NEXT

Spring/Summer 2017

MORE THAN JUST GAMES

How Hosting A Major Sports Event Puts A Spotlight On Indigenous Education at Humber

CODING WITH LEGO

Computer Professor Adam Thomas Teaches Abstract Concepts Using A Childhood Favourite

REACHING OUT

International Development Students Learn Practical Skills While Helping Victims Of The Syrian Civil War

Hive Minds: The Humber Arboretum Teaches Beekeeping Basics

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HUMBER PRESS

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A SPECIAL THANK YOU FOR YOUR CREATIVE CONTRIBUTIONS:

This issue of *NEXT* was created with the help of students from the Professional Writing and Communications program.

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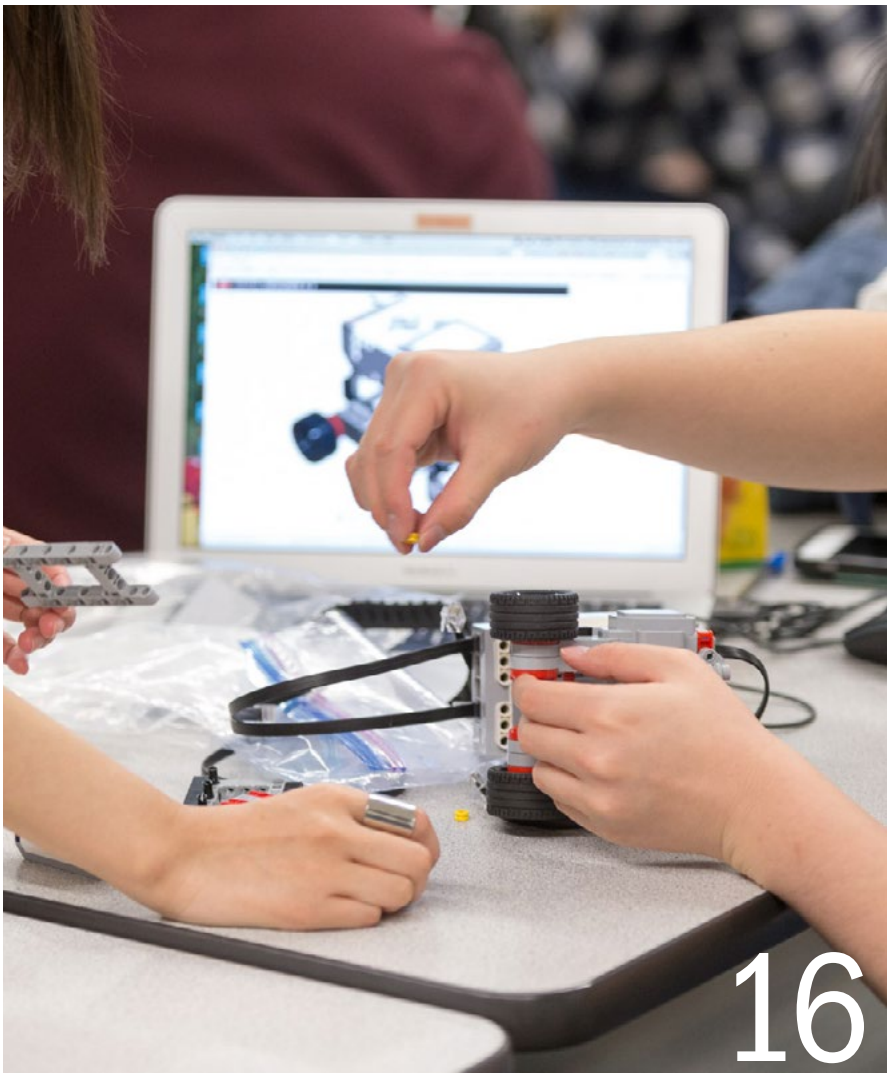
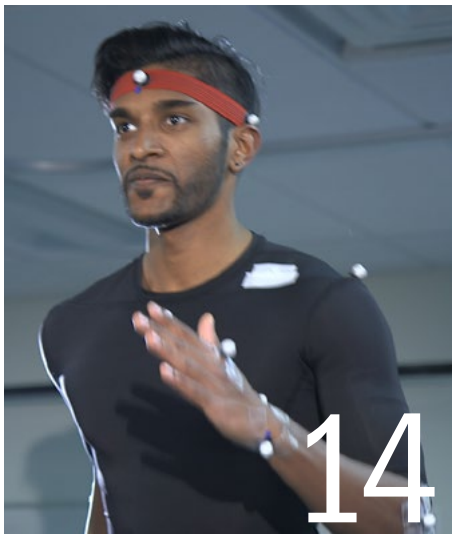
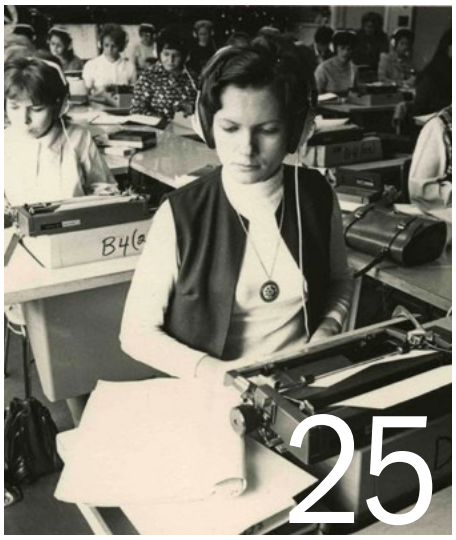






LETTER FROM EILEEN

THE 2016/17 ACADEMIC YEAR IS QUICKLY COMING TO a close–a time for reflection and celebration. This year is even more special, however, as 2017 marks a milestone for the college system, and especially for us at Humber as we celebrate our 50th birthday. So while we reflect, we should ask ourselves what it means to be 50. How are we different at this stage of our existence? I think it is evident that at 50 years old, Humber has a stronger sense of our identity and purpose than ever. Our Polytechnic Vision is reflected in our programming, our physical spaces, our industry partnerships and how our research advances both our own teaching and learning practices, and assists in economic development and community services.

As you flip through the pages of *NEXT*, note the focus on technology in classrooms, in labs and for use within the curriculum with the clear intent to expand access and increase mastery of skills. In this issue, you will also see faculty's emphasis on extending learning beyond the boundaries of the classroom, community and country. Once again, you will see innovation take all shapes and forms.

At 50, we are older and wiser, and we just keep getting better. I can't wait to see what the next 50 years bring.

Happy Birthday, Humber!

Eileen de Courcy
Associate Vice President, Teaching & Learning

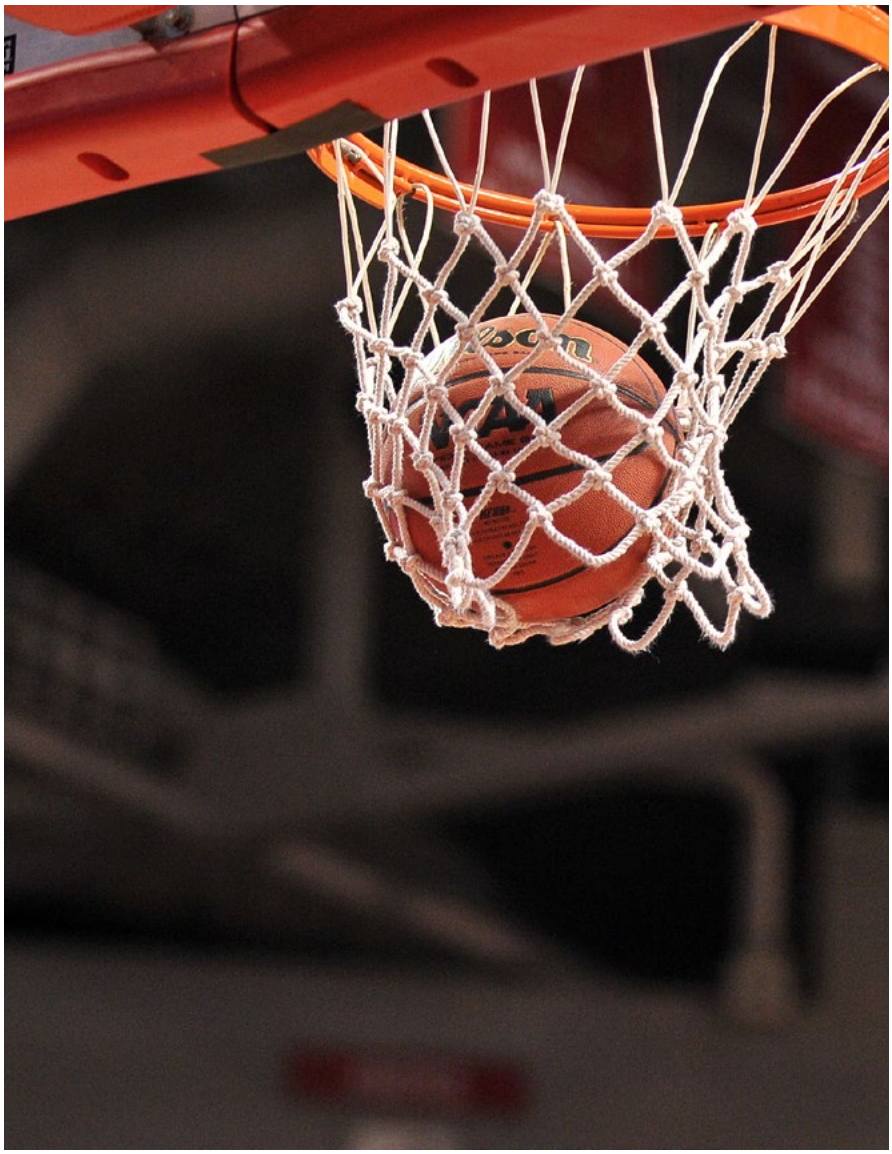
MORE THAN JUST GAMES

HOSTING THE NORTH AMERICAN INDIGENOUS GAMES GIVES HUMBER THE OPPORTUNITY TO SPOTLIGHT ITS APPROACH TO INDIGENOUS EDUCATION

By Matthew Whittemore

THE NORTH AMERICAN INDIGENOUS GAMES (NAIG), THE LARGEST continental sporting and cultural gathering of Indigenous people, are coming to Toronto for eight days in July. This marks the first time in the NAIG's nearly 30-year history that it will be held in Eastern Canada. The 2017 edition is expected to bring in 5,000+ athletes from 26 regions across North America, including all 13 provinces and territories, and 13 American states. NAIG will also be supported by more than 2,000 volunteers.

IMAGE: NAIG2017.TO



> These younger athletes will see Humber as a place with a vibrant community, one that is accepting of all students and that fosters a deep respect for Indigenous history and culture.

Humber College has the honour of serving as a host venue for the games. The North Campus will host two of the 14 NAIG sports: basketball and volleyball. As well, approximately 800 of the visiting athletes—most of whom are in their mid- to late teens—will stay in Humber's student residences.

During the games, the students and staff of Humber's Aboriginal Resource Centre will be working to entertain and educate the visiting athletes, as well as create meaningful connections between them and the college's own Indigenous student community. The Resource Centre will be hosting numerous activities such as Indigenous socials, craft events, movie nights, smudges, nature walks in the Arboretum and sunrise ceremonies. In advance of the games, the Centre will also be training NAIG volunteers. It will be a hands-on experience for everyone involved.

"We're going to be busy, for sure," says Humber elder Shelley Charles. "We have to make sure people are prepared. We want to make sure this is a positive experience."

Charles says Humber's hosting of the games is a demonstration of its commitment to Indigenous education and to answering the calls to action made by the Truth and Reconciliation Commission of Canada (TRC). It will showcase the college's unique educational atmosphere for its visitors and, perhaps, help pave the way for a new cohort of Indigenous students at Humber. "These younger athletes will see Humber as a place with a vibrant community, one that is accepting of all students and that fosters a deep respect for Indigenous history and culture," Charles says. "When they see that, they may very well choose to come study here."

PHOTO: SHUTTERSTOCK

HELPING VICTIMS OF WAR

INTERNATIONAL DEVELOPMENT STUDENTS LEARN PRACTICAL SKILLS WHILE BRINGING AID TO SYRIAN REFUGEES

By Arielle Townsend

STUDENT VOLUNTEERS ASSEMBLING EMERGENCY KITS TO BE DISTRIBUTED ACROSS TURKEY'S BORDER INTO SYRIA

SINCE THE SYRIAN CIVIL WAR BEGAN IN 2011, more than 6.6 million people have been driven from their homes. Many have sought safety in urban areas with precious few services. Now, thanks to a partnership between Humber's International Development (ID) program and GlobalMedic, an emergency response NGO based in Rexdale, Ontario, thousands of internally displaced Syrians will have access to clean drinking water and hygiene supplies. This past spring, nearly 50 ID students and faculty assembled 1,700 emergency kits to be distributed across Turkey's border into war-torn Syria.

The emergency kits, which include items such as soap and water purification tablets donated by Procter & Gamble, were shipped out in time for World Water Day on March 22nd. More than 10,000 Syrians will receive the kits.

The initiative provided something for everyone involved. For GlobalMedic staffers like Farook Yusoof, it was a chance to give back to the program that prepared him for a career in global aid. "As a graduate of the Humber ID program, it was a rewarding experience working with current students," says Yusoof. "The passion for world issues that students

PHOTO: HUMBER MARKETING AND COMMUNICATIONS

in this program showed was definitely invigorating. It was fantastic to see that this culture is still in place at Humber."

For their part, Humber students receive practical experience in disaster relief management. Susan MacGregor, coordinator for the ID program, believes the partnership with GlobalMedic helped students get a feel for how on-the-ground disaster relief works. "The students thought it was fantastic," says MacGregor. "They got to learn about practical things, like how shipping works, and how to properly load a truck so that you don't end up with things falling over. All of these things we normally learn in a classroom situation, but this was very hands-on, and let them actually see the process."

> "The passion for world issues that students in this program showed was definitely invigorating; it was fantastic to see that this culture is still in place at Humber."

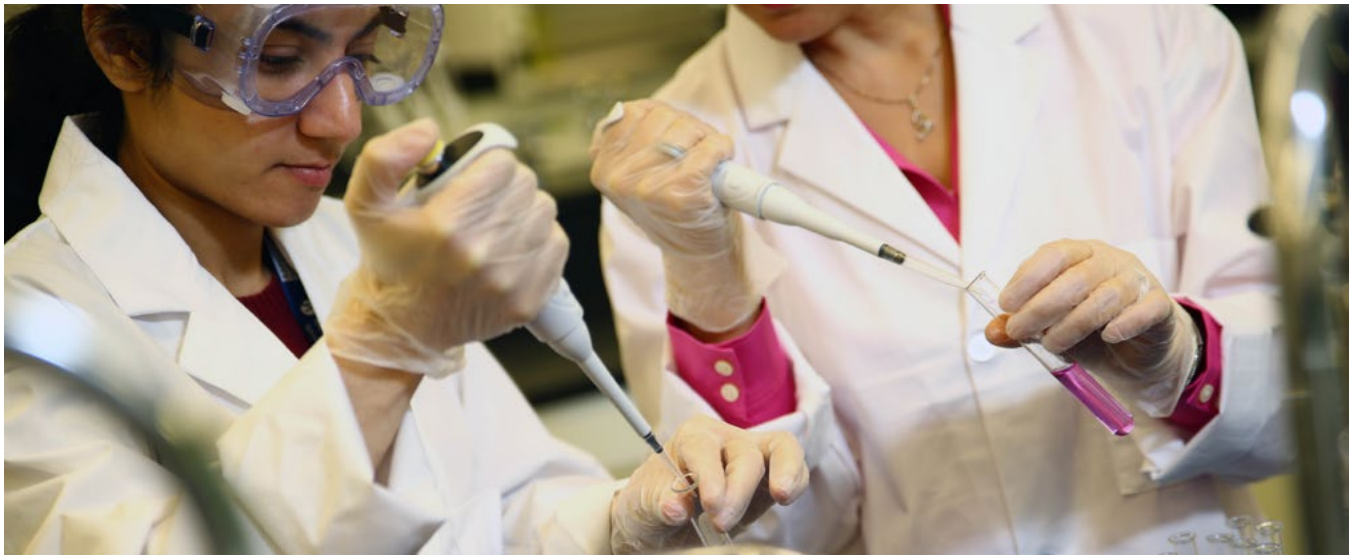
The ID program uses opportunities like the partnership with GlobalMedic to bring field experience to the classroom. But for the students, the experience goes beyond a learning requirement. MacGregor proudly notes that many of her students have left Canada to begin NGOs of their own all over the world. "We have graduates in literally 50 to 60 countries around the world and in almost all the NGOs in Southern Ontario," she beams. "The fact that more than 50 per cent of GlobalMedic's staff are Humber graduates speaks to the program's success."

PHOTO: HUMBER MARKETING AND COMMUNICATIONS

ALL GAIN, NO PAIN

PARTNERSHIP WITH SPORTS NUTRITION GIANT BIOSTEEL OFFERS REAL-WORLD CHALLENGE TO STUDENTS

By Atyia Police



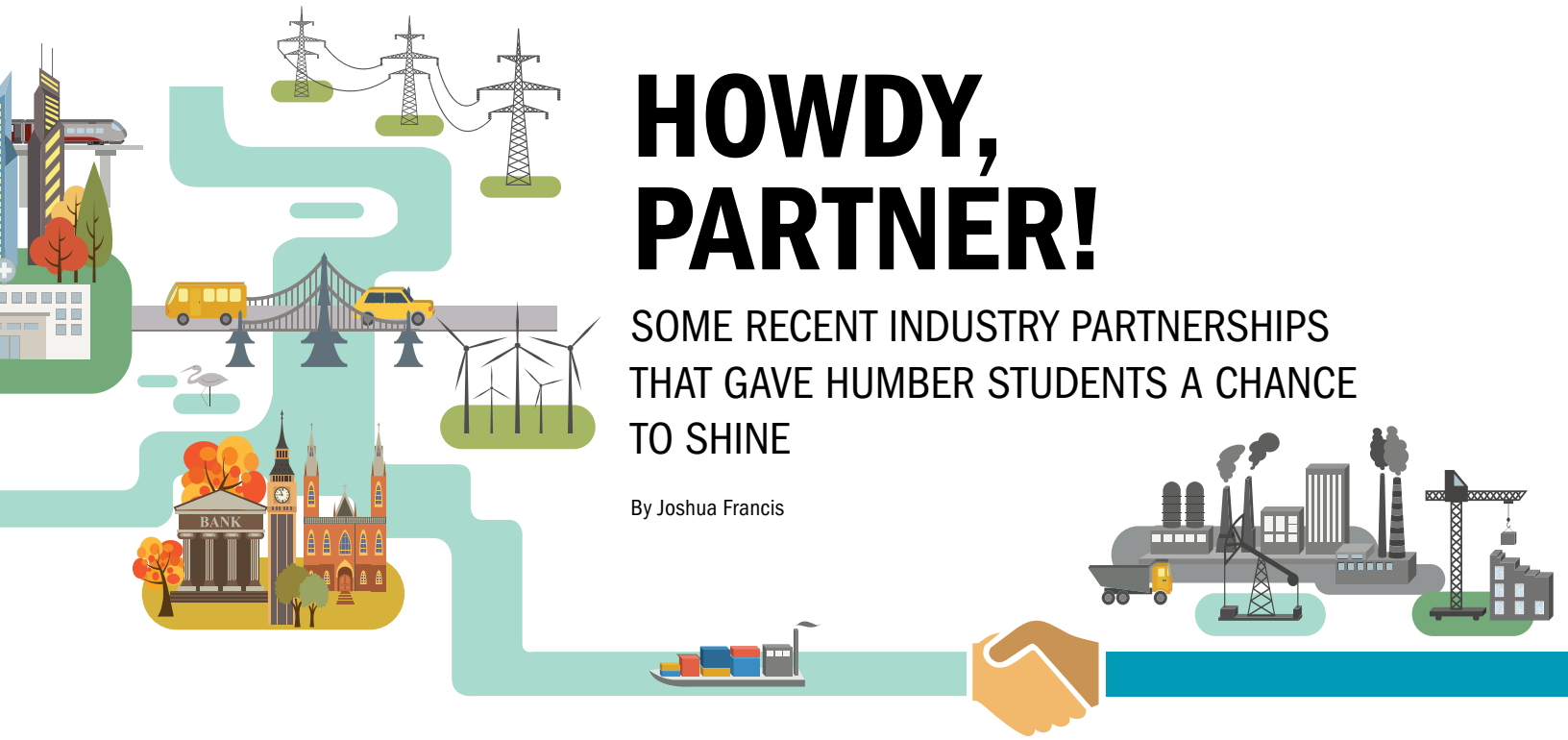
EARLIER THIS YEAR, HUMBER WELCOMED DR. ADEEL SAFDAR as the college's first-ever BioSteel Research Chair for the School of Health Sciences. Safdar is a former Harvard University and McMaster University post-doctoral fellow whose award-winning work in the field of genetic therapy has attracted more than $2.5 million in federal research grants.

Safdar's new position is part of an ambitious partnership between Humber College and BioSteel. The sports nutrition company is seeking help with research aimed at growing their customer base and improving the effectiveness of their products. In providing that help, students will get the chance to apply their knowledge in a real-world project.

Safdar sees the collaboration as win-win situation. "This dedication to research advancement and student involvement encourages a symbiotic relationship between all those involved," he says.

Research Partnership Development Manager Amanda Brown agrees with Safdar's assessment, and says the new BioSteel position is a model for all of Humber's industry partnerships. "We want to do something that's innovative, new and unique," says Brown. "We're trying to connect outside partners with the expertise and resources that Humber has. In the end, our students and faculty have a great experience and our partners are left with a solution they can implement."

TOP PHOTO: BIOSTEEL.COM AND SHUTTERSTOCK, ABOVE IMAGE COURTESY OF HUMBER COLLEGE



HOWDY, PARTNER!

SOME RECENT INDUSTRY PARTNERSHIPS THAT GAVE HUMBER STUDENTS A CHANCE TO SHINE

By Joshua Francis

ADVANCED MICRO DEVICES

Humber students in the 3D Animation, Art and Design program recently worked with Advanced Micro Devices, a multinational tech company, to create character animations and environment models. While this technology had already been created, AMD needed Humber's assets to show it off. Students got to share their demo reel at the Game Developers Conference in San Francisco, the biggest conference in the gaming industry. "They really stepped up to the plate," says Sean Skelton, an AMD developer.

CRYSTAL FOUNTAINS

Crystal Fountains is a Canadian-based manufacturer of commercial water features (they made the water fountain in the Eaton Centre). Students redesigned one of their fountain system prototypes, Spyra, making it more efficient and cheaper to manufacture. "The benefit of having students involved is getting some fresh ideas, because student teams come at it from an angle you don't anticipate," says George Ayer, the company's Chief Innovative Officer. Crystal Fountains is currently filling their first round of orders for Spyra.

416 AUTOMATION

Working with electrical manufacturing company 416 Automation, electromechanical engineering students designed and developed the SeatBOT, a robot that tests car seats for safety and durability. The SeatBOT is now being sold globally. Since the project's completion, 416 Automation has hired two Humber graduates. Mimmo Carbonara, President of 416 Automation, says that SeatBOT could only have been made "with the help of Humber, the students, the workers, the engineers and everybody here. It was a real group effort."

ILLUSTRATION: SHUTTERSTOCK

HIVE MINDS

THE HUMBER ARBORETUM'S NEW BEEKEEPING WORKSHOPS TEACH THE BEE BASICS

By Brittni Jacobson

HUMBER'S HONEYBEES HAVE BEEN VERY BUSY. THIS SPRING, the hives at the North Campus Arboretum have been the focus of the new Sustainable Urban Beekeeping Certificate program led by expert Fran Freeman. The intensive workshops looks at the unique obstacles and rewards of each stage of urban beekeeping, from building a hive to harvesting honey.

The program was established in response to popular interest in sustainability and beekeeping. "There's been a growing awareness—a *buzz* let's say—in recent years about the well-being of native bees and honeybees," says Arboretum director Alexandra Link. "People are realizing how important bees are and want to learn about how to look after them."

What sets the program apart is Freeman's commitment to ethical beekeeping practices, which are often at odds

PHOTO AND ILLUSTRATION: SHUTTERSTOCK

with profit-focused conventional beekeeping workshops. "Our program is one of the very few that takes an organic and sustainable approach," she says. "I don't feed the bees sugar or artificial pollen, give them antibiotics or use synthetic chemicals in the hives." Freeman also harvests honey sustainably, taking only small batches from the surplus not needed by the bees themselves.

The program combines classroom-based instruction with hands-on experience at the Arboretum's hives (which are located separately from the active beehives visible from the lunch rooms at the North and Lakeshore campuses; *see sidebar*). To ensure the safety of both the students and the bees, the classroom workshops are prerequisites for working in the bee-yard. In-class topics include bee biology, bee-friendly flowers and building a starter hive. Plus, the classroom sessions are ideally located in the Centre for Urban Ecology, a beautiful glass building that looks out onto the Arboretum's public garden and conservation area.

> "The intent is to give the student a solid grounding to make sound judgement, rather than automatically following a series of procedures."

The outdoor bee-yard workshops give students the chance to build a working relationship with the six hives on the Arboretum grounds. Freeman hopes that these experiences will instil in her students a sense of respect for the bees. Activities include opening up the hives, preparing them for seasonal changes and assisting with honey harvests.

For Freeman, the program goal is for students to develop an intuitive grasp of what the honeybee colonies need to survive. "The intent is to give the student a solid grounding to make sound judgement, rather than automatically following a series of procedures," she says. "They will develop their powers of observation to determine how to best manage the hive."

As the Sustainable Urban Beekeeping program continues to grow, so do the potential benefits to both Torontonians and Toronto's honeybees. Bees play a vital role in urban ecosystems, and a shift toward sustainable beekeeping practices will help them continue to thrive in our urban environment.

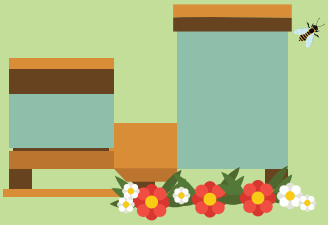
"We're here to help people develop their passion and love for bees and beekeeping," says Link. "We teach participants the skills they need to successfully keep bees in an urban environment in a way that's sustainable and fun."

ILLUSTRATION: SHUTTERSTOCK

the buzz on campus

By Sarah Nieman

THE OFFICE OF SUSTAINABILITY RECENTLY INSTALLED BEEHIVES to raise awareness of the connections between bee pollination and the food we eat. Here are some quick facts:



2 The beehives can be viewed from **TWO** locations: through windows in cafeterias at both the North and Lakeshore campuses

The hives are stacked **FIVE** to **SIX** boxes high in the summer, and take up a ground space of about 22" x 14"

50,000 to 80,000

Hives can maintain **50,000** to **80,000** bees at the height of the summer. By winter, only a few thousand bees remain

Humber owns **FOUR** of the **SIX** beehives. The other two are owned by the head beekeeper

3

Only **THREE** hives are used in the winter; the bees huddle close together to stay warm

In the spring, **ONE-THIRD** of the bees swarm with the queen to find a new place to live

Toronto's diverse flora landscapes are ideal; bees pollinate **HUNDREDS OF ACRES** of meadow, forest, and wetlands

Humber's first harvest resulted in **19 LITRES** of honey collected at the North Campus last year, all of it used by the culinary programs

ZERO antibiotics are given to Humber's bees, which are bred for behaviour traits that resist disease. This leads to social rather than biological immunity

ILLUSTRATION: SHUTTERSTOCK

LEARNING IN MOTION

NEW BIOMECHANICS AND EXERCISE SCIENCE LABS MOVE TEACHING INTO THE FUTURE

By Sean White

BIOMECHANICS CLASSROOM

THE WHITE MARKERS

THE CAMERAS THAT CAPTURE THE WHITE MARKERS

3-D MOTION CAPTURE TECHNOLOGY HAS BEEN USED FOR over a decade to bring to life characters like Gollum from *The Lord of the Rings* and the Hulk in *The Avengers*, but the technology's innovations aren't limited to Hollywood blockbusters.

In Humber College's Fitness and Health Promotion program, Dr. Leila Kelleher uses the same technology to teach biomechanics to her students. She places several white markers, which look like tiny Ping-Pong balls, over select body points of a student and instructs the student to run on a treadmill with a bright green track. Eight cameras capture every movement of the markers as the student runs. The rest of the class watches as the computer digitally recreates the runner's movements as a 3-D model called a wireframe.

This is the Qualisys 3-D motion capture system, which was acquired by the college in early 2015 and is just one example of the state-of-the-art technology found in the newly renovated biomechanics and exercise science labs located in the C building on Humber's North Campus.

The renovations, which were completed last fall, converted two existing labs and the adjacent office space into new change rooms for the students and four new labs specifically designed for the program's needs. The labs include six VO2 metabolic carts for measuring oxygen consumption and the Bod Pod, which produces an exact measurement of the subject's body composition, including body fat percentage. [*See sidebar*]

The Qualisys treadmill, perhaps the crown jewel of the new labs, is nothing like the one at your local gym.

PHOTO: A/V GRAPHICS, CENTRE FOR TEACHING & LEARNING

> Dr. Kelleher says the technology allows students to bridge the gap between biomechanical theory and the real-life application

Besides reaching much higher speeds and inclines, it is equipped with force plate technology that measures and records subjects' power and direction as their feet hit the ground. Students can use this information to analyze a subject's movement and advise changes to optimize performance or prevent future injury.

"Biomechanics can be kind of dry. There's a lot of theory behind it," says Dr. Kelleher. "But in reality, it's about the human body. This technology allows us to bridge the gap between theory and real-life application."

This fitness technology is used in sports training, and also in hospitals to help patients living with cerebral palsy or cardiovascular disease. Earlier this year, students from the Massage Therapy program used the Qualisys system to assess and plan patient treatment. This past March, the results of the study were published in the *International Journal of Massage and Bodywork*.

Students are excited to use technology that allows for such an interactive experience. "It's fun to be able to use something of this calibre in class," says Kordell Pryce, a Fitness and Health Promotion student. "It makes labs way more interesting and makes you actually want to attend class."

PHOTO: CTL CREATIVE PRODUCTIONS, CENTRE FOR TEACHING & LEARNING

MEET THE BOD POD

THE NEW BIOMECHANICS LAB'S WEIRDEST-LOOKING RESIDENT

By Abhinav Dhindsa

THE EGG-SHAPED DEVICE THAT SITS in the corner of the new Biomechanics Lab may look like a droid or an escape pod, but in reality, it's an air displacement plethysmograph (ADP). Proper name: the Bod Pod. The Bod Pod uses whole-body densitometry to measure fat and lean muscle mass by air pressure displacements within the chamber.

Similar methods of measuring body fat percentage include hydrostatic weighing, or water tank displacement analysis. However, the revolutionary design of the Bod Pod decreases wait time for results while still providing an extremely accurate measure of body composition. Not only that, but you don't have to worry about getting soaked: the Bod Pod uses air pressure to determine body fat to non-fat percentage.

The Bod Pod is divided into two chambers: the test chamber and the reference chamber. Subjects sit in the test chamber and breathe regularly. When the pressure rises in the test chamber it decreases proportionately in the other chamber. An oscillating diaphragm mounted in the back of the test chamber reflects the changes in pressure between the two chambers. Once the pressure is measured, it's simply a matter of subtracting the volume of the chamber with the subject in it from the volume of the chamber without the subject. Having the mass of the subject on hand from a previous measurement, it's possible to determine body composition.

While the Bod Pod shares a lot of similarities with water tank displacement technology, its comfort, speed and accuracy when it comes to taking measurements are unparalleled.

It may not be *quite* as cool as a droid or escape pod, but the Bod Pod is such an invaluable teaching tool in the classroom that we like it, anyway.

PHOTO: A/V GRAPHICS, CENTRE FOR TEACHING & LEARNING

TIF STORIES: CODING WITH LEGO

THE **TEACHING INNOVATION FUND** ALLOWS PARTICIPATING FACULTY TO CONDUCT RESEARCH INTO A PARTICULAR IDEA RELATED TO THE SCHOLARSHIP OF TEACHING AND LEARNING. EACH ISSUE, WE PROFILE A SUCCESSFUL TIF APPLICANT—GETTING TO KNOW THE PROJECT, THE PROCESS AND THE PERSON BEHIND BOTH

By Michaela French

CODING CAN BE A TRICKY THING FOR STUDENTS to learn—no textbook can give them a good sense of all the skills that are required. This is why Media Studies professor Adam Thomas applied to the Teaching Innovation Fund to help him develop a way of teaching coding using a childhood favourite: Lego.

Thomas teaches courses like Rich Internet Applications Development and Principles of Digital Media Interface Design, which are intended to develop students' ability to build codes and apply them to mobile devices, tablets and desktops. With any subject that involves so much that is abstract, it helps to be able to visualize how each step of the process influences the whole. Recognizing this, Thomas uses Lego robots to help with that visualization.

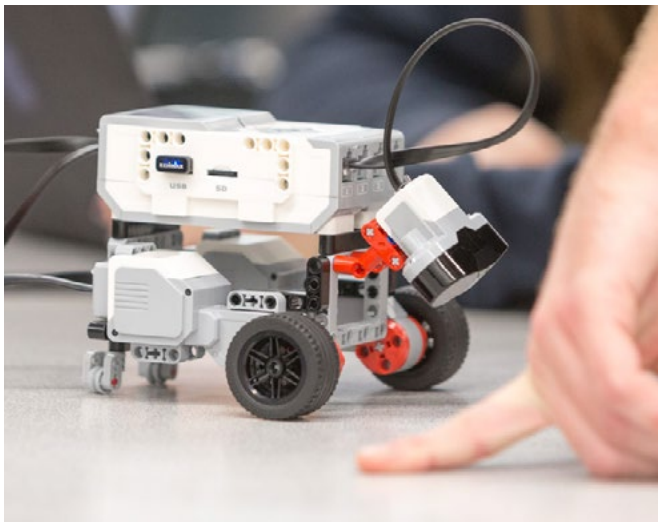
> "The students would learn a concept in class, and then in the following week we would reinforce the concept by programming a physical version of the concept."

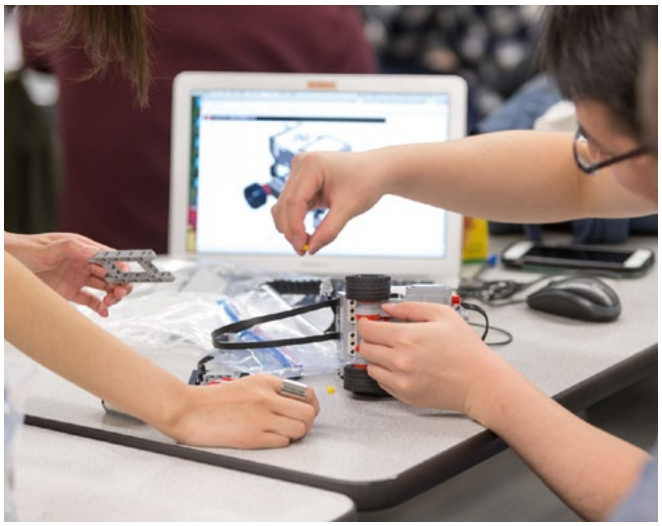
Thomas was inspired by other institutions that have been using Lego's new robotic kits as a teaching tool. In class, he and his students use the robots to demonstrate concepts like decisions, loops and application program interface (API). "The idea was to incorporate play and other tangible elements into class," Thomas says. "The students would learn a concept in class, and then in the following week we would reinforce the concept by programming a physical version of the concept."

Thomas says the students—especially those who are not yet comfortable with coding—benefit greatly from seeing the robots following their previously theoretical commands. The TIF grant allowed him to research and determine just how helpful the Lego project is for students.

Using Lego robots to help teach complex coding concepts shows that even in a world full of high-tech devices, working it out sometimes means making time for play.

ADAM THOMAS HELPS STUDENTS WORK WITH THE LEGO ROBOTS





PHOTOS: DEKEL CHUI

A NEW KIND OF STORY

A NEW ONLINE MEDIA STUDIES PROGRAM LETS STUDENTS BUILD NARRATIVES ACROSS MULTIPLE MEDIA PLATFORMS

By Samantha Serles

ADAM MILLER, PROGRAM COORDINATOR, EXPLAINING THE MULTI-PLATFORM STORYTELLING FOR CREATIVE PRODUCERS CERTIFICATE PROGRAM ON YOUTUBE.

STORYTELLING IS AT THE HEART OF ALL CREATIVE endeavours. Whether a narrative is told through print, film, a web-based platform or even a video game, the principles of good storytelling remain the same.

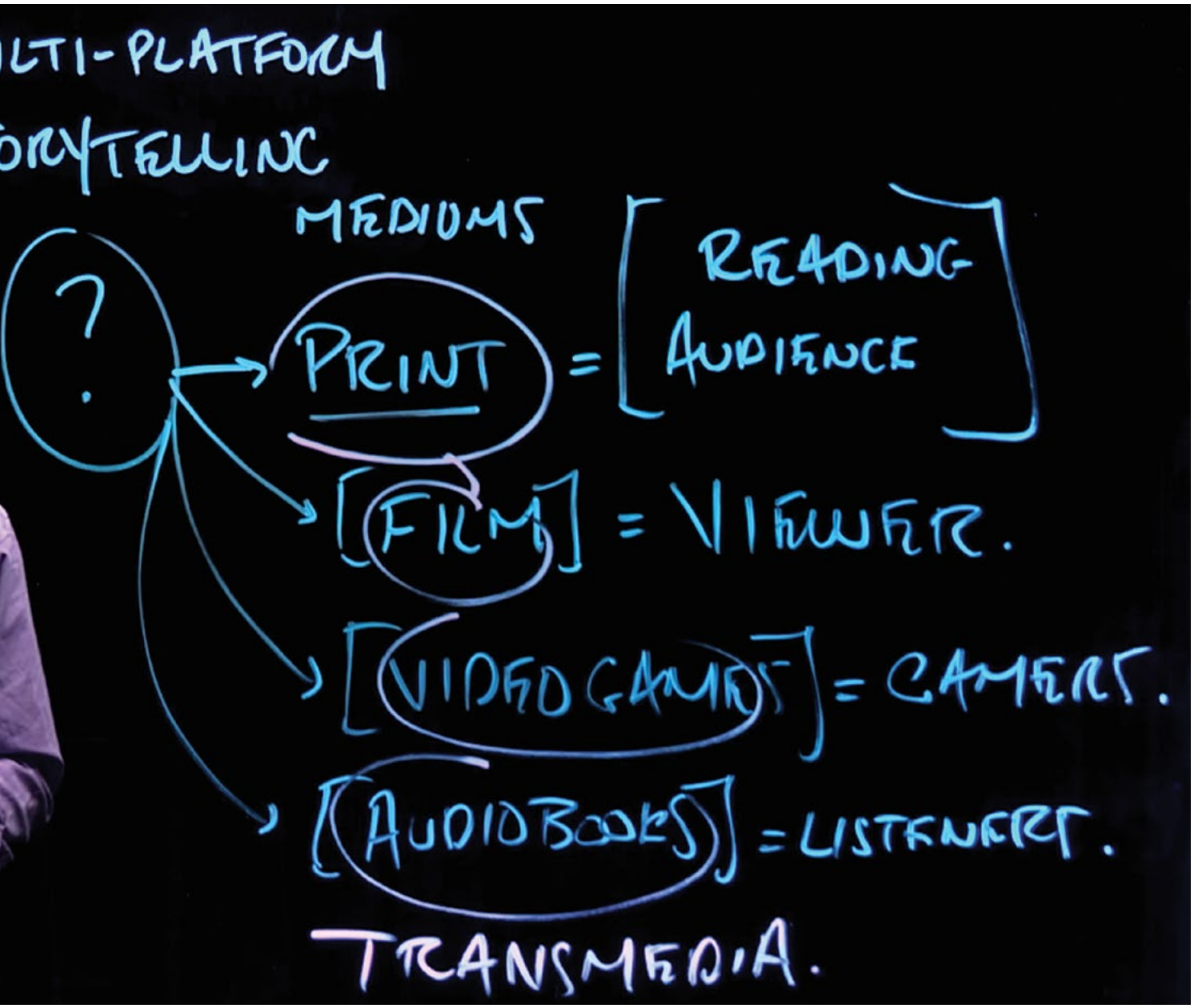
In today's ever-evolving digital landscape, storytellers need to become experts in repurposing and expanding ideas for different media. The School of Media Studies' new one-year graduate certificate program teaches students to develop narratives for multiple screen-based platforms. The Multi-Platform Storytelling for Creative Producers program, which is offered entirely online, is designed to appeal to recent university graduates, as well as professionals already working in creative fields.

David Johnston is part of the program's first cohort of students. Prior to pursuing this graduate certificate, he wrote and produced documentary films, and worked in publishing as a literary agent for over 15 years. "I'm mid-career and was looking to refocus on the creative end of things," says Johnston. "I had some traditional ideas about how to tell stories, but I was interested in finding out what other platforms and options might be out there."

The first semester of the program is designed to encourage the exploration of storytelling forms. Students take five online courses, including fiction and non-fiction narratives, gaming and screenwriting. In the second semester, students develop a thesis project that requires them to take an original story idea and present it on three different platforms.

For his thesis, Johnston developed a narrative told through television, web documentary videos and a podcast. He describes the experience as creative incubation, "with deadlines, mentorship and a community of other creators to nurture the project."

Program coordinator Adam Miller believes that producing a creative thesis project can give graduates entering



(or re-entering) the job market a competitive edge. "If you're a filmmaker, a screenwriter, if you are into documentary media and production, then you can come to this program and design your own project," says Miller. "You'll leave with something tangible to shop around."

Miller says the multi-platform approach to storytelling is about considering what medium will best serve a story, and how different platforms can reach new audiences.

"With multi-platform storytelling, it's about both sides of the equation," says Miller. "It's a conversation about narrative and construction, but it's also a conversation about the media you use to transport or communicate that story."

"It's a conversation about narrative and construction, but it's also a conversation about the media you use to transport or communicate that story."

PHOTO: CTL CREATIVE PRODUCTIONS, CENTRE FOR TEACHING & LEARNING

HUMBER PRESIDENT CHRIS WHITAKER WRITING ON THE LIGHTBOARD AT THE CREATIVE STUDIO LAUNCH

BLOCKBUSTER EDUCATION

THE NEW LAKESHORE CREATIVE STUDIO HELPS FACULTY CREATE ENTERTAINING MULTIMEDIA CONTENT FOR THE CLASSROOM

By Matthew McGrath

PHOTOS: DEKEL CHUI

IN THIS ERA OF PEAK TV, NETFLIX BINGING and an endless stream of blockbuster films available anywhere, anytime, it's no wonder that some course materials fail to capture the interest of students.

So how does a teacher compete? By taking a lesson from the competition.

That's the idea behind The Centre for Teaching & Learning's creative production service and Creative Studio. The studio allows faculty members to repurpose course material into entertaining, professional-level educational videos to share with their students. Previously, this service was only available at Humber's North Campus, but as of last fall, a second Creative Studio opened at the Lakeshore Campus and is now available to faculty.

At the studio, CTL creative production staff help professors use a wealth of equipment and software to create their videos.

"[The faculty] bring the content. They're the experts in their fields, and we're the experts in the creative process," says Darren Richards, the CTL's manager of creative productions. "With those two combined, we can create a really good piece together."

The studio's Mac desktop is equipped with all kinds of video software that can help bring the content to life. Camtasia, for instance, is screencasting software which lets the user record actions performed on a computer screen as well as record audio over it with the studio's high-tech mics.

The studio also features a Lightboard, which is a glass board on which teachers can write. On camera, the glass appears invisible, leaving only floating, illuminated text. A green screen is available, so an instructor can give her lecture on molecular biology, for example, while standing beside a giant animated strand of DNA.

DARREN RICHARDS, MANAGER, CREATIVE PRODUCTIONS

Need your video to sizzle and pop? No problem. The studio has over 30,000 sound effects available. Faculty can also easily create original animated videos with software like Videoscribe and Goanimate. The creative production staff can shoot video on location with their professional-grade camera.

"We want to make sure that whatever we're creating, students are going to want to watch it," says Richards.

Anke Foller-Carroll, an instructor at the School of Hospitality, Recreation and Tourism, can attest to this. Using Camtasia, she made a series of Microsoft Excel video tutorials for her Tourism Business Practices course, as well as a series of Lightboard videos. One of her students told her that he used her videos to learn the lesson instead of reading the course textbook. Foller-Carroll says the process of creating the videos was easy and fantastic, as a studio staff member was by her side the entire time, offering instruction and guidance.

> "[The faculty] bring the content. They're the experts in their fields, and we're the experts in the creative process."

With the CTL's new Creative Studio, teaching and learning just got a little more binge-worthy.

ASK *NEXT*

WE TACKLE SOME OF YOUR TRICKIEST TEACHING ISSUES

By Tanya Rohrmoser and Deidre Khes-Kovacs

Q As a newer instructor, I'm trying to balance the volume of marking with managing turnaround deadlines and student expectations regarding feedback. I want to put some tried-and-true systems in place that will help me ensure that students are getting the most out of their assignments. Any advice from Humber's marking warriors?

A As one sage Humber professor has put it: "Marking can often feel a bit like Whac-a-Mole–you just knock one stack down when another pops up." Even for some seasoned instructors, the very thought of those towers of printed assignments can be daunting.

How to manage it all? The solution lies, in part, in getting away from those stacks of paper in the first place, and in re-thinking how you evaluate student learning. The idea of handing back a pile of paper covered in comments every other week is more than a little old-fashioned for an institution like Humber, where we are always looking for ways to make teaching and learning a more dynamic, less transactional process.

Assignments are not about ticking boxes or keeping students busy, they're about demonstrating real learning.

We know that students learn in lots of different ways—why not let them *demonstrate* that learning in lots of different ways? Give them some choice in how they are evaluated. Instead of defaulting to the standard written essay, why not let students do a presentation, work together on an integrated project, create a multimedia display or assemble a portfolio?

Giving students a choice in how they demonstrate learning is a win-win: because they have been given some control over the form an assignments takes, they are more engaged with the process. And because teachers are not faced with dozens of nearly identical assignment submissions, the task of evaluating them becomes more engaging—even *fun*.

Standard written assignments have their place, obviously. But stacks of paper are passé. Humber's Blackboard system allows students to submit work electronically. All of the evaluation can be done right in the system. No need to print a thing.

And remember: strong rubrics are a critical teaching tool. Rubrics provide transparency and assist in the learning process, as they eliminate the need for frustrating guesswork on the part of the student. The expectations are clear. Rubrics also help teachers ensure that their marking is always authentic, not subjective. Plus, they help reveal if any parts of a given assignment need further clarification.

Finally, it never hurts to check in with some of the experienced faculty in your department, or with the faculty and staff at the Centre for Teaching & Learning. They'll have tips and tricks they are happy to share, and their advice can help you to develop an approach to learning assessments that work for you and your students.

PHOTO: SHUTTERSTOCK

Q I'm trying to incorporate more multimedia into my classroom lessons and I'm not sure where to start. I want to use materials that support different learning styles and will hold students' attention. Do you have any recommendations?

A Today's students expect their professors to do more than stand before them and deliver hours-long lectures. PowerPoint presentations have their place, but all too often end up offering little more than their overhead transparency predecessors. Fortunately, there are plenty of multimedia resources available to help teachers spice up their weekly classes.

> "In an age of diminishing attention spans, podcasts can hold students' focus."

We're big fans of podcasts. If there is a program you listen to on the radio, chances are you can find it online as a podcast. The Internet has also created space for programs on niche topics like architecture (*99% Invisible*), web culture (*Reply All*), and the U.S. Supreme Court (*More Perfect*) to flourish.

More than just an emerging form of popular entertainment, podcasts are being increasingly recognized for their educational potential. They are an accessible resource that can help professors cater to different learning styles and deliver unique information in a way that keeps students engaged.

Humber professor Audrey Wubbenhorst discovered the educational potential of podcasts this year when she decided to skip the textbook altogether and assign podcasts to her Public Relations students as their weekly "readings."

"In PR, there isn't really a great textbook, and what resources there are tend to be U.S.-based," says Wubbenhorst. The PR industry is dynamic, she explains, and she wanted to give her students up-to-date information and expert insights. So, instead of having her students spend money on a textbook that may not be current or relevant, Wubbenhorst had her students listen to an assigned episode of the podcast *How I Built This* before each week's class.

The response?

"My students really like it," says Wubbenhorst. She explains that the reading uptake has been better than in previous years and students seem to be more engaged with the material. In an age of diminishing attention spans, podcasts can hold students' focus. For one thing, they are highly portable; students can listen to them on the go. As an added bonus, Wubbenhorst notes, many podcasts creators provide photos, infographics and transcripts to accompany their episodes. This wealth of material makes for strong student engagement and better knowledge retention than conventional teaching methods.

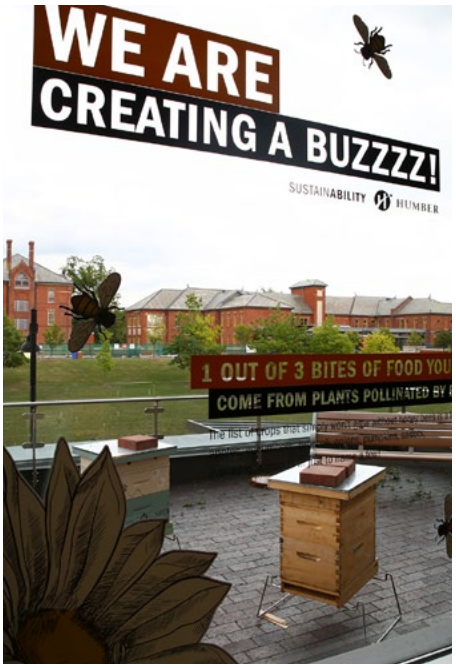
If you are looking to integrate podcasts into your lesson plans, try browsing the iTunes store, or free apps like Overcast, for podcasts that cover your subject matter. Be sure to evaluate the quality of the podcast: is it well-produced? Are its facts accurate and up-to-date? Does it offer something unique to your students, such as interviews with leading experts? Exploring content from reputable outlets like the CBC and NPR is a good place to start.

You can also find shared lesson plans and tips for incorporating this material at Humber College's Centre for Teaching & Learning. The Centre has many resources available to help you integrate multimedia like podcasts into your classroom. Happy listening.

Yesterday -AND- TODAY

EVEN AS ITS ACADEMIC MISSION EVOLVES, HUMBER'S VISION REMAINS THE SAME

By Ardo Omer

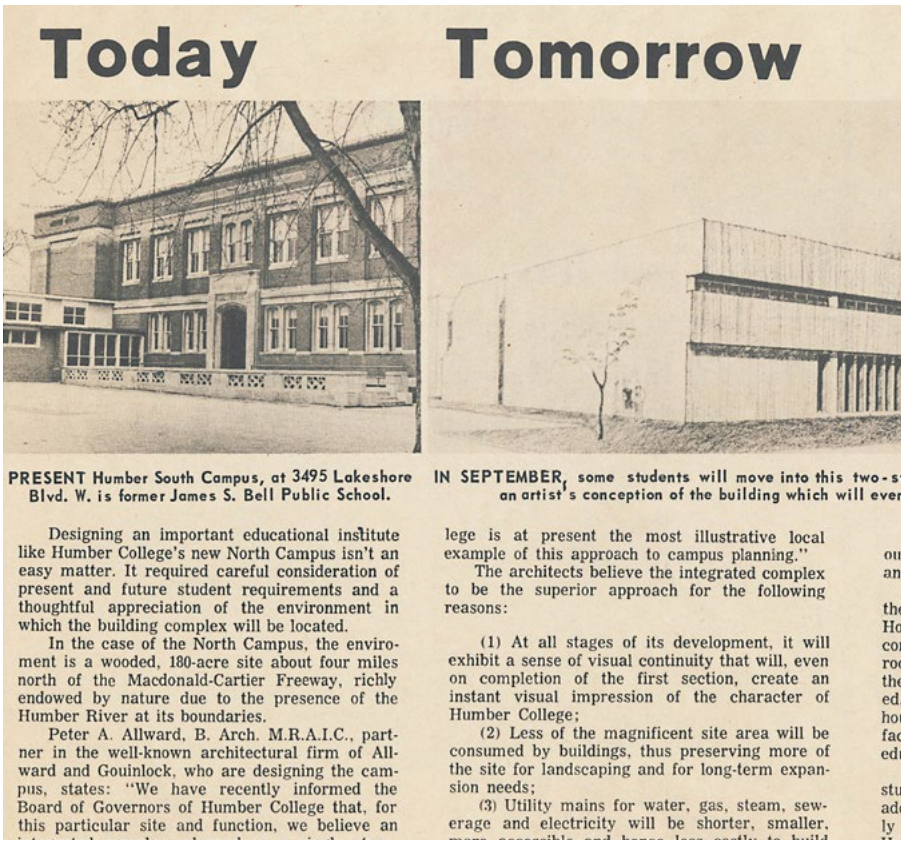


IT'S HARD TO IMAGINE HUMBER COLLEGE STARTING OUT as an empty elementary school on Lake Shore Boulevard. But that's exactly what happened in 1967, when Ontario's Minister of Education, Bill Davis (who later became the province's long-serving premier) created the Colleges of Applied Arts and Technology. In the mid-1960s, many Ontario universities were facing increasing drop-out rates; students struggled to connect the abstractions of a humanities or advanced mathematics course with their own career needs. Humber's role, then, was to offer an alternative to universities for those who wanted more practical and applied postsecondary education and training.

A half-century on, Humber has grown from its humble origins to become a leader in postsecondary education—one whose ambitious reach and vision for the future still contains the seeds of its original mandate.

Over the subsequent decades, Humber has expanded upon that mandate, transforming itself into a polytechnic that specializes in combining the theoretical with applied learning and building a unique mix of programs for students of all ages and educational backgrounds. "We offer the greatest number of degrees and graduate certificates," says Corrine Johnston, Humber's Director of the Strategic Planning and Institutional Analysis. "The commitment to the polytechnic is ensuring a breadth of credentials and making sure our programs are going to support the province and broader issues around economic growth."

PHOTOS : HUMBER COLLEGE



Today

Tomorrow

PRESENT Humber South Campus, at 3495 Lakeshore Blvd. W. is former James S. Bell Public School.

IN SEPTEMBER, some students will move into this two-s an artist's conception of the building which will ever

Designing an important educational institute like Humber College's new North Campus isn't an easy matter. It required careful consideration of present and future student requirements and a thoughtful appreciation of the environment in which the building complex will be located.

In the case of the North Campus, the enviro-ment is a wooded, 180-acre site about four miles north of the Macdonald-Cartier Freeway, richly endowed by nature due to the presence of the Humber River at its boundaries.

Peter A. Allward, B. Arch. M.R.A.I.C., partner in the well-known architectural firm of Allward and Gouinlock, who are designing the campus, states: "We have recently informed the Board of Governors of Humber College that, for this particular site and function, we believe an

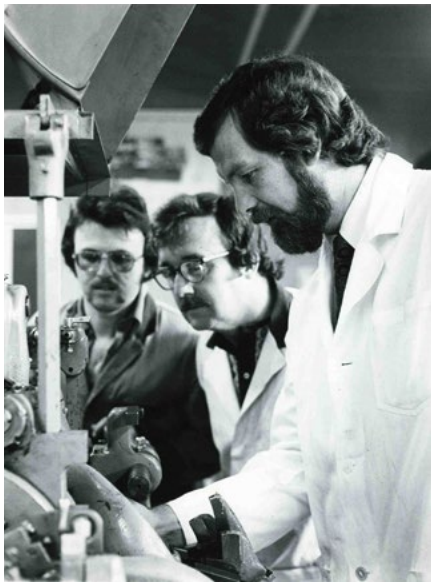
lege is at present the most illustrative local example of this approach to campus planning."

The architects believe the integrated complex to be the superior approach for the following reasons:

(1) At all stages of its development, it will exhibit a sense of visual continuity that will, even on completion of the first section, create an instant visual impression of the character of Humber College;

(2) Less of the magnificent site area will be consumed by buildings, thus preserving more of the site for landscaping and for long-term expansion needs;

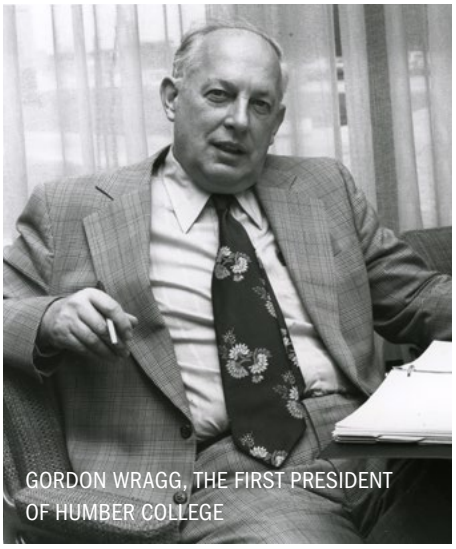
(3) Utility mains for water, gas, steam, sewerage and electricity will be shorter, smaller,



The current requirements and dynamism of Canada's labour market have given Humber a stronger focus on technology, health and wellness and social services. This is reflected in many of the new programs that have been added in the past few years, but also in the college's goal of creating a culture that encourages curiosity, creativity and collaborative problem-solving within the organization.

In this, Humber's 50th year, things have never been busier at the college. New areas of studies keep opening up, new approaches to teaching and learning are being tested and studied, and new partnerships keep getting made. Still, that original vision of postsecondary education that goes beyond the textbook and the classroom can always be found.

PHOTOS : HUMBER COLLEGE



GORDON WRAGG, THE FIRST PRESIDENT OF HUMBER COLLEGE

PHOTOS : HUMBER COLLEGE

THE CENTRE FOR
TEACHING
& LEARNING

The Centre for Teaching and Learning is dedicated to the development and enhancement of teaching and learning practices across Humber College.

Explore some of the new development opportunities available. Choose from a wide selection of workshops, discussions and conference categories.

To register online for any of our workshops go to:
humber.ca/centreforteachingandlearning

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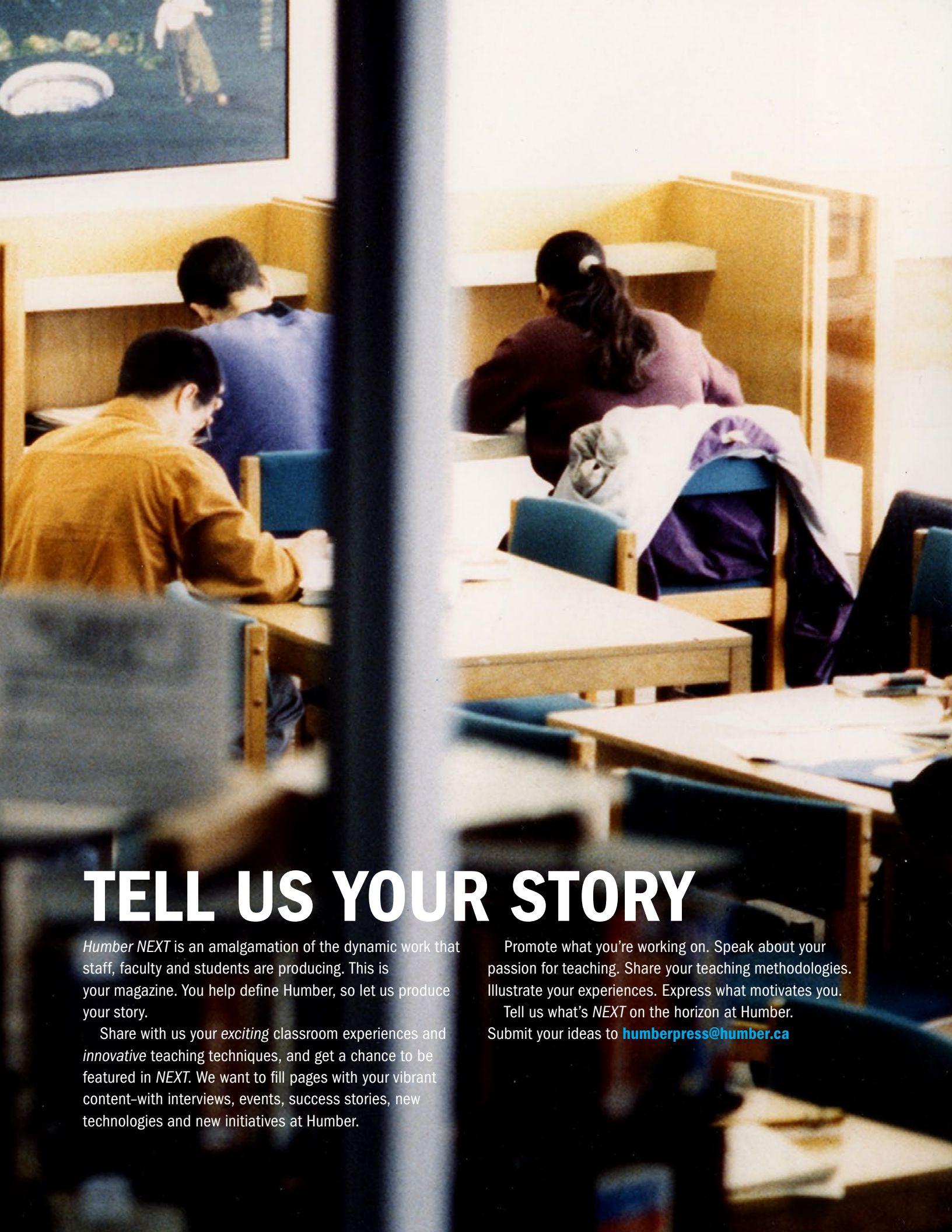

TELL US YOUR STORY

Humber NEXT is an amalgamation of the dynamic work that staff, faculty and students are producing. This is your magazine. You help define Humber, so let us produce your story.

Share with us your *exciting* classroom experiences and *innovative* teaching techniques, and get a chance to be featured in *NEXT*. We want to fill pages with your vibrant content–with interviews, events, success stories, new technologies and new initiatives at Humber.

Promote what you're working on. Speak about your passion for teaching. Share your teaching methodologies. Illustrate your experiences. Express what motivates you.

Tell us what's *NEXT* on the horizon at Humber.

Submit your ideas to **humberpress@humber.ca**

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