

NEXT

Winter 2018

THE RIGHT SWIPE

Design Students Work to Improve an Important and Groundbreaking App

KEEPING CURRENT

How Some Humber Faculty Stay Up-To-Date In Their Fields

ASK NEXT

Advice About Clarifying Key Concepts and Engaging Sleepy Learners



**The CTL's New Inclusive
Curricular Design Certificate
Helps Make Learning More
Accessible For Everyone**

See p.8 for the full story



WINTER 2018, ISSUE 9

A SPECIAL THANK YOU FOR YOUR CREATIVE CONTRIBUTIONS:

This issue of *NEXT* was created with the help of students from Humber's Professional Writing and Communications and Journalism programs.


Nathan Whitlock,
Editor, Humber Press

Allison LaSorda,
Managing Editor, Humber Press

Dekel Chui and Andrea Chan,
*Graphic Designers,
The Centre for Teaching & Learning*

Humber Press
205 Humber College Blvd.
Toronto, ON M9W 5L7

HumberPress@humber.ca
humberpress.com

 @HumberPress

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NEXT magazine was recently awarded with an In-House Design Award by the Association of Registered Graphic Designers (RGD).

NEXT was one of 190 submissions from across Canada, and was selected by a group of creative directors and design managers.

We at *NEXT* are extremely proud of this honour, and thank the RGD for its ongoing work in celebrating great design work.

AWARDS OF MERIT



RGD





LETTER FROM EILEEN

IN EVERY INDUSTRY AND SERVICE sector, the pace of change is accelerating. Higher education is not exempt from this. A recent issue of *Educause* listed a number of emerging technologies and approaches that are being implemented at early adopter institutions, such as blockchain, digital micro-credentials, mobile app development, predictive learning analytics at the course level, remote proctoring services, and the use of the Internet of Things for teaching and learning. Emphasized in the *Educause* article is the reality that technology will increasingly be a major differentiator for institutions of higher education, and that we cannot afford to be complacent.

There is much to be considered in the process of remaking or reimagining higher education, and I am happy to say that Humber is well on its way. For years, we have been building the competency, capacity and infrastructure necessary to support the advancement of digital learning. A simple glance through past issues of *NEXT** will tell you the beginning of the story. We have focused on innovative learning spaces such as the HIVES, the use of 3D Printing

in non-tech teaching applications, mobile learning units, lightboard technology, and more.

In this issue of *NEXT*, you will read about more of our creative and resourceful faculty who are reimagining their practice one course at a time. Anthony Vanhoy, who created a math applet to help his students learn advanced mathematical concepts, and Rob Bain, whose students work on enhancing a commercial application – a perfect example of Action Learning Methodology – are just two examples of faculty who are at the frontier. In future issues, we will bring you even more stories of inspirational faculty who are paving the way forward.



Eileen de Courcy
Associate Vice President,
Teaching & Learning

*to read past issues of *NEXT* online, go to
HumberPress.com/NEXT



COVERING A (SIMULATED) CRISIS

A DISASTER SIMULATION AT THE LAKESHORE CAMPUS
OFFERS FIRST-YEAR BROADCAST STUDENTS A TASTE OF THE
FAST-PACED MEDIA WORLD

By Puneet Wagh



REVOLUTION RAGES IN SOUTH SUDAN. Refugees flee through forests into the Central Humberland Republic (CHR). International agencies like UNICEF, IRDA and ICRC try to manage the situation, while pacifying animal rights protestors. It is the biggest story of the year, with every news channel reporter on the scene.

And it all happened in the L building of the Lake Shore Campus.

Last year, Broadcast Television and Videography students took part in a disaster management exercise as part of their camera/lighting course. The project came about due to program coordinator Karen Young's belief in practical learning. "Students come to us for hands-on learning, but they make meaning by working together," says Young, emphasizing how this learning mimics actual industry experience.

“

Collaboration is a chance to share knowledge and form networks of people that have common interests.


”

On the day of the (fictional) crisis, the BRTV students were grouped and assigned news channels like VICE, CBC, GlobalTV, etc., and tasked with documenting the event. And just like real agencies, they didn't have all the information. Instead, they had to run about the L building to cover impromptu press conferences, interview students acting as international aid representatives and protestors and capture the bigger picture as it unfolded organically.

At the end of the day, students turned their raw footage into media packages. All the while, they worked with each other to troubleshoot complex problems and find solutions together. This collaboration was a key learning outcome of the exercise and the reason Young partnered up with International Development (ID) program coordinator Susan MacGregor and her students (who acted as the international agencies and protestors) for the project.

"Susan asked if we wanted to work together and we jumped at it," says Young. "Collaboration is a chance to share knowledge and form networks of people that have common interests."

Part of the School of Media Studies and Information Technology, the BRTV program is known for its collaborative approach. The students have already worked with numerous programs and industry partners on class projects.

Young, a collaboration veteran now, sees the potential of the partnership with the ID program and hopes to carry it out annually. "Both Susan and I agreed that this is the beginning of a beautiful friendship between programs." 



ALL INCLUDED

THE CENTRE FOR TEACHING AND LEARNING'S NEW INCLUSIVE CURRICULAR DESIGN CERTIFICATE HELPS MAKE LEARNING MORE ACCESSIBLE FOR EVERYONE

By Elise Gordezky

IN THE 2016-17 SCHOOL YEAR, more than 3,000 of Humber College students registered with Accessible Learning Services (ALS) for academic accommodations related to a health or disability need. But inclusive learning starts much earlier than the accommodations stage. With that in mind, the Centre for Teaching and Learning has launched a new program to help faculty and staff build more inclusive programs from the bottom up.

The Inclusive Curricular Design Certificate helps faculty apply the three principles of inclusive design: 1) multiple ways to present content; 2) multiple ways to engage students; and 3) multiple ways for students to show what

they have learned. Through a combination of one-on-one coaching, structured reflection and courses on student engagement, instruction and assessment, faculty learn how to apply a proactive approach to accessible learning.

"Inclusive design is a very student-centric approach," says Carol Appleby, director of professional learning at the CTL. "It's motivating. It helps students to sustain their interest. They can engage with the learning and the materials in a variety of different ways. Maybe they write an essay, or maybe they do an oral presentation."

This kind of proactive approach allows faculty to anticipate students' diverse needs before accommodations



▲ BIANCA SORBERA, MANAGER, TEACHER TRAINING PROGRAMS, WHO HELPED DEVELOP THE INCLUSIVE CURRICULAR DESIGN CERTIFICATE

even become necessary. Although stigma is still a concern for many students with disabilities, one student agreed to share their learning challenges.

“Professors make a lot of effort to accommodate me in their classrooms and for the most part they are successful,” says the student, who needs accommodations for writing and note-taking. “But there have been activities I can’t participate in because the professor has forgotten to make accommodations despite having my ALS documents or simply not knowing how to make a written activity more inclusive.”

The CTL team talked with faculty, trained with CAST, applied their experience and created a certificate that understands the faculty role, with student success at the heart. The CTL’s Bianca Sorbera and Katie Billard ensured care was taken to not make inclusive design seem like a burden on teachers.

The feedback has been overwhelmingly positive. Students whose teachers have applied the principles of

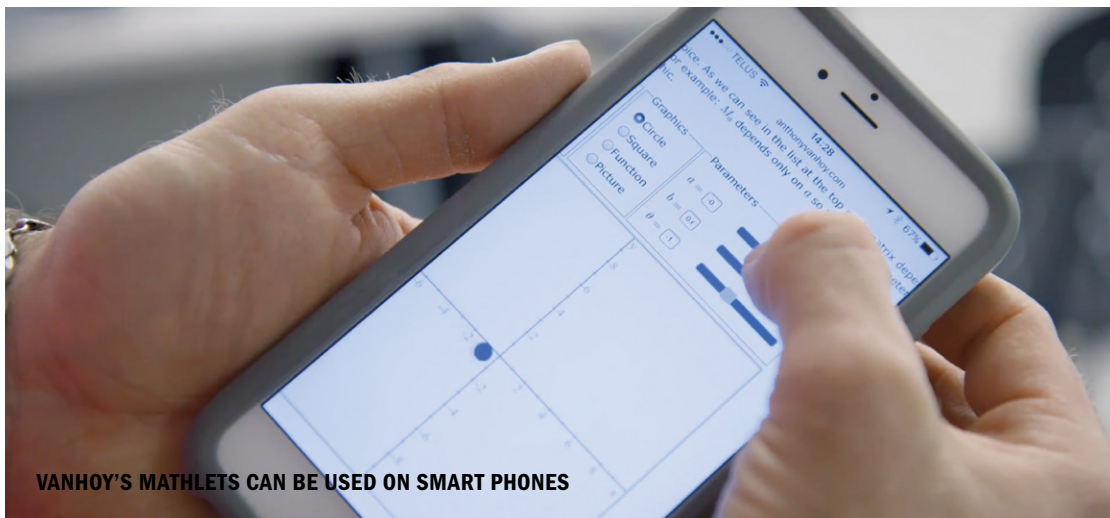
inclusive design have reported feeling energized, engaged with and positive about their learning experience. And word of its benefits has already begun to spread beyond Humber: the current ICD cohort includes faculty from the Toronto District School Board. York University has asked Sorbera and Billard to share their experience developing and delivering the certificate to colleagues. In addition, the Inclusive Curricular Design certificate accredited by the Educational Developers Caucus (EDC), a has a subgroup of the Society for Teaching and Learning in Higher Education. ▮



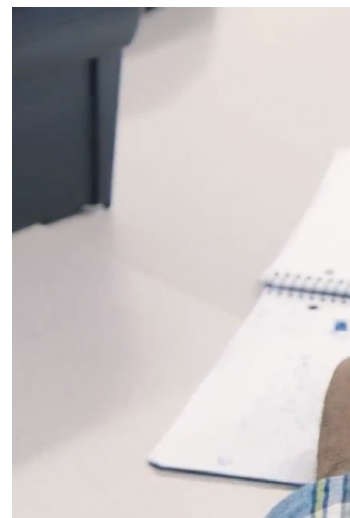
Learn more about the Inclusive Curricular Design Certificate by listening to Episode 5 of *NEXTcast*, the CTL’s podcast about teaching and learning: soundcloud.com/humbernextcast

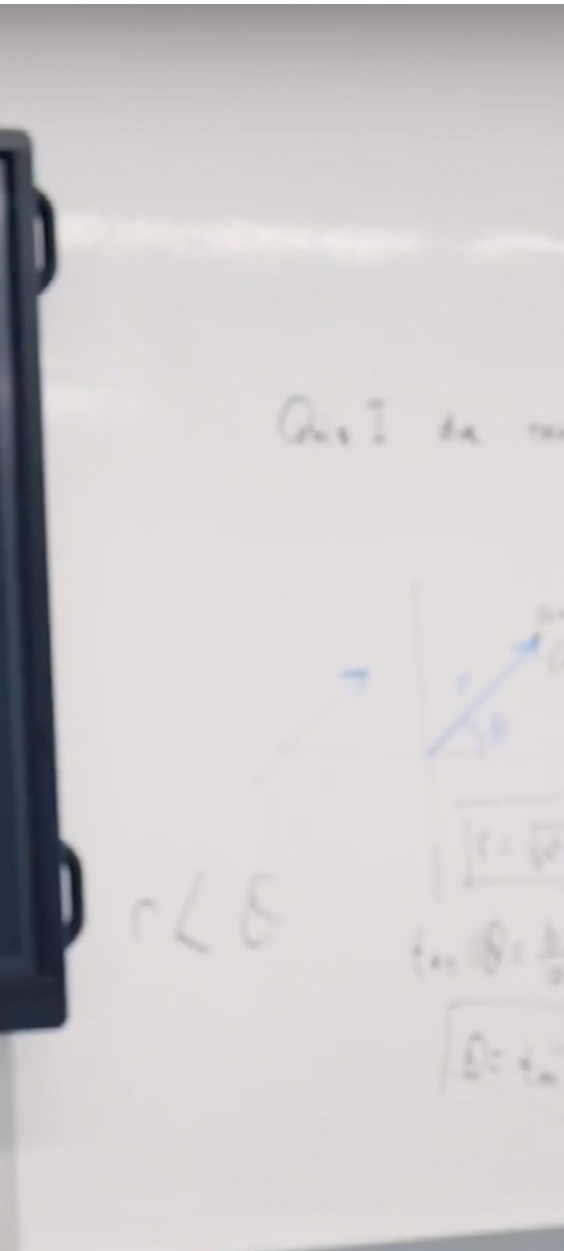


PROFESSOR ANTHONY VANHOY



VANHOY'S MATHLETS CAN BE USED ON SMART PHONES





BY THE NUMBERS


A HUMBER MATH PROFESSOR COULDN'T FIND THE ONLINE HELP HIS STUDENTS NEEDED, SO HE MADE IT HIMSELF

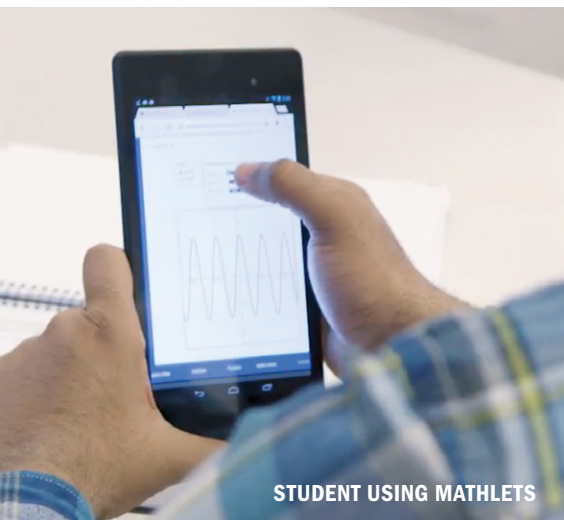
By Clement Goh

LAS PROFESSOR ANTHONY VANHOY KNOWS all too well that a lot of learning gets done outside of the classroom. Students do research, write essays and work on projects, all on their own. But when it comes to working with advanced mathematical concepts, they sometimes need a little guidance. Existing calculator sites like Desmos and Wolfram Alpha, he found, did not provide enough features. And so, he decided to create his own online math resource.

An avid coder in his spare time, VanHoy designed and created a series of “mathlets”: Java-enabled, interactive online pages that help students visualize and work with elements of algebra, calculus, trigonometry and more. A visual learner himself, he wanted to give students more flexibility in how they engaged with the concepts. “Reading algebra, or reading mathematics, or symbolic mathematics is sometimes like reading an alien language,” admits VanHoy.

VanHoy consulted with colleagues to work out common obstacles to learning, then found ways to put complex problems into interactive pages. In essence, the mathlets became “visual representations” for calculations in and out of class. His efforts, which he began in 2015, were well appreciated by their target audience. “You would hear students saying *ah!*” VanHoy says. “It would crystalize things that they weren’t so clear about initially.”

In order to measure the effectiveness of his mathlets in the classroom environment, VanHoy applied for funding through the Teaching Innovation Fund. He wants to continue to study the effectiveness of his creations over the next few years, but his mathlets are already a welcome addition. 



STUDENT USING MATHLETS

THE RIGHT SWIPE

DESIGN STUDIES STUDENTS HELP IMPROVE AN APP DESIGNED TO PROTECT CITIZENS


By Clement Goh

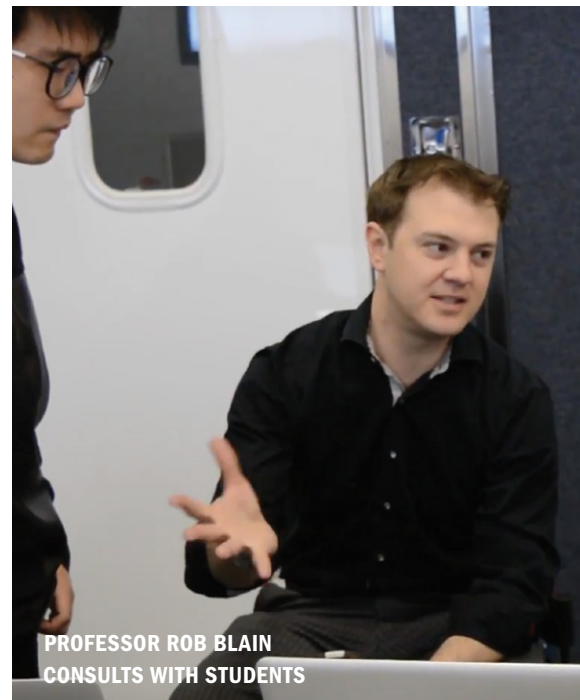
WHEN TWO DEVELOPERS NEEDED TO improve a timely and important app, Humber was there to lend a hand. This past year, Media Studies students helped to reinvent LegalSwipe, an app that lets people access and exercise their legal rights during a police encounter. The app, which originally launched in 2015, was plagued with usability issues. It was these issues that app creators Jason Lee and Christien Levien brought to Humber's students to help solve.

Over the summer semester, second-year Multimedia Design and Development students were placed into select groups, which then brought suggestions and made major changes to LegalSwipe. The project gave them a chance to practice their skills in a series of research workshops.

Multimedia Design professor Rob Blain chose to support the collaboration, rather than lead it, making sure that the learning experience came through exposure with the developers themselves. "I would throw in my two-cents here and there, but they had the skills to start developing things," Blain says. "I sort of helped guide them."

Specific "pain points" (i.e., objectives) for LegalSwipe were laid out on a weekly basis. When it was time to meet, groups brought a series of ideas and software revisions to each workshop. Lee and Levien explored design changes with students, while Blain observed. Among the ideas brought by the students were a "Siri"-like voice search and a directory of potential scenarios.

For Blain, the project was a great way to have his students employ some of the ideas he has always tried to emphasize in class. His lessons often focus on putting the user experience first. "From a design standpoint, we always come back to people," he says. "And a lot of the time it's about asking the right questions." 

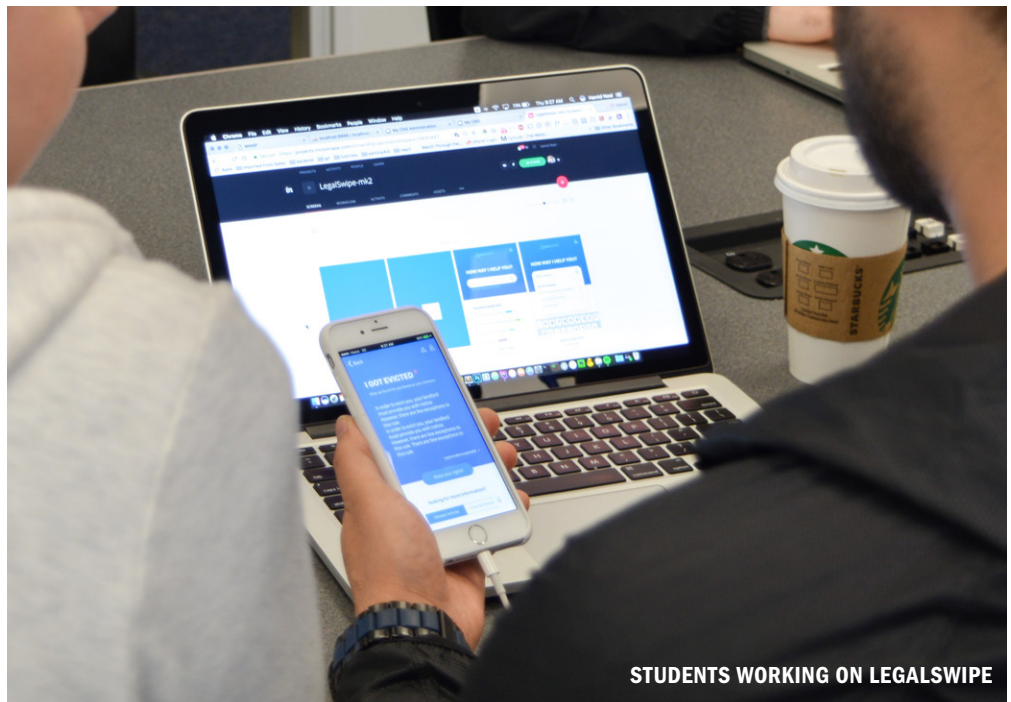


PROFESSOR ROB BLAIN
CONSULTS WITH STUDENTS

PHOTOS COURTESY OF MICHELLE BOZZETTO AND HUMBER RESEARCH & INNOVATION



CHRISTIE LEVIE AND JASON LEE COLLABORATE WITH A STUDENT AS THEY WORK ON REFINING LEGALSWIPE



STUDENTS WORKING ON LEGALSWIPE



“

Students who received feedback were able to develop a critical eye for their own work.

”

PROFESSOR ALENA PAPAYANIS SHARING HER RESEARCH FINDINGS AT A SOTL LUNCH AND LEARN

TIF STORIES: GETTING FEEDBACK ON FEEDBACK

By Puneet Wagh

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

ASSIGNMENTS CAN BE A TRICKY business. Sometimes, figuring out how far you can challenge learners can seem like taking a shot in the dark. Last fall, Alena Papayanis, of the School of Liberal Arts and Sciences, decided to take some of the guesswork out of the equation.

As a professor of the History of War course, Papayanis often works with students from different programs, semesters and writing levels. At the end of the course, students submit a final assignment, and used to do so without much opportunity to get feedback on their work as they were completing it.

Papayanis looked for ways to make the assignment more manageable and engaging. With the help from the Teaching Innovation Fund, she decided to research the benefits of a process-based assignment. As part of the research project, her students were divided into two groups. Each received an initial survey with questions on three topics: Editing and Revising; Procrastination; and Feedback and Assessment.

The first set of students was the control group, which worked in a more traditional, feedback-free manner. They

did their work independently and handed it in at the end of the course. The second group had their work broken down into smaller assignments. Each stage involved reflection, dialogue and feedback from Papayanis. Students incorporated the results of this feedback into their revisions.

Ultimately, the second group of students achieved better grades. A post-project survey made it clear why. According to Papayanis, students who received feedback “were able to develop a critical eye for their own work.” With an increased awareness of their paper’s strengths and deficiencies, the second group was more open to revisions based on instructor feedback.

This was in stark contrast to the control group. Results showed that they developed a sense of “false confidence” and were less open to reworking their assignments and receiving feedback.

Papayanis is currently looking for the best way to incorporate process-based assignments into her course, while overcoming their time-intensive nature. “This is the first stage,” she says. “I definitely see the value in it.”

STAYING RELEVANT

KEEPING ABREAST OF CHANGES IN TECHNOLOGY AND INDUSTRY PRACTICES IS CRITICAL FOR FACULTY WHO WANT TO PROVIDE REAL-WORLD LEARNING. HERE'S HOW TWO HUMBER PROFS STAY UP TO DATE.

By Madalene Arias and *NEXT* staff

CALL IT THE POLYTECHNIC PARADOX: relevant industry knowledge can make you a better teacher, but teaching can make it harder to keep your industry knowledge relevant. The more time professors spend in their classrooms, the less time they spend working in the industry. For full-time faculty, the issue is even more acute. Given the pace of change in almost every industry, even being a year behind can make it harder to prepare students for their real-world careers.

Fortunately, most faculty recognize this, and take steps to stay current.

Omar Rivera, who teaches Interior Decorating in Humber School of Applied Technology, says he has no choice but to stay current in his industry: when he's not teaching, he runs his own interior design company. That means he has to know all the latest when it comes to, for example, smart homes and eco-friendly design. "I keep up to date on technology because I need to, to service clients," he says.

Working in the field lets Rivera go beyond the strictly theoretical with his students. He often brings in images and plans from builds he is currently working on. "I tell my students: 'This is what the textbook says, but look how we had to adapt it,'" he says. He frequently records video interviews with work colleagues and other experts, and shows these in class.


Rivera says that his own teaching practices have evolved to match Humber's focus on applied learning. "I used to nickname my lectures 'death by slides,'" he says, laughing. Nowadays, he is more likely to ask students to research and

present on a particular topic. "That kind of engagement we try to encourage now," he says. That also helps students connect with current practices.

Christina Clements, who teaches digital marketing in Humber's Business School, says her industry is "constantly changing." This often means that she has to change her discussions and assignments midstream to keep up.

Clements says she gets invaluable information from attending industry events, paying attention to industry trade publications and speaking to Humber alumni who have started their careers in her industry. Social media can help teachers stay connected, too. "If you're following the right people on Twitter who are plugged into these topics, you'll see what's coming," she says.

Clements also cites the value of working directly with industry partners when building courses. She went to the creators of ComScore, a popular digital analytics platform, and told them: "show me how to do this." The training went both ways, as the platform's creators were not used to thinking in terms of student needs. The result? Her students now graduate with official ComScore certification.

"For me," Clements says, "it's about diving in and figuring it all out." 



THE *NEXT*CAST Q&A

IN THIS EXCERPT FROM A RECENT *NEXT*CAST EPISODE, PROFESSOR DOUGLAS SMITH DISCUSSES TEACHING STUDENTS USING AN INTERNATIONAL PERSPECTIVE

By *NEXT* Staff





Douglas Smith

PROFESSOR IN THE BAKERY & PASTRY DEPARTMENT

[This excerpt has been edited for clarity and length.]

NEXT: You've had a lot of international experience—I was wondering if you could summarize it for us.

Smith: Being in the industry for a number of years—I won't say how many; I'll show my age—I've travelled the world extensively. I think I've worked in 9 different countries. In those positions, I've had to provide knowledge and training and teaching to individuals. I look at that as part of the experience that helps me in my role in an educational institution, doing the same thing—maybe in a different context, but I'm still teaching.

NEXT: When did you first thinking that the knowledge you'd gained internationally would be useful in the classroom?

Smith: In my second or third year, realizing I had international students took me back into situations where I had employees from a different culture. So I started bringing those concepts and techniques I used in the hotel industry to ensure that my students who were international citizens grasped the knowledge, and could absorb and learn without feeling intimidated in front of their peers.

NEXT: How do the students respond when you bring that approach?

Smith: It's not easy. When I started this approach at Humber, I think it was maybe the following year that

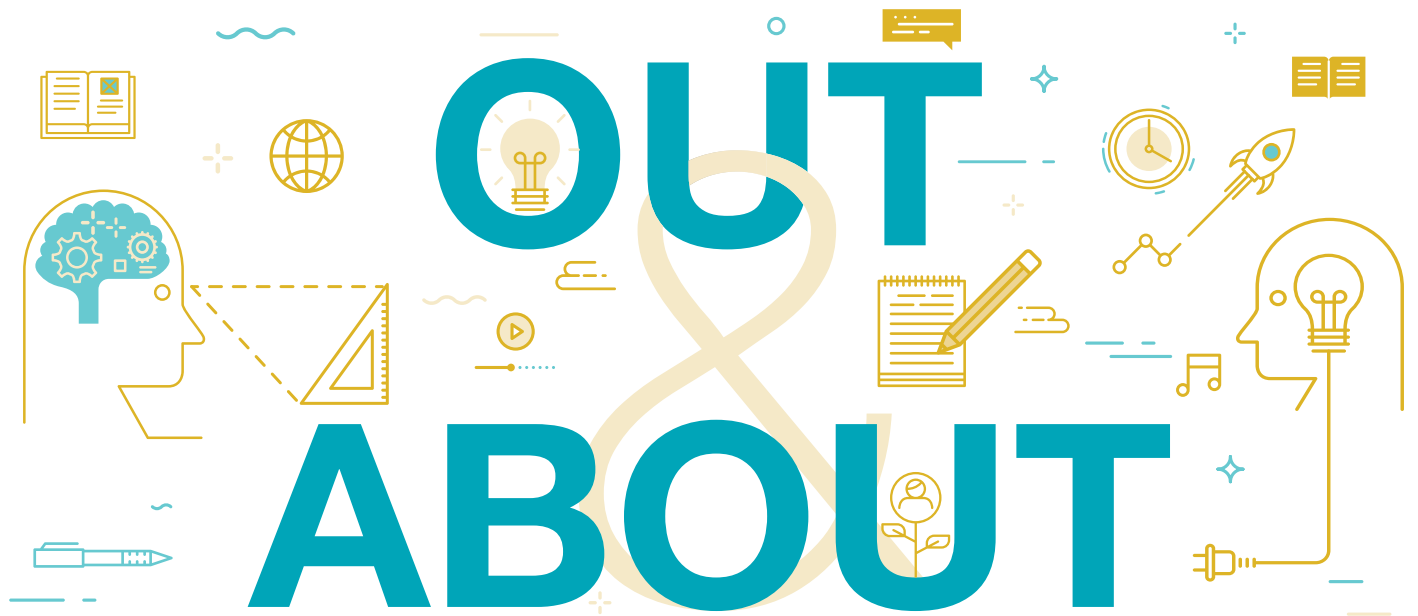
the students would start to feel comfortable that they could open up, and begin to ask the teacher questions, begin to communicate and be part of a conversation within a topic field.

NEXT: For a teacher who has a number of international students in their class, and wants to do the same kind of things you're doing, what are things they can do – short of getting on a plane and moving to another country for 18 months?

Smith: They can be culturally adaptive, and understand the cultural experiences of their students. Where do they come from? I would try to incorporate some knowledge that I've learned from doing some research into my discussions, so they can see that, wow, I do know a little bit about them, I do know where they come from, I understand their schooling process and how they learn. If I can demonstrate that knowledge to them, it allows them to be comfortable, allows them to be more open to me, and I think the biggest thing is trust. Having trust between the student and the professor is a huge bonus and a plus for both parties. ▢



soundcloud.com/humbernextcast



HUMBER FACULTY HAVE ADVANCED AND SHARED THEIR KNOWLEDGE IN A VARIETY OF WAYS THIS PAST YEAR



PUBLICATIONS

Bernie Aron published volumes 1 and 2 of the *Humber Journal of Paralegal Access to Justice*.

Amanda Baskwill, Patricia Belli and Leila Kelleher published “Evaluation of the use of 3D motion capture technology in a gait assessment module with semester two Massage Therapy Students,” in *Therapeutic Massage v& Bodywork: Research, Education & Practice*.

Daniel Bear published “From Toques to Tokens: Two challenges facing nationwide legalization of cannabis in Canada” in *The International Journal of Drug Policy*.

Sue Bowness published, “The Open Educational Resources Movement is Redefining the Concept of Online Textbooks” in *University Affairs*.

Cheryl Bradbee published “Urban Regeneration through Arts and Culture: the case of Quartiere Roma, Piacenza” in the *Journal of Urban Regeneration and Renewal*, as well as *The 2:1 Resilience Factor: Education for Mitigation and Adaptation* (Science Publishers).

Tony Branch contributed to the fifth edition of *Electrical Wiring Industrial*, published by EDN Network.

Samantha Callow and **Jennifer Zubck** published *ADR for Legal Professionals*.

Eileen De Courcy, Tim Loblaw, Jessica Paterson, Theresa Southam and **Mary M. Wilson** published “Framework for strengthening the Scholarship of Teaching and Learning in the Canadian College Sector” in *The Canadian Journal for the Scholarship of Teaching and Learning*.

Jasteena Dhillon contributed to the 3rd edition of *Administrative Law: Principles and Advocacy*.

Waleed Ejaz published “A Survey and Taxonomy on Non-Orthogonal Multiple Access Schemes for 5G Networks” in *IEEE Network Magazine*, “Efficient Energy Management for Internet of Things in Smart Cities” in *Wiley Transactions on Emerging Telecommunications Technologies*, “Joint Quantization and Confidence-based Generalized Combining Scheme for Cooperative Spectrum Sensing” in *Wireless Personal Communications*, “Distributed Gateway Selection for Machine-to-Machine Communication in Cognitive 5G Networks” in *IEEE Communications Magazine*, and “Frame Size Selection in CSMA-based Cognitive Radio Wireless Local Area Networks” in *IET Communications*.

David W. Evans and **Heidi L. Marsh** published “A brief introduction to early forms of non-verbal social cognition,” in *Infant Behavior and Development*.

Melanie Fishbane published *Maud: A Novel Inspired by the Life of L. M. Montgomery* (Penguin Random House of Canada).

Noah Gentner and **Ashwin Patel** presented their paper “The IMG Experience: Students’ experience of study abroad” at the Association for Applied Sport Psychology Conference in Phoenix, Arizona.

Sandy Gerolimon and **Craig Trineer** contributed to *Electrical Wiring Residential 7th Edition*, published by Nelson Education.

Paul Griffin published “Assessing a Client’s Risk Profile: A Review of Solution Providers” in the *Journal of Financial Services*.

Ron Grinelli and **Craig Trineer** contributed to the 5th edition of *Electrical Wiring Industrial*.

Carla Ionescu published “Inspiration and Techne–: Divination in Plato’s Ion” in *The Journal of the International Plato Society*.

Dennis Kappen published “Heuristic Evaluation for Gameful Design” in *EPSR*.

Farah Jamal Karmali published the 2nd edition of *Corporate Law for Ontario Businesses*.

Leila Kelleher presented “How to perform a lab-flip: Flipping the lab-based course” at the Teaching Learning Innovations Conference in Guelph, Ontario.

Allison LaSorda’s first book of poems, *Stray*, was published by Goose Lane Editions.

Rick Libman published *Annotated Ontario Rules of Criminal Practice 2017, Handling Provincial Offence Cases in Ontario 2017* and the *The 2017-2018 Annotated Contraventions Act*.

Canisia Lubrin’s first book of poems, *Voodoo Hypothesis*, was published by Wolsak and Wynn.

Heidi L. Marsh and **Maria Legerstee** published “Awareness of goal-oriented behavior during infancy and early childhood, in human and non-human primates,” in *Infant Behavior and Development*.

Hamid Rezaeiyazdi published “The Dialogical Tradition of Iranian Modernity: Monazereh, Simultaneity, and the Making of Modern Iran” in *Iranian Studies*.

Philip Swordon published *A Brief Introduction to Law in Canada*.

Alanna Turco published, “Is your club prepared for an emergency?” and “FBC Interview with Peter Twist and Julie Rogers of Twist Conditioning” in *Fitness Business*.



CONFERENCE PRESENTATIONS

Sheri Adekola presented “Social (Im)mobility: Nigerian Trained Health Professionals In Canada” at Canadian Association of Geographers (CAG2017): Towards a Just and Sustainable World in Toronto, and at the Balsillie School of International Affairs: Global Migration, Gender and Professional Credentials workshop in Waterloo, Ontario.

Debora Alcide presented “Secrets in Stone: Monumental Sculpture in Romanesque Burgundy” at the Canadian Conference of Medieval Art Historians at Brock University.

Carol Appleby and **Bianca Sorbera** presented a paper on Intercultural Context at Community Colleges for International Development conference in Houston, Texas.

Vera Beletzan and **Paula Gouveia** presented “Assessing Learning Outcomes: Thinking Critically about Critical Thinking and Written Communication Skills” at the League for Innovation Annual Innovations Conference 2017 in San Francisco.

Philip Burge and **Jessica Tattersall** presented “Enhancing Interprofessional Education Opportunities for Students in Human Services Programs” at the Society for Teaching and Learning in Higher Education.

Jeff Caldwell presented “Using 3D Print Technology in the Mortuary Sciences” at the Leagues’ StemTech Conference in Philadelphia, Pennsylvania.

Odin Cappello led a workshop, “Innovation Generation,” at SXSW EDU in Austin, Texas.

Tom Carey, Eileen De Courcy, Sal Ferreras and **Jake Hirsch-Allen** contributed a panel presentation: “Preparing students for the future of work: Developing skills to support workplace innovation” at the Polytechnics Canada Annual Conference in Edmonton, AB.

Gina Catenazzo presented “You, too, can create animated videos!” at the 2017 Advancing Learning Conference in Hamilton, Ontario, and with **DawnMarie Warren** presented “3D Video game dos and don’ts.”

Iain Cruickshank presented “Project Management: Taking Leadership to Accomplishment” at the Leadership and Management Conference of SLA Toronto Chapters.

Eileen De Courcy presented “Redesigning learning by redesigning the classroom space” at the Durham District School Board and for the 2017 Ministry of Education / Learning and Curriculum Division Annual Conference.

Jakub Dzamba presented “Urban Edible Insect Farming: Improving City Resiliency with a Decentralized Approach to Food Production” at the International Food Technology conference in Las Vegas, Nevada.

Waleed Ejaz presented “Resource Allocation for Energy Harvesting Assisted D2D Communications Underlying OFDMA Cellular Networks” at the Vehicular Technology Conference in Toronto, and “Joint Workload Scheduling and BBU Allocation in Cloud-RAN for 5G Networks” at the ACM Symposium on Applied Computing in Marrakesh, Morocco.

Kristine Fenning and **Jennie Miron** presented “Enhancing the Academic Integrity Practices of Professors in Post-secondary institutions” at the Society for Teaching and Learning in Higher Education in Halifax, Nova Scotia.

Paula Gouveia and **Anand Karat** presented “OCMT: Implementation Update” at the Ontario College Math Association Annual Conference in Orillia, Ontario.

Anita John presented “Building a Foundation and Future with the African Prisons Project: The Commonwealth Experience” at Association of Law Teachers Conference at the University of Portsmouth.

Marcin Kedzior presented “North American Perspectives on Design-Build Pedagogy” at the School of Architecture and Planning at the University of Auckland, “Marginal Urbanism and Regimes of Knowledge” at The Unknown conference held at the University of Toronto, and “The Tower Must Fall! Architecture, Epidermis, and the cosmos of *Finnegans Wake*” at Joyce: Diaspora at the University of Toronto.

The Winners Circle



HERE ARE SOME OF THE HUMBER FACULTY AND STAFF WHO HAVE RECENTLY BEEN RECOGNIZED AS LEADERS IN THEIR FIELD AND THEIR COMMUNITY

Michael Aquino, head coach of the Humber Hawks men's soccer team, is the Canadian Collegiate Athletic Association's (CCAA) 2017 winner of the Coaching Excellence Award.

Marsha Barrett won the NISOD Award of Excellence.

Dr. Salima Bhimani, CE Professor, has received the Iconic Women Creating a Better World For All award from the Women Economic Forum (WEF). The global award recognizes Dr. Bhimani's leadership in the advancement of social minority women, equality and inclusion.

James Bodanis was recognized by the Ontario College of Trades and its Board of Governors with the Chair's Award of Excellence.

Sherri Branscombe received the Arviat Council "In Appreciation" Plaque.

Dr. Candace Iron has been awarded the 2017 Phyllis Lambert Prize for the best doctoral dissertation on architecture in Canada. Phyllis Lambert Prize is a biennial award presented by the Society for the Study of Architecture in Canada (SSAC) to a PhD candidate or recent graduate with the best doctoral dissertation on the subject of the built environment (architecture, architectural history, theory, critic or conservation) in Canada.

Drew Jurecka was nominated for, and won, multiple Juno Awards for his work with various groups and performers.

Michael Kopinak and **Natalie Elisha** won a 2017 League Innovation of the Year Award in recognition of "#HereToPlay" campaign.


Larnell Lewis won a Grammy Award for Best Contemporary Instrumental Album with his band Snarky Puppy.

Michelle McCarthy was inducted into the Confraria do Vinho do Porto (Port Wine Brotherhood).

The **Public Relations Certificate** faculty won a Humber Innovation of the Year Award in recognition of their "Humber PRC Career Excellence" project.

Lynn Short received the Severn Sound Bob Whittam Environmental Award for her work on controlling invasive species.

Meaghan Strimas won the Trillium Book Award for Poetry for her collection *Yes or Nope*.

Anthony VanHoy won a Humber Innovation of the Year Award in recognition of his "Mathlets and their uses in Humber math courses" project. (see story on page 10). 

ASK NEXT

WE TACKLE SOME OF YOUR TRICKIEST TEACHING ISSUES

By NEXT Staff

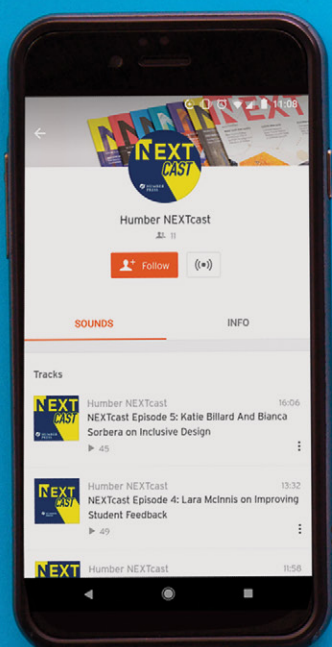


Q I am always saying in class that if anyone has trouble understanding a concept or whatever, that they should ask questions or make an appointment to talk to me. Few ever do, and yet when I mark their assignments, it becomes clear there are ideas and terms some of them don't fully grasp. It's frustrating, but I don't blame the students – some are too shy or too overbooked. What can I do to make sure they get it?

A Raise your hand all of you who have been in a conversation that is over your head, and you've nodded along so as not to look stupid. It's a natural human instinct – few of us are brave enough to say, without prompting: 'I don't understand.' Bravo to the students who do! For those who don't, there are things we can do in class to ensure everyone is on the same page. The simplest is to have students point out which part of the lesson you just presented was the most challenging. We call it "The Muddiest Point," and you can do it orally or have students write out their answer. Another is to ask your students a question based on the lesson, and have them write the answer on a sticky note, which they then attach to the door as they leave. You can also have them spend a minute writing down everything from your lesson that stuck in their heads, or use online polling tools like Kahoot, Poll Everywhere, Socrative, etc., to give students the chance to say they don't get it, but do so anonymously. Possibly the most effective way to make a lesson stick, however, is to craft an activity that lets them apply the knowledge you just provided. Learning by doing is always best.

Q I teach a class that starts at 8am. As you can probably guess, most of the students display a certain... let's call it a *motivation deficit*. Not to mention a very flexible idea about what punctuality means. Once they get here and get settled and caffeinated, they're engaged, but I hate losing that first hour to sleepiness and stragglers. How can I convince my gaggle of sleepyheads that it's worth showing up bright-eyed and bushy-tailed, not to mention on time?

A Zzzzzz ... sorry, what? Yes, early classes can be a challenge for younger people, many of whom don't really get going until around noon—if that. It's an especially acute problem in the winter months, when the sun itself chooses to show up late (and leave early). But there are ways to get even non-morning people to find their inner farmer. The first involves coffee—lots and lots of coffee. Kidding. (Though coffee can definitely help.) In terms of the best, non-caffeinated ways to get students up and moving in the early hours of the day, some of it comes down to your approach: are you engaging them right away? Are you making clear there is value to being on time? If you are unconsciously matching their low energy, you may be creating a vicious snooze circle. It helps, too, to make clear you empathize with their plight. Maybe tell them about your own problems getting up early. And keep it light: a little humour goes a long way, especially at that time of day. On the more concrete side, starting each class with a fun and engaging activity is a great way to turn the walking dead into living learners. ▮



NEXTcast is a new podcast about teaching and learning at Humber College. Hear from faculty and staff who are engaging learners, solving common teaching problems, and bringing polytechnic education to a whole new level. New episodes drop every second Tuesday on Soundcloud and iTunes.



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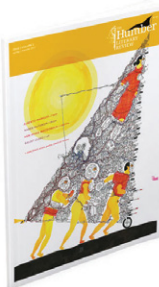


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