



NEXT

Fall/Winter 2015

BRAZIL-IANT

Humber grad represents Canada at the WorldSkills Competition in Sao Paulo

TEACHING BUZZ

The new HIVE Learning Space makes sure every seat is the best in the place

ASK NEXT

Our new advice column tackles some tricky teaching issues

Humber's Lite Brite installation won Best of Show at the Maker Festival

see p.8 for the full story

CONTENTS

3 Letter from Eileen

Humber Gets Noticed

- 4 Humber Coaching Helps Electronics Grad Compete in Brazil
- 7 An Eco-Friendly Idea Scores On *Dragon's Den*
- 8 Humber Wins 'Best of Show' At The Maker Festival

NEXT Tech

14 The New HIVE Learning Spaces

The Humber Community

- 20 Student-Made Solutions For Small Businesses
- 24 Photo Highlights From The President's Breakfast
- 27 Humber's Gospel Choir

NEXT Scholarship

- 28 Faculty Publications And Other Academic and Professional Activity
- 31 Faculty Awards And Recognition

Teaching & Learning Excellence

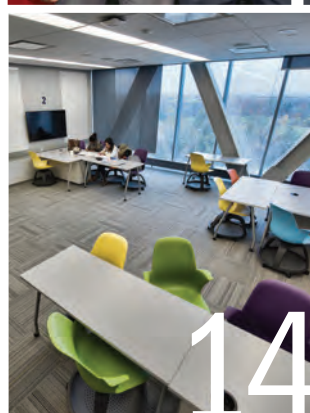
- 32 The Academic Integrity Project
- 34 Photos Of New Faculty At Geneva Park
- 36 Ask NEXT

A special thank you for your creative contributions:

Joe Engelhardt-Smith, *Journalism student*

Melissa Krikke, *Journalism student*

Samuel Ladan, *Journalism student*



Cover Photo by Dekel Chui

Nathan Whitlock, *Managing Editor, Humber Press*

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

Darren Richards, *Manager, Creative Productions, The Centre for Teaching & Learning*



LETTER FROM EILEEN

For decades, teaching academics have been grappling with a fundamental question: What makes a teacher effective, good, even great? Teacher practitioners, unlike many other skilled professionals, do not necessarily improve in their craft with years of service or with practice. There is no direct correlation between time and effectiveness. So what are the secrets to great teaching? Complex in nature, the research tells us that great teaching, at its essence, is contextual and relational. It is ever-changing and adapts to learners' needs and interests. Good teaching is astoundingly difficult to achieve, but exceedingly rewarding. At Humber, we don't need to look far to find outstanding practitioners. Humber faculty continue to demonstrate their knowledge, skill, and flexibility in teaching. Their intimate relationship with content, clear understanding of the context in which they are teaching, and passionate quest to support student success is evident in every aspect of their work. We are so pleased to highlight just a few examples of exceptional teaching in this issue of *NEXT*. Like the teachers who are coaching our students to compete and excel: on a world stage at the skills competition, for investment dollars on a TV show, and for fun and fame at the Maker Festival. In the following pages, we also highlight a teacher who helps non-music students find their voice and a teacher who inspires students to learn through servicing their community. There are many great learning moments happening at Humber. I encourage you to read what happens *NEXT*.



Eileen de Courcy
*Associate Vice President,
Teaching & Learning*

SHOWING OFF SKILLS IN BRAZIL

HUMBER GRAD WINSTON LORD HAS AN IMPRESSIVE SHOWING AT INTERNATIONAL COMPETITION IN SAO PAULO

By Melissa Krikke

Seven kilometers from the center of Sao Paulo, Brazil, lies Anhembi Park, one of largest event locations in Latin America. Twelve million people pass annually through Anhembi Park to participate in conferences, trade shows, and athletic and cultural events. And for the first time this year, South America hosted the WorldSkills Competition there. Held every two years, the WorldSkills Competition brings together the next generation of professionals, representing the highest-performing students selected in local and national skills competitions for professional education.

This past August, nearly 1,000 participants from over 72 countries competed in 46 skills contests. Among the participants was Winston Lord, a recent Humber graduate, who represented Canada in the electronic skill competition and placed an enormously impressive 14th in his category.

Lord was a silver medalist at Ontario Skills in 2014, and advanced to Nationals in May when the gold winner was unable to continue. After placing second again at Nationals, Lord was invited to compete in WorldSkills when the gold medalist was deemed too old to progress.

Lord worked alongside Randy Gallant, program coordinator for Electronics, to prepare for the intense competition. "The electronics program prepared Winston well for the Ontario and National competitions. But the World's were beyond what Lord learned at Humber, so I gave extra training on specifics," says Gallant.

Lord trained in the U.K. and Saskatchewan, and was given tests to simulate the WorldSkills competition. When it came time, Lord travelled to Brazil with the Canadian team, ready to take on the world and show what he'd learned. "I was lucky. The support from all of the people involved at Humber really helped to push me in my training," Lord says.

He was overwhelmed by the sheer amount of talent showcased in Brazil. "There's nothing in my life that I can compare with going to WorldSkills," he says.

Lord represents an entire generation inspiring young students to pursue skilled and trade centered careers. After the rush of WorldSkills, he hopes to continue travelling, and is considering moving to Quebec to take up a job in his field.



*“Humber was a great
place to turn ideas
into reality.”*

Jackson Wyatt



GREENLID GETS GREENLIT

A HUMBER STUDENT'S ECO-FRIENDLY IDEA SCORES BIG ON *DRAGON'S DEN*

By Melissa Krikke

As a co-founder (with his brother Morgan) of Greenlid, Humber Industrial Design student Jackson Wyatt has been racking up a lot of wins lately. Most recently, he and Morgan appeared on the show *Dragon's Den* and walked away with an \$85,000 investment from Dragons Arlene Dickinson and David Chilton.

The Greenlid idea is simple: a compost box that eliminates the need for leaky garbage bags. It's a waterproof organic waste container made from 100% Canadian recycled paper. The concept has drawn attention from national news organizations. Home Hardware and Home Depot both carry the product across Canada. Last year, the brothers ran a Kickstarter campaign and ended up surpassing their funding goal of \$25,000. "We're passionate about creating products with the least negative impact on our environment. We want to help every Canadian make good sustainable choices every day," say Jackson and Morgan Wyatt on the Greenlid website.

The Greenlid was in the process of being created when Jackson Wyatt first started attending Humber after graduating from the University of Toronto. Two years later, the first manufactured Greenlid container came off the line in Newmarket. Wyatt credits his professors at Humber with influencing his ideas and understanding about design – especially Catherine Chong, with her coaching on the effective ways to use Adobe Illustrator. In the Industrial Design program, Wyatt learned practical-based problem solving, and how to develop the aesthetics of a product.

"Humber was a great place to turn ideas into reality," says Wyatt. "The idea that anything can be imagined and then constructed (although you may take a wrong turn or mess it up the first few times) was a huge inspiration in respect to product design."

Just as inspiring are the brothers' plans. "Greenlid is expanding internationally. And we've also been exploring new products without leak-proof compostable paper technology," says Wyatt.



MEET YOUR MAKERS

HUMBER'S AWARD-WINNING CREATIVITY WAS ON DISPLAY AT THE MAKER FESTIVAL

By Melissa Krikke

Humber College joined some of the city's most creative and innovative minds who were gathered together at the Toronto's Reference Library during the August long weekend for the Maker Festival. In doing so, Humber got a chance to exhibit what sets it apart from any other educational institution, winning "best of show" by catching the judges' attention with a simple yet inspired Lite Brite installation, not to mention a diverse display of talents.

The first-ever festival, which hosted over 150 exhibits from mom and pop shops, innovators, and educational institutions, is not all about the prizes, however. "The festival is about self-empowerment; it's about people doing what they want to do," said Jen Dodd, the Maker Festival's executive director. Hundreds of Torontonians passed in and out through the day, including Mayor John Tory, who tweeted: "The Maker Fest inspires young minds to think and invent outside of the box – key to our city's prosperity."



Photo courtesy of Elizabeth Fenuta and Dekei Chiu

"The Maker Fest inspires young minds to think and invent outside of the box – key to our city's prosperity." - Mayor John Tory





Humber's participation in the festival was sponsored and coordinated by Eileen DeCourcy, Associate Vice President, Teaching and Learning, but inspired by faculty from across the institution who thought Humber should be involved. The Humber group created an exhibit that focused on diversity and collaboration. Vegetable leather, wearable technology, book origami, and a 3D robot arm were on display to showcase Humber as an institute bustling with energy and new ideas. The most interactive part of the showcase, the Lite Brite installation, was eye-catching and generated a massive crowd. Even though the display was incredibly simple in scope, every detail was meticulously planned: the backdrop of the display was white, representing a blank canvas, and students cut 8,600 two-inch acrylic rods in the lab with a laser cutter. Every aspect of the display is removable and interactive.





TRY
ME!



Humber College
We Are Makers

This year, Humber College is participating in the
MAKER FESTIVAL to showcase the amazing, innovative
projects that our students and faculty have created.

According to George Paravantes, Program Coordinator of Multimedia Design and Development, events like the Maker Festival give discovery opportunities for students, not only to see faculty working together, but also to understand how different schools can cross-collaborate.

Jessica Camara, Administrative Assistant at the Centre for Teaching and Learning says, "This was our first Maker Fest, and we did it in a short timeline, so winning an award was absolutely mind-blowing. We want to go bigger and better next year."

(The following people helped make Humber's Maker Festival displays happen: Andy Ainsworth, Jessica Camara, Dekel Chui, Eileen DeCourcy, Jodi Dublin, Elizabeth Fenuta, Tony Fiore, Denise Gardner, Kelly Grey, Kristian Medri, David Neumann, George Paravantes, Vlad Porcila, and Bruce St. Clair.)





NO MORE BACK

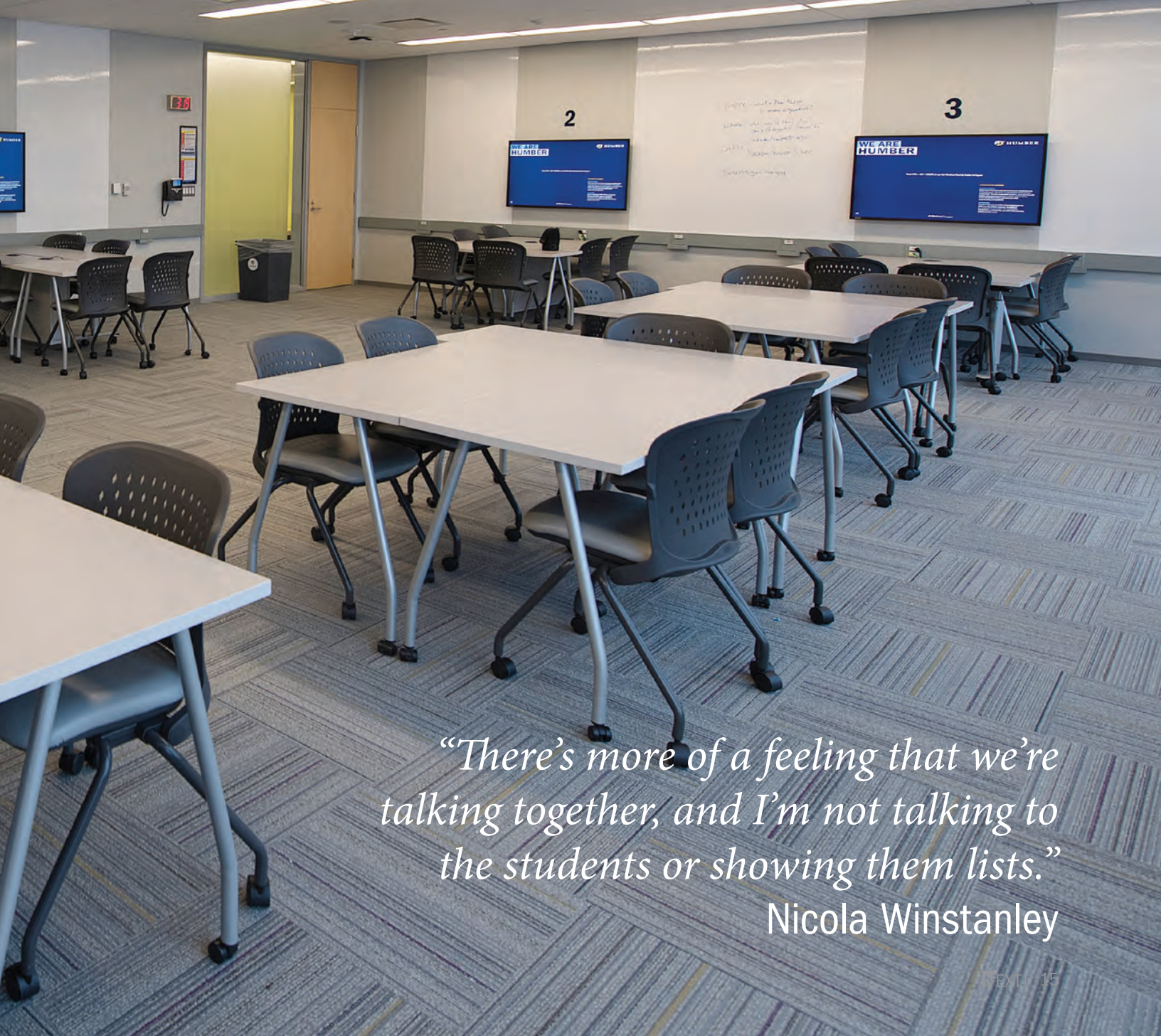
HUMBER'S NEW HIVE SPACES
MAKE SURE EVERY SEAT IS
THE BEST IN THE ROOM

By Samuel Ladan

According to some research, sitting front and center in the classroom, or at least relatively close, can significantly improve a student's chance of success. The opposite effect is just as likely at the back of the class. Given that something as simple as a seating arrangement can have such an impact, it is welcome news that the college's newest structural addition, Humber Interactive Spaces (the HIVE), eliminates the very concept of the back of the classroom.



OF THE CLASS

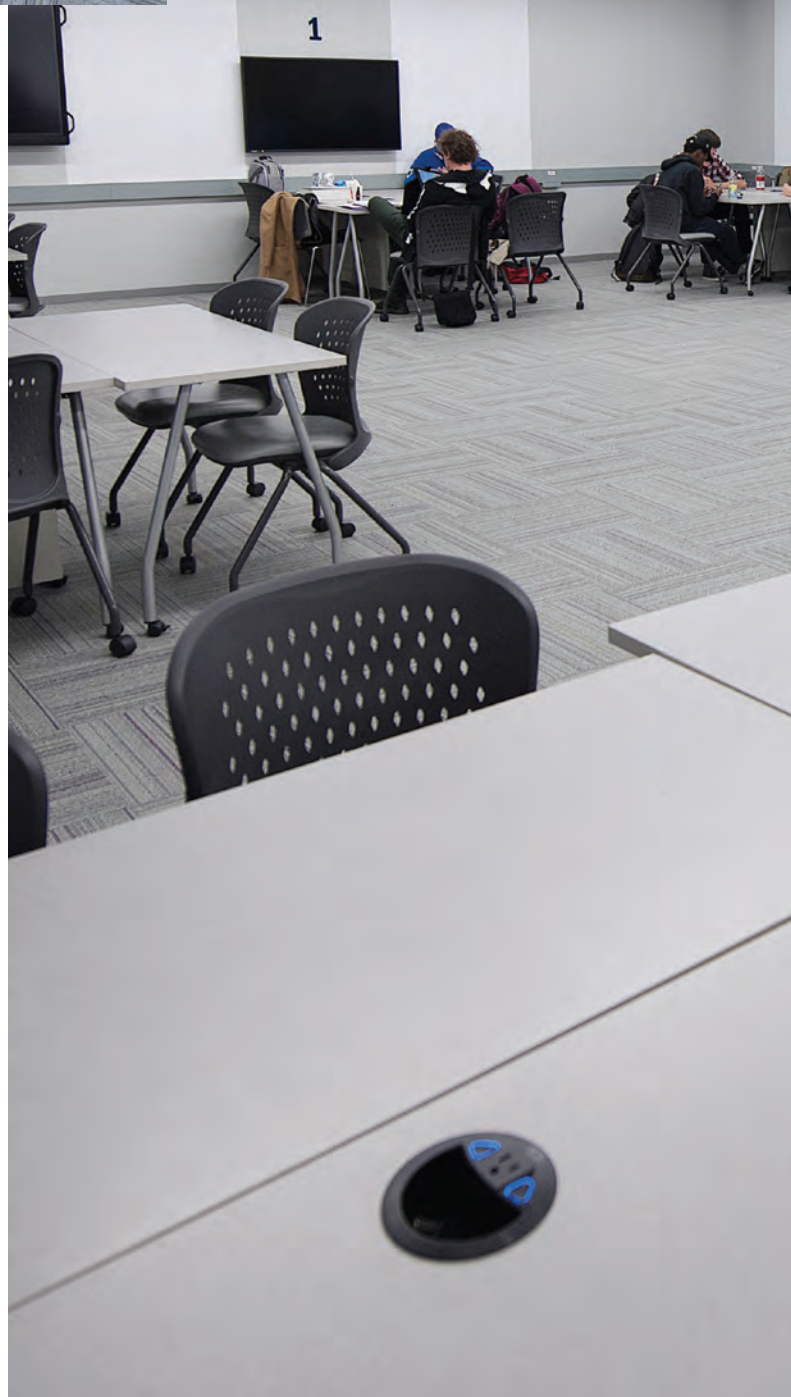


“There’s more of a feeling that we’re talking together, and I’m not talking to the students or showing them lists.”

Nicola Winstanley



The new learning facilities – located in the F building on Humber’s North Campus – are designed with various desks scattered along the walls of the room, each with their own interactive TV screen mounted to the wall beside the desk. Group work and cooperative learning is much simpler with each student already grouped together around an interactive screen, says Jeff Caldwell, a Humber Allied Funeral Services Professor. “In our old facilities it was just a classroom, and I had to ask the students to gather their chairs and group together,” Caldwell says. “With this classroom, they’re all sitting at a table of six, they can plug their computers in, and as one person finds something they can take control of that screen and share the information they just found.”





The Allied Funeral Services program was also given a specialised lab to help with lessons that professors “could never teach before,” according to Caldwell. Fitted with ventilation systems to help air out chemicals and an automated camera connected to two separate HD television screens to help give students a better look, professors can now properly teach students how to repair skin lacerations and reconstruct parts of the body that have suffered trauma.

The benefits of the new facilities are not all quite so visceral. For Nicola Winstanley, program coordinator for the Media Foundation program, the HIVE helps her engage with her students better because she is able to walk around the classroom and present her material all at once. “There’s more of a feeling that we’re talking together, and I’m not merely talking to the students or showing them lists,” Winstanley says. “There is more of a real discussion.”

So far, students agree. Absorbing material from classes is much better now that it’s presented right at each desk, says Zachary Middleton, a Humber Game Programming student. “I sit in the corner of the class furthest from the front so when the professor scrolls on his screen, I see it on mine,” Middleton says. “It’s just better and more connected.”








GETTING CONNECTED

STUDENTS CREATE CUSTOMIZED WEB SOLUTIONS FOR SMALL BUSINESS OWNERS

By Samuel Ladan

The proof of Humber's unique approach to education can be seen as much in what happens off the campus as what happens on it. For example: one class assignment saw Digital Business Management students helping small business owners in Milton, Ontario, create their own websites to help promote and sell their goods and services.

The two-day workshop – with a two-hour session each day – was held at the Milton Centre for the Arts this past spring. During it, students helped business owners with building a website using a tutorial created by program coordinator, Hanadi Alnawab. She got the idea after noticing an issue with a previous class assignment in which students worked in groups to create websites for a client who then chooses which one to use. She noticed that once the website was created, the client didn't know how to properly maintain it, and if a site isn't maintained, it fails.

A photograph of a modern office interior with large windows. In the foreground, a woman with long blonde hair is seated at a desk, looking down at a document. To her right, an older woman with glasses is also seated, looking towards the blonde woman. In the background, another woman with glasses is seated at a desk with a laptop, and a man is partially visible behind her. The office has a clean, professional look with wooden desks and modern chairs. The text is overlaid on the upper right portion of the image.

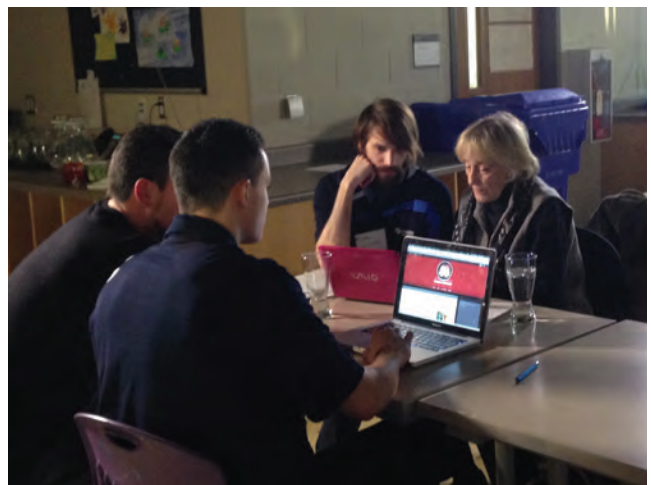
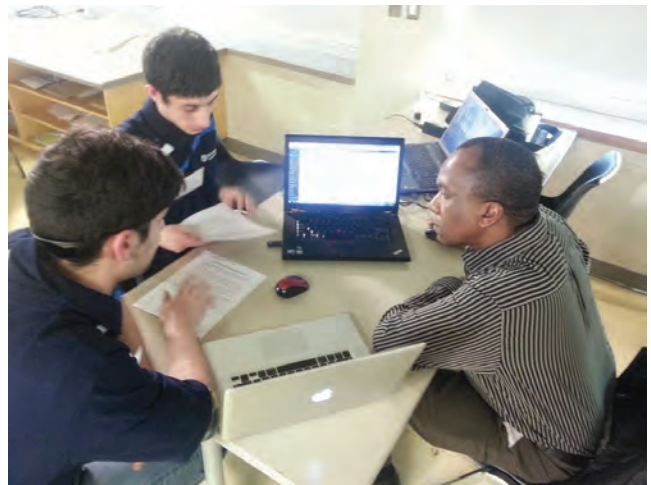
For future workshops, professor Hanadi Alnawab plans to make it a full-day event so that clients can get as much help as they need.



With this new workshop, students are able to sit down with the clients and help them create a website that fits their wants and needs. In addition to creating a website for small businesses, the workshop helps students gain a better understanding of the process it takes to work with clients in similar situations.

Alnawab first met with the clients and helped them determine what they want for their website. Next, the clients met with students from Web Development to help recreate those ideas and plans into a functioning website. “I gave the clients a package, like a template, because they need to put some thought into why they want the site and what it should contain,” says Alnawab. “When they get to the next session, they know what to put in it.”

One unexpected issue with the new workshop was putting together a proper schedule that offered each client enough time. “Some clients, for whatever reason, needed an hour and a half with the students,” says Alnawab. “Others needed 5 hours.” For future workshops, Alnawab plans to make it a full-day event so that clients can get as much help as they need. With unique educational initiatives such as this one, teachers end up learning something, too.





PRESIDENT'S BREAKFAST

SOME HIGHLIGHTS FROM THE 2015 PRESIDENT'S BREAKFAST







PITCH PERFECT

HUMBER'S GOSPEL CHOIR IS ABOUT MORE THAN JUST JOYFUL MUSIC

By Joe Smith-Engelhardt

Skill, precision, practice, and talent are all key ingredients of a successful musical group, but just as important is teamwork. Humber's gospel choir students are discovering just how crucial it is to work together. Consisting of roughly 50 students drawn from across 15 different programs, the choir has found a way to give its member just as much as it gives audiences.

"The experience of singing in a group and the teamwork involved, just being a part of something bigger than yourself, can have a tremendous impact on individuals emotionally, spiritually, and academically," says Humber gospel choir director and jazz and commercial music professor Brad Klump. "I'm trying to break down some of the barriers between different programs."

Klump teaches the students a variety of warm-up exercises to help ensure everyone reaches their full potential, but his main focus is teaching the students the power that music has to bring people together. The spirit that he exudes while the choir practices puts a smile on everyone's face – and extends to how the students are with each other. Though most of the students don't know each other outside of the choir, they interact with their fellow members with warmth and enthusiasm.

"It gives me something to look forward to at the end of the week," says Amberlee Hartog, a second year developmental service work student. "It's fun. You feel like you're part of a team." Andrew Taylor, a second year drummer in the bachelor of music program, notes that the appeal of the choir goes beyond the religious underpinnings of the songs themselves. "Even if you don't believe in God, which I think a lot of people don't, you still feel that connection," Taylor says. "You don't really know how to describe it, but you still feel the same emotion and energy."

The Humber gospel choir will perform at the Lakeshore Auditorium with special guests the Toronto Mass Choir on February 12 as part of Black History Month.



DOING THE WORK

HUMBER FACULTY HAVE BEEN BUSY ADVANCING THEIR KNOWLEDGE AND PRACTICE IN VARIOUS WAYS THIS YEAR

By NEXT Staff



Publications:

Rosalina Chiovitti authored “Professionhood and professionalism as an educational aid for facilitating nursing students’ development and renewal of self and profession” for the *Journal of Nursing Education and Practice*.

Amanda Baskwill and Kristina Lisk co-authored “Student perceptions and effectiveness of an innovative learning tool: Anatomy Glove Learning System” for the *Anatomical Sciences Education*.

Amanda Baskwill co-authored “Reducing anxiety and increasing self-efficacy within an advanced graduate psychology statistics course” for the *Canadian Journal for the Scholarship of Teaching and Learning*

Amanda Baskwill and Bryn Sumpton co-authored “The use of an informational video to improve patient satisfaction, preparedness, mood, and empowerment” in the *International Journal of Therapeutic Massage and Bodywork*.

Amanda Baskwill co-authored “Massage for low back pain: an updated systematic review” on the Cochrane Collaboration site.

Jeff Latosik published *Safely Home Pacific Western* (Goose Lane Editions), his second collection.

Nicola Winstanley published *The Pirate’s Bed* (Tundra Books), her second children’s book.

Steve Bang published *Planning to Borrow: A Practical Guide to Consumer Lending Practices in Canada* (Captus Press).

Other Activity:

Geoff Young appeared on *Discern* by the Artie Roth Quartet.

Fides Krucker appeared on *Dive: Odes for Lighea*, a collaboration with composer Nik Beeson.

Denzal Sinclair appeared on *Midseason* by Karl Jannuska.

Sienna Dahlen also appeared on *Midseason* by Karl Jannuska, as well as *Dream Cassette* by Joel Miller.

Rob Salem staged a sold-out reading of his new musical, *The Brain That Wouldn’t Die*.

William Carn appeared on *Monkey House* by Don Breithaupt, *Some Fun Out of Life* by Rebecca Binnendyk and *Bandshell* by Tia Brazda.

Paul Novotny collaborated with Robi Botos on *Look Ahead*, and was invested into the Hall of Honour at Thomas Stewart Secondary School, home of the Peterborough Integrated Arts Program.

Justin Gray mixed and released Monsoon Trio’s *Pranaam*.

John Bourgeois appeared in “Clever Little Lies” at the Royal Manitoba Theatre Centre, in the TV movie *Lead with Your Heart*.

Shelia McCarthy appeared in the series *Orphan Black*.

Melody Johnson toured her Dora-nominated one-person show *Miss Caledonia* throughout Canada and the United Kingdom.





WE SALUTE YOU

HERE ARE SOME OF THE HUMBER FACULTY WHO HAVE RECENTLY BEEN
RECOGNIZED AS LEADERS



Catherine Mitro (Creative & Performing Arts) received multiple distinctions: the Humber Innovators of the Year Award, a Distinguished Faculty Award, and a 25 Years Service Award.

Rosalina Chiovitti (Health Sciences) was honored with a Fellowship from the U.K.'s prestigious Staff and Educational Development Association (SEDA).



Peter Johnston (Creative & Performing Arts) received a Chalmers Artist Fellowship, a Presenter/Producer Grant and a Popular Music Recording Grant from the Ontario Arts Council. Peter also received a Music Production Grant from the Toronto Arts Council.

Justin Gray (Creative & Performing Arts) was the winner of the 2015 Toronto Arts Foundation Emerging Jazz Artist Award.



KEEPING IT FRESH AND FAIR

THE ACADEMIC INTEGRITY PROJECT AIMS TO MODERNIZE
THE WAY HUMBER OPERATES

By Joe Smith-Engelhardt



Student success is important to any post-secondary institution, but as times change, so do teaching methods. Schools must always be looking at how they can update their practices to help students succeed. Humber plans to improve the way their classes operate with an ambitious, institution-wide project aimed at ensuring that the college's approach is always up to date.

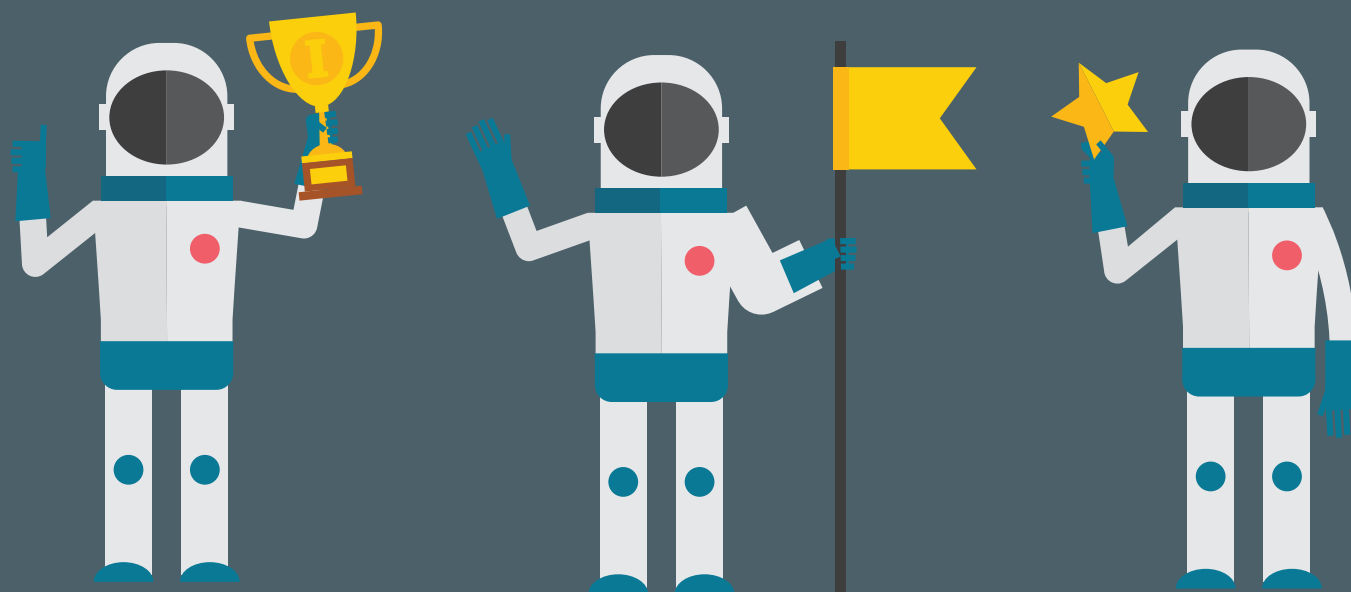
The Academic Integrity project consists of a taskforce comprising students, administration and faculty who are working to define what integrity means to Humber. For the past year, this taskforce has explored various opportunities for the institution to change their practices and processes.

"The project is to look at an institutional approach to building a culture of academic integrity. In order to do that we need to have the entire institution involved in the dialogue of what that means and how we enact

the values across the entire organization," says Eileen DeCourcy, Associate Vice President of Teaching and Learning. "In some cases we may be using old teaching practices in a digital, modern world. For example, does it serve our students well to memorize large passages of content when students have access to content at any time on any device? The ability to have information at the tips of our fingers has changed what we need to have in our minds at all times."

The list of issues the taskforce is tackling includes the development of curriculum, how students are assessed, how students learn and engage in and out of the classroom, and how many assignments and tests students are expected to perform within the same time period. Humber's staff and students are currently being surveyed in order to get a better sense of the existing barriers to academic integrity.

Keeping any large institution from becoming stuck in its ways is a big task, but a necessary one.





GENEVA PARK

NEW HUMBER FACULTY GET IN THE SPIRIT AT GENEVA PARK



Photos by Thomas Hackett and Deanna Richards

CLASSROOM ME

Michelle Capin
SUSAN JOSEPH
ANGELO D.
PATRICK PEARMAN
MARY ZUNIGA



ASK *NEXT*

WE TACKLE SOME OF YOUR TRICKIEST TEACHING ISSUES



Q: “I’m a big believer in doing group work in the class, but every semester I get a few students who balk at the very idea of it. Some worry that they’ll end up doing all the work, while others simply don’t see the point. Luckily, the majority of students tend to enjoy collaborating with their peers, but my goal is always to have the whole class onboard. How do I get the doubters to see the value of group work, while ensuring that everyone contributes?”

A: In elementary school, there are few things more fun than getting divided into groups for a project or discussion – it’s like being made part of an elite team of secret agents. (Cue the “Mission Impossible” theme.) Hitting one’s late teens tends to muffle this enthusiasm for some people – because of impatience with the less-predictable pace of collaborative projects, because the expectations are not always fully understood or explained, or simply because people get shy. Or because they’ve had too many frustrating group-work experiences that feel more like solo shows... but with an audience that shares the credit for what gets created.

Group work is nonetheless vital, and a very effective teaching method. It gives students an opportunity to build relationships, negotiate terms and take on greater responsibility. It is also a great way for students to learn more about themselves, their personal leadership styles, and the various roles they can take in a group setting. (For example, are they more of a thinker, a planner, or a doer? Do they prefer to divide the work among all members of the group, or collaborate on every item?)

One way to bring home the benefits of getting your group on is to have students assess one other, and to have those peer assessments reflected in the final grade for the project. Being given such responsibility helps bring the lone wolves into the fold. And knowing they will be held accountable keeps everyone focused on what singer Taylor Swift calls #squadgoals.

Q: “I know that Humber is always focused on real-world relevance, but I often worry about keeping up. Students are being asked for an increasingly wide range of skills (especially in creative jobs), and most industries are more competitive than ever. Should teachers be spending more class-time on job searches, looking at advertised and non-advertised options? What are some ways to do this? And does Humber have career search help for final semester students?”

A: It can sometimes seem like the real world is zooming by in a Ferrari while students are stuck on the bus, but there are lots of ways to prepare them for the next big step in their lives, while ensuring programs and degrees stay up-to-date.

First, let students know what support is available. Humber has a great Student Work Placement site (coop.humberhosting.com) that attracts a lot of companies. Students find it a valuable asset when searching for internship positions. Humber’s Career Center, also can be quite helpful.

Second, give students an assignment in at least one class in the program that requires them to research jobs and to reflect on the job requirements. (Work with your colleagues in your program to ensure you are not all doing this at the same time.)

Third, ask your coordinator to arrange for a career advisor to come talk to all the students in the program – even a 10-minute chat helps. And have guest speakers come to talk about what they do, how they got there, and what students will need to do in the future.

At the program level, real-world relevance can be in-built. The Media Communications program, for example, has an entire course called “Professional Development” devoted to getting students ready for their upcoming internships.

Students overwhelmingly say they come to college to get a job, but aren’t always clear on the details, so it’s very important to make sure the realities of the job market get the focus they deserve.



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 *innovating* 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



WE ARE TEACHING & LEARNING



humberpress.com

 @HumberPress

THE CENTRE FOR
TEACHING
& LEARNING