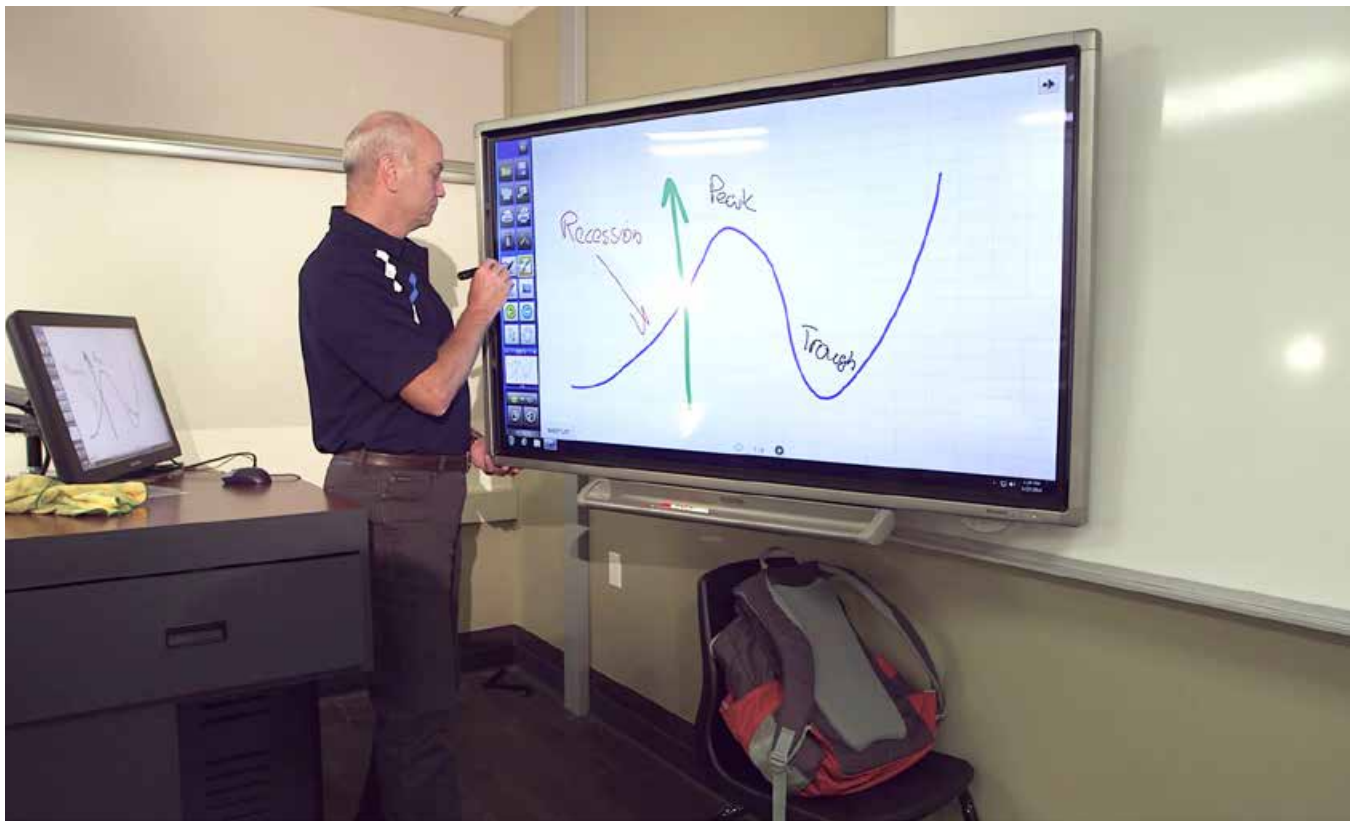
### **League for Innovation in the Community College Award**

1. Alfred Seaman, *Professor, The Business School*  
Trading Floor

Humber has always valued innovation and excellence, and the fundamental worth of every individual contribution. Central to our mission is the importance of high quality teaching and learning.

Thank you for your contributions towards improving the educational experience for all of our students.

**Watch the full interview:** [bit.ly/2014innovationawards](http://bit.ly/2014innovationawards)



## Innovation of the Year Award

### Debbie Johnston

*Director, Continuing Education, The Business School*

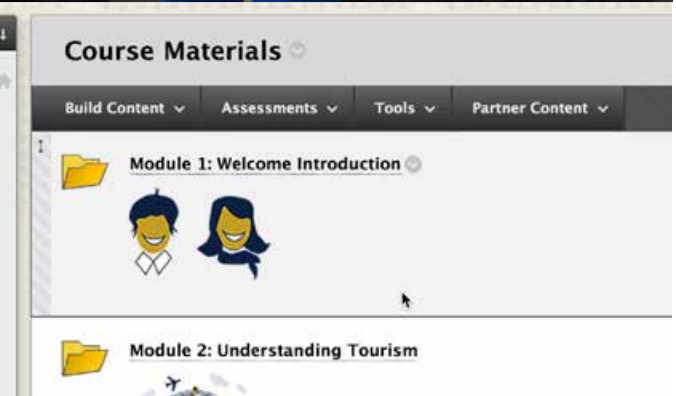
### Mike Planche

*Professor, The Business School*

## Creation of the Collaborative Classroom

The collaborative classroom is an innovative learning space geared towards fostering student engagement. The rationale for the creation of the collaborative classroom is to enhance the learning environment and allow for many formats, not just lecture style. The educational environment is changing, primarily in response to the advances made in technology. Students are exposed to numerous

electronic platforms, and the collaborative classroom facilitates importing these resources into the lesson. The classroom has technology which includes: large screen monitors, interactive communication capability, internet connectivity, and teleconferencing. All walls have white boards. Traditional desks have been replaced with units combining both the chair and writing surface, in addition to a space below for the student's personal belongings. Each unit is on wheels which allows for movement anywhere in the classroom. This allows for alternate formations within the classroom; for example, group work, presentations, debates or lecture style. The collaborative classroom has many functions and can adapt easily to accommodate various teaching and learning styles. Its impact has enhanced the learning environment and had a positive influence on student engagement.



**Innovation of the Year Award**

**Nicole Chuchmach**

*Professor, School of Hospitality, Recreation and Tourism*

**Online Hospitality Program**

Nicole Chuchmach designed, consulted and created 10 fully online courses for the School of Hospitality, Recreation & Tourism’s Hospitality program, in collaboration with members from the Centre for Teaching & Learning. Nicole’s creative use of emerging technologies combined with her industry expertise allowed for the development of these winning courses. The online courses include industry experts who deliver content, while coaching students on their professional goals and

curriculum projects. The content delivery is facilitated by faculty interviews, animations, group discussion, online practice assessments and relevant television shows. In addition to supporting students’ successes, the courses embrace students as co-creators and provide for authentic assessments throughout. This innovation has provided an effective template for the development of future online courses. By delivering this course in both online and in-class formats, the School of Hospitality, Recreation & Tourism will be able to effectively study the benefits and areas requiring improvement using evidence-based research.



**League for Innovation in the Community College Award**

**Alfred Seaman**  
*Professor, The Business School*

**Trading Floor**

The Trading Floor is a dedicated area where trading activities are conducted. This facility was researched to provide a unique learning environment to enhance students' educational experience of the market environment. It is an innovative learning space for faculty and students that simulates the "real" world of trading. It is being used for the delivery of theory, simulations and other real life experiences of the financial marketplace. Alfred was instrumental in configuring the ideal learning

environment that includes the following equipment: computers, a server, monitors, large data monitors, and access to software and data from a live market source such as Stock-Trak. Everything is configured to provide an interactive environment for students. He also provides training to faculty and has led numerous Stock-Trak (team building) school based competitions to build a community of practice in the exciting world of the stock market. Al's gaming approach to learning will invite high school students, PSE students and faculty to "play" in the stock market using pretend monies. It is this notion of "play" that supports Humber's experiential learning model and creates an engaging, relevant and authentic learning experience.

# THREE GREAT NEW

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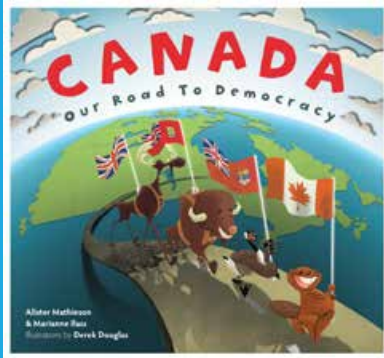
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### Canada: Our Road to Democracy

“My 10 grandchildren call me ‘Grandpa Book’ because I read books to them. I can’t wait to read *Canada: Our Road to Democracy* with them. First, the system of government and rule of law we have inherited and delivered is the envy of the world. We have learned how to make diversity and inclusiveness work for us. Second, it is the young who will be the stewards to make democracy work even better for the next generation and we should all start this journey as early as possible.” His Excellency The Right Honourable David Johnston, Governor General of Canada.

\$24 hc /\$16.95 pb (teacher’s guide avail.)

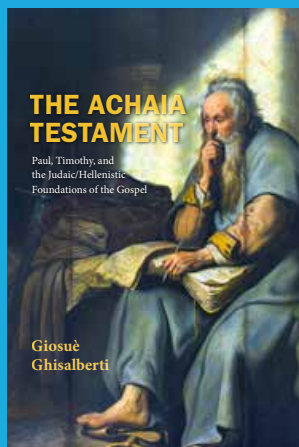


### Grandma and Grandpa’s Toronto Adventure

Grandma and Grandpa are two very adventurous grandparents! Join them as they discover all the wonderful experiences Toronto has to offer. Take the *Maid of the Mist* ferry to the bottom of Niagara Falls and climb to the top of the giant CN Tower.

*Grandma and Grandpa’s Toronto Adventure* is part of an international best-selling series. The ‘Toronto Adventure’ is the first in the series to be published about Canada.

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### The Achaia Testament

The gospel of Saint Paul came into being through the simultaneous influence of the Torah and ancient Greek philosophy, a shared inheritance that culminates in the prison letters written prior to Paul’s death in Rome. Filled with lively textual analysis and scholarship, *The Achaia Testament* explores the roots and creation of a whole new order of spiritual thought.

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