

NEXT

Vol. 2, Issue 3, Winter/Spring 2015

WE ARE REDESIGNING

Humber's new high-tech teaching spaces

BREAKING THE ICE

Tips on engaging classrooms full of new students

HUMBER PRIDE

The Gender and Sexual Diversity Committee creates change



“Humber is doing some CUTTING-EDGE STUFF.”

– Laurie Rancourt, Senior VP, Academic

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LETTER FROM EILEEN:

As you all know, there are a number of forces disrupting education and educational practices. They include influences from big data, new technologies and the maker movement. Now more than ever, teachers are required to adapt their practice to the changing dynamic. Luckily, at Humber, our faculty are well positioned to meet these challenges head-on and have demonstrated their leadership in creative and innovative practices.

Over the last year, we have witnessed a noticeable difference in the ways in which faculty are using technology and alternative delivery methods to engage their students. Faculty have found interesting ways to extend learning beyond the confines of the traditional classroom. You will spot many examples of these innovative practices as you flip through the pages of *NEXT*.

We invite you to explore, for example, Bernie Monette's experiential learning methodology. Using a problem-based learning approach, Bernie has his students engaging in real work applications, immediately, from day one in the program. Susan Lieberman is another Humber educator who knows how to make learning stick! Her approach to teaching incorporates the integration of storytelling and the best use of technology. She weaves a narrative through all of her content to ensure students understand the context and application.

Using case studies in learning is not just for Business Programs. Learn how Chandra Hodgson, NISOD award winner and case study specialist, supports faculty in the development of case-based learning in their classroom. This method will have your students thinking critically in no time.

Join us in celebrating the success of our award winning faculty and staff. Hear from our new SVP Academic and learn a teaching tip from your peers. We hope you enjoy reading the many other stories featuring innovation and creativity. All this and much more in this issue of *NEXT*.

Eileen de Courcy

Associate Vice President, Teaching & Learning



MEET THE NEW BOSS

LAURIE RANCOURT, HUMBER'S NEW SENIOR VP, ACADEMIC, TALKS ABOUT THE SCHOOL'S CUTTING-EDGE REPUTATION – AND HER LOVE OF METALLICA.

By Kendra Hamilton



Q What attracted you to Humber?

A The college's reputation. Humber stands out in the country as an institution that is welcoming and that people love to work at, and it's an institution that is doing some cutting-edge stuff. There are a lot of programs Humber offers that are unique, and I really wanted to be a part of them.

Q What have your past experiences given you that you will be able to use in your new position?

A I was at Collège Boréal (a francophone College of Applied Arts and Technology) for 15 years and had the opportunity to operate in a number of different positions. It allowed me to gain a really broad understanding of how post-secondary institutions work. Going to British Columbia in the President role [Rancourt is the former President and CEO of Northern Lights College] allowed me to broaden my horizons again and really understand how policy affects post-secondary schools.

Q What are you most looking forward to in this new role as Senior VP?

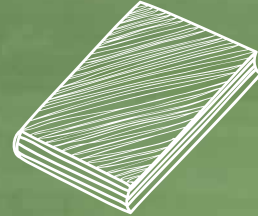
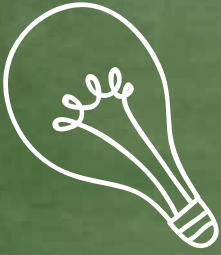
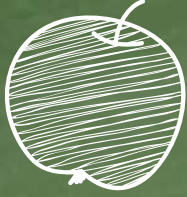
A Getting back into working with faculty, connecting with students and being directly involved in the academic work of the institution. I loved being a college president, it's a really rewarding role, but it's a little bit more removed.

Q Have you gotten lost on campus yet?

A I did a tiny little bit at first, but I have to confess: I kind of get lost on purpose. Most of the meetings I've had I have tried to hold in one of the departments or in the someone's office so that I could wander around and get to know the place.

Q What do you do to unwind when you're not at work?

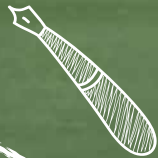
A I'm an avid reader. And I love music: I love to listen to AC-DC, Metallica, Nickelback, Audioslave – my husband calls it my devil.



FROM GOOD TO GREAT

AS SHE PREPARES TO STEP DOWN, CREATIVE BOOK
PUBLISHING PROGRAM DIRECTOR **CYNTHIA GOOD**
SHARES SOME IMPORTANT LESSONS

By Janie Ginsberg



Cynthia Good, the longtime director of Humber's Creative Book Publishing program, will be stepped down from the position at the end of last year. The impending life-change has her reflecting on her unexpected teaching career, and the many strategies and skills she has brought to Humber.

Good came to Humber from Penguin Canada, where she had originally been hired to start a Canadian publishing program. Over two decades there, Good worked with heavyweight Canadian writers like Alice Munro, Mordecai Richler and Robertson Davies. She became well-known in the industry for her drive and infectious positivity. By the time she stepped down from the company, she had risen to the position of president.

So, how did she end up at Humber? "All the time I was at Penguin I was also teaching in existing publishing programs," Good says. "I also helped set up the Masters of Publishing at Simon Fraser University." The idea of teaching full-time was always something that was in the back of her mind. When Good came into Humber for a chat with Joe Kertes, the Dean of the School of Creative and Performing Arts, and he suggested creating a new program, the idea became an unexpected reality.

"I kind of wandered off and started thinking about the type of program I would want to set up and how it could be done in an intensive summer program," Good says. "The students learning from each other, as well as from faculty from the industry – I just started seeing it as a very cooperative, intense, collegial and collaborative experience."

"I would never have even dreamed of doing the program unless Cynthia was available," Kertes says. "She has been a superb director and a wonderful teacher. She is the program's biggest asset."

Antanas Sileika, the Director of Humber's School for Writer, agrees. "She has a huge reputation, and is an important figure in the publishing world. So she came trailing clouds of glory to Humber, and that's a very good thing," he says.

When asked why she chose Humber, Good is quick to reply: "Because I loved what Joe Kertes was doing here, and what Antanas was doing with the writing program. The idea of having a publishing program right beside a writing program was so appealing to me."

Good has won the Teaching Excellence Award and is consistently recognized for her brilliance. "She infects her students with her love of the whole field," says Kertes.

Aside from her enthusiasm and connections, Good has also brought to Humber her knowledge of effective teaching strategies – the most important being collaboration. "We do a lot of group work in our program from beginning to end, because publishing itself is very collaborative," she says.

The way her program is set up allows students to be ready for internships starting in the fall, which is when publishers really need interns. According to Sileika, the summer program dovetails perfectly with the end of an academic year. "They can go from education to training and further education almost immediately," he says.

The publishing industry is constantly changing; technological advances are happening quickly, and her program is designed to keep the students' skills current. "She's so open minded and smart that she was able to bring the publishing program into the modern age," says Kertes. "She was able to embrace all those changes because she's that kind of person."

When asked about the future of the program she is leaving behind, and who is the best person to replace her, Good focuses on the idea of innovation and change. "What I see for the new person is that they have to find ways to integrate the teaching of technology in fresh ways," she says. "I also want there to be more online learning because there's a lot that we can teach that is very well suited to learning online and distance education." Her new venture will be working at Humber part-time as the Director of Student and Industry Initiatives. "I will continue to connect to the industry that I know so well, and with the program and the students," she says. One of her biggest new initiatives will be Humber Publishing Services, which pairs graduates from the book publishing program with writers from the writing program. And will continue running and annual summer book conference – a highly anticipated event with a great student turnout. In addition, she will also be participating in outreach programs, which involves going to different universities and talking about careers in publishing and writing.

After decades of working with authors both well-known and soon-to-be, Good is writing her own happy ending.



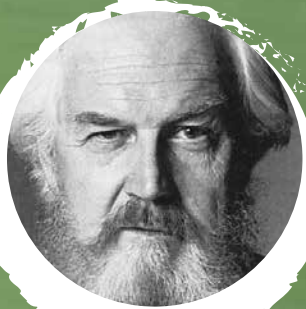
ALICE MUNRO



MORDECAI RICHLER

Authors, collaborators & FRIENDS

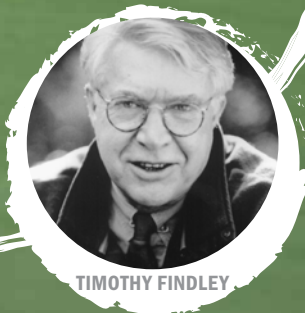
SOME OF THE ACCLAIMED AUTHORS CYNTHIA WORKED WITH DURING HER REMARKABLE CAREER IN PUBLISHING.



ROBERTSON DAVIES



MICHAEL IGNATIEFF



TIMOTHY FINDLEY



LINDA MCQUAIG

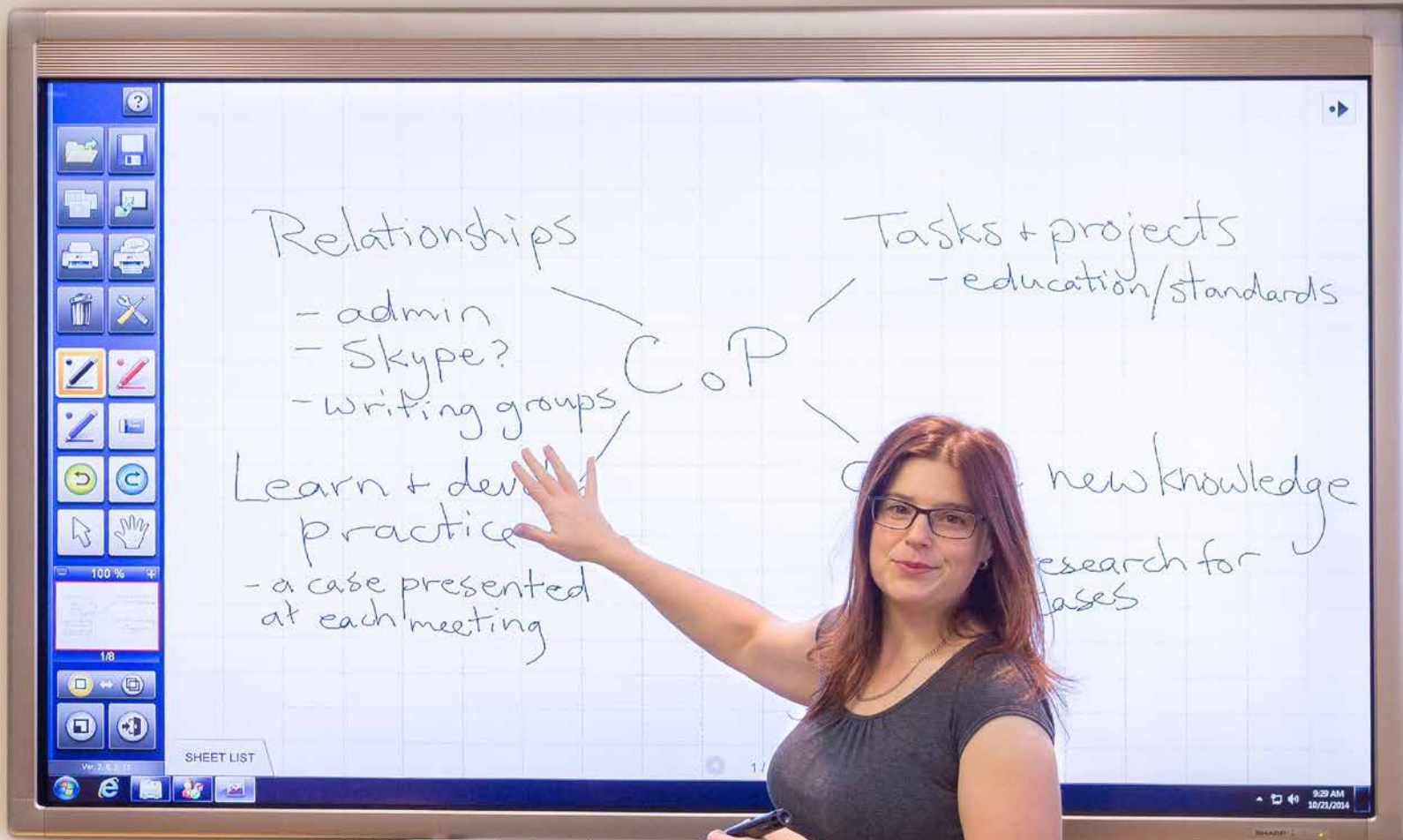


JOHN RAULSTON SAUL

VIRTUAL REALITY

CHANDRA HODGSON GIVES HER STUDENTS THE EDGE THROUGH CASE STUDIES

By Kendra Hamilton



Lectures, essays, readings and exams all give students the knowledge they need to pursue a career. To excel, however, they need more. Chandra Hodgson, a professor in the Department of English, has been psychologically preparing her students for the workplace through the use of case studies.

A case is a real-life story, based on interviews, about a workplace decision that needs to be made. Students are given all of the information and then must reach their own conclusion about how they would choose to act in the given situation. "It's almost like a virtual co-op experience because students get to see how a workplace

operates,” says Hodgson. “Because it’s all based on research and all the data is real, there’s an immediate engagement for students. There’s immediate buy-in.”

Hodgson first became interested in using the case study method in 2010 when Humber’s Centre for Teaching & Learning invited the Richard Ivy School of Business to come to the college and run seminars on how to teach with, and write, cases. The following year, Hodgson became the faculty resource personnel at the CTL for case teaching and case writing. She runs a workshop every spring to train teachers on how the Ivy model works and how to alter it for college students outside of the business discipline. For teachers, she also runs a case-writing workshop. “It’s a lot of work to write a case,” Hodgson says. “And there is always a need for new cases in order to keep them current and relevant.”

Despite the intense level of training and commitment that is needed to produce a case, Hodgson says there are now upwards of 30 faculty members at Humber writing and teaching with cases – faculty members in film and production, journalism, public relations, media foundations, psychology, philosophy, massage therapy, justice studies and nutrition have all used cases. “What we’re hoping to do is continue to diversify in terms of the types of faculty who participate and the types of cases we’re producing,” she says.

Hodgson is not only helping to train teachers within the college, but is also establishing Humber as leader in the case study method. Humber Press (which produces *Humber NEXT*) has built a growing database of cases that are published online so teachers from anywhere can access them, she says. Also, this past spring the CTL hosted the first annual College Case Conference, which brought teachers from colleges across Ontario together to talk about the case method and how to incorporate it.

Teaching with cases energizes the classroom and really engages the students and the teacher, Hodgson believes. “Some kind of magic happens when you’ve written something to direct students to certain types of goals, to open up certain types of avenues of thinking for them with a case, and then you get to watch them embrace that,” she says. “It’s really rewarding.”



Chandra Hodgson was recently awarded the National Institute for Staff and Organizational Development Excellence Award for the progress she has made in conjunction with Humber’s Centre for Teaching & Learning using the case study method. She was recognized for delivering case teaching and case writing workshops, supporting faculty, generating more resources and spreading the case study method as a teaching strategy across the system.

Through the CTL, Hodgson is an active member of the North American Case Research Association (NACRA), and networks with colleges who use the method through NACRA. She is also in the process of applying to have the workshops for teaching with and writing cases accredited internationally as professional development certificates for faculty.



HUMBER PRIDE

HUMBER'S GENDER AND SEXUAL DIVERSITY COMMITTEE CREATES CHANGE

By Kendra Hamilton



Some achievements are easy to quantify. A book can be printed, a race can be won, a piece of technology can be developed. Other achievements do not manifest themselves so obviously, but are accounted for by a subtle shift in culture, thought and behaviour. Maureen Carnegie, a coordinator in the Student Success and Engagement office, and Thomas Silcox-Childs, an analyst in the Human Resources department, are two Humber faculty members helping create just such a shift.

Carnegie and Silcox-Childs helped create Humber's Gender and Sexual Diversity Committee, which, over the past three years, has been devoted to generating awareness around LGBTQ (lesbian, gay, bisexual, transgender, queer) issues at the school. "Prior to the committee starting there really was no LGBTQ presence at Humber," says Carnegie. "If you were an LGBTQ student or staff member there was nowhere where you really saw yourself. And that is problematic."

She makes clear she does not ascribe that situation to institutional homophobia or transphobia. "For the most part," she says, "it was just a lack of awareness, understanding, or tools to know how to address those sorts of things."

Through a variety of projects and initiatives, the Gender and Sexual Diversity Committee has worked to provide those tools and awareness at Humber. From poster contests to guest speakers, the committee has reached out to the LGBTQ community to make them feel welcome and represented.

This past summer, the committee participated in Toronto Pride – the first time Humber has participated in the parade since the early-2000s, Carnegie says. It was a student-run initiative that included a pre-pride breakfast showcasing some of the work of the committee.

The committee has also built a robust resource hub to educate faculty, staff and students on LGBTQ issues. The committee's website includes tips for teachers, key terms and symbols, related links, ideas for allies (friends of the LGBTQ community), along with several other resources.

“LGBTQ people are feeling more like they see themselves represented at the college in different ways.”



“It’s not just about saying, ‘oh boy, people should be more aware of LGBTQ issues,’ and that’s the end of it,” says Carnegie. “We’ve put the work behind it to make things happen.”

The effects of the committee can be difficult to measure, but in small ways Carnegie says she sees the difference they have made. “I think Humber has come a really, really long way,” she says. “We see people having more awareness, LGBTQ people feeling more like they see themselves represented at the college in different ways, and more sensitivity to the issues.”

For their dedication and hard work, Carnegie and Silcox-Childs were recognized with special awards at this year’s President’s Breakfast.

Not that they’re ready to rest on their laurels. Going forward, Carnegie says, the committee hopes to recruit more students and push toward making Humber a truly positive space for all of its faculty, staff and students.



THE PERSEVERANCE OF PRINT

MAKING A HARD COPY COMEBACK WITH *THE HUMBER LITERARY REVIEW*

By Kendra Hamilton

Even as bookstores across the country close their doors and literary magazines and journals move into cyberspace, Dana Hansen and a collective of Humber faculty are pouring their passion and proficiency back into print.

“It’s time for a comeback,” says Hansen, a professor in the Department of English and the editor-in-chief of *The Humber Literary Review*, which released its second issue in early October. “Let’s bring back magazines that celebrate our best short fiction, poetry and essays – not

just from people who are established, but people looking for places to publish their work who are, so far, unknown.”

A collective of more than a dozen Humber faculty members, led by Vera Beletzan, Associate Dean of the Department of English and the magazine’s publisher, have done just that. The premiere issue of *The Humber Literary Review* was released in May of this year. It showcased a variety of submissions from writers and artists across Canada and was quickly embraced by the literary community.



“It’s a labour of love more than anything.”

“We just jumped in,” says Hansen. “We said we wanted to do it big right from the beginning.” She says the magazine has also provided Humber faculty members with an avenue to feed their creativity and allow them to do something they truly enjoy. “We’ve had a lot of buzz and social media... and have had big-name authors as well as newer voices approaching us to have a piece of work in the magazine.”

The most recent issue features an interview with best-selling novelist Emma Donoghue, fiction by Russell Smith, poetry by Karen Solie, artwork by Nik Dudukovic, and a new comics section by Mariko Tamaki and Gillian Goerz.

The magazine is distributed nationally through Magazines Canada. Humber professor Meaghan Strimas, one of the managing editors for the first two issues, says they are working on getting it into libraries across Canada.

Strimas agrees that the project has been an enriching experience for those involved and is also pleased that it celebrates much of the talent in the English Department. “Everyone brings a unique perspective and their own desires to the collective, so we end up with something that’s really eclectic and varied,” she says. “It’s a lot of work but it doesn’t seem like a drain in any sense and it actually is invigorating.”

“It’s a labour of love more than anything,” says Hansen.



A Humber Literary Review editorial board meeting run by the magazine’s editor, Dana Hansen (second from left)

NOT-SO-REGULAR JOE

JOE KERTES, WHOSE EPIC NEW NOVEL IS OUT NOW, POURS PASSION INTO WRITING AND TEACHING

By Janie Ginsberg



At Humber, the old cliché of “those who can’t do, teach” gets regularly turned on its head. Take Joe Kertes, Dean of the School of Creative & Performing Arts. Kertes is not only responsible for helping new generations of artists hone their skills, but is an accomplished and highly respected novelist in his own right. This fall, he published a new novel, *The Afterlife of Stars*, about a young Hungarian family escaping the Russians during the Hungarian revolution of 1956 – a story not unlike his own past.

“I was a young boy, a preschooler, when we did that very thing. That was my inspiration,” he says. Though a work of fiction, the novel adapts Kertes’s childhood memories and connects them to events of a larger scale. He says the book practically wrote itself, though it went in an unexpected direction. “The two protagonists took over the plot for me and commandeered it away from me, and I had to run off after them and write down what they were saying.”

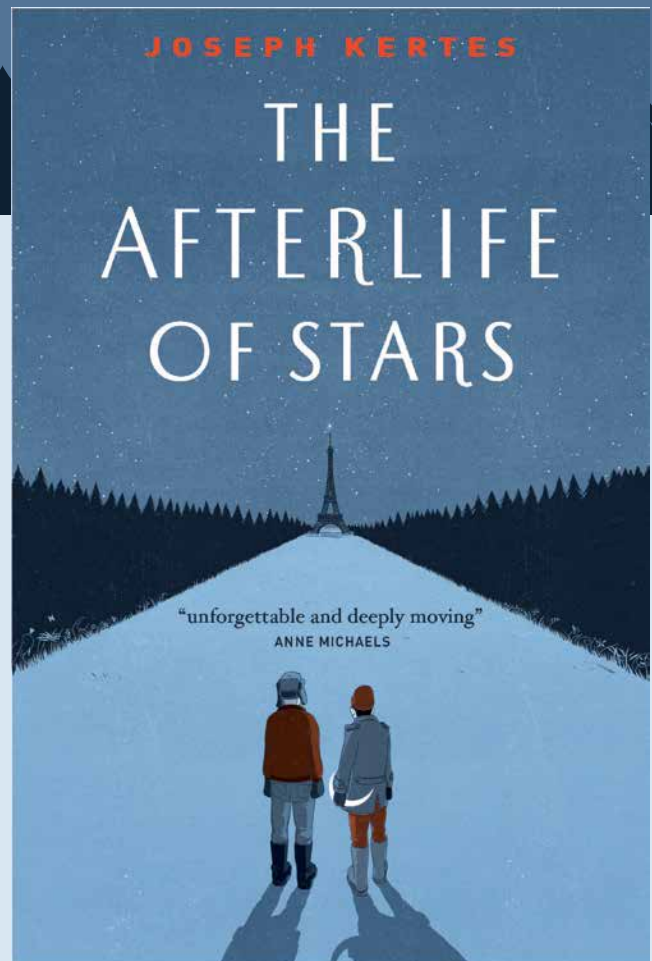
Kertes has won numerous writing awards, including the Stephen Leacock Award for Humour, the Canadian National Jewish Book Award and the U.S. National Jewish Book Award for Fiction. He always loved the idea of teaching creative writing and had the credibility to do it. Still, when he first proposed the program to the college administration, it was not a slam-dunk. “They wanted to know why people would come to Humber to do creative writing,” he recalls. His answer was simple and effective: “We would have to get household names to teach the courses.” With that, the program was set in motion and he helped bring huge literary stars to the school, including Margaret Atwood, Carol Shields and Timothy Findley.

Being an accomplished author before starting the creative writing program allowed him to identify with his students, and allowed him to provide constructive insight from his own experiences. “The favorite teachers of my life were teachers who loved their subject,” he said. “I love my subject, I love literature and I love reading and writing, so I hope that that’s what I do with students. I hope I communicate that love to students.”

“I love my subject, I love literature and I love reading and writing, so I hope that that’s what I do with students. I hope I communicate that love to students.”

For Kertes, passion is by far the most important thing, and potentially the only thing, when it comes to teaching.

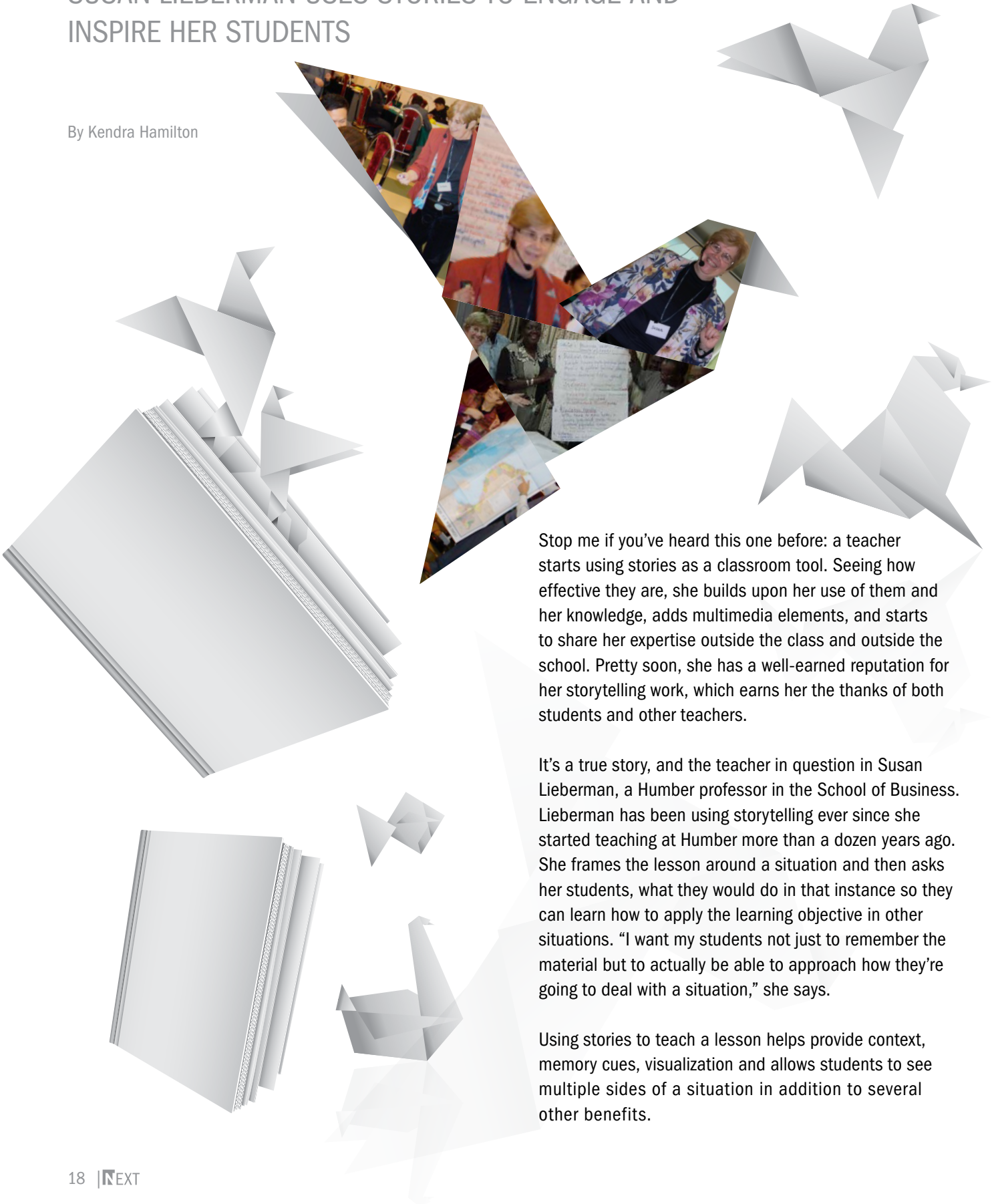
“We really believe that everyone has a good story to tell, and I love bringing that story out of people, because it’s not as simple as it looks,” he says. “I love having the opportunity to try to get people to reevaluate the story they’re telling and to express themselves as best they can. If you can communicate that love to the students, they will go away loving what you’re teaching, too.”



TELLING TALES

SUSAN LIEBERMAN USES STORIES TO ENGAGE AND INSPIRE HER STUDENTS

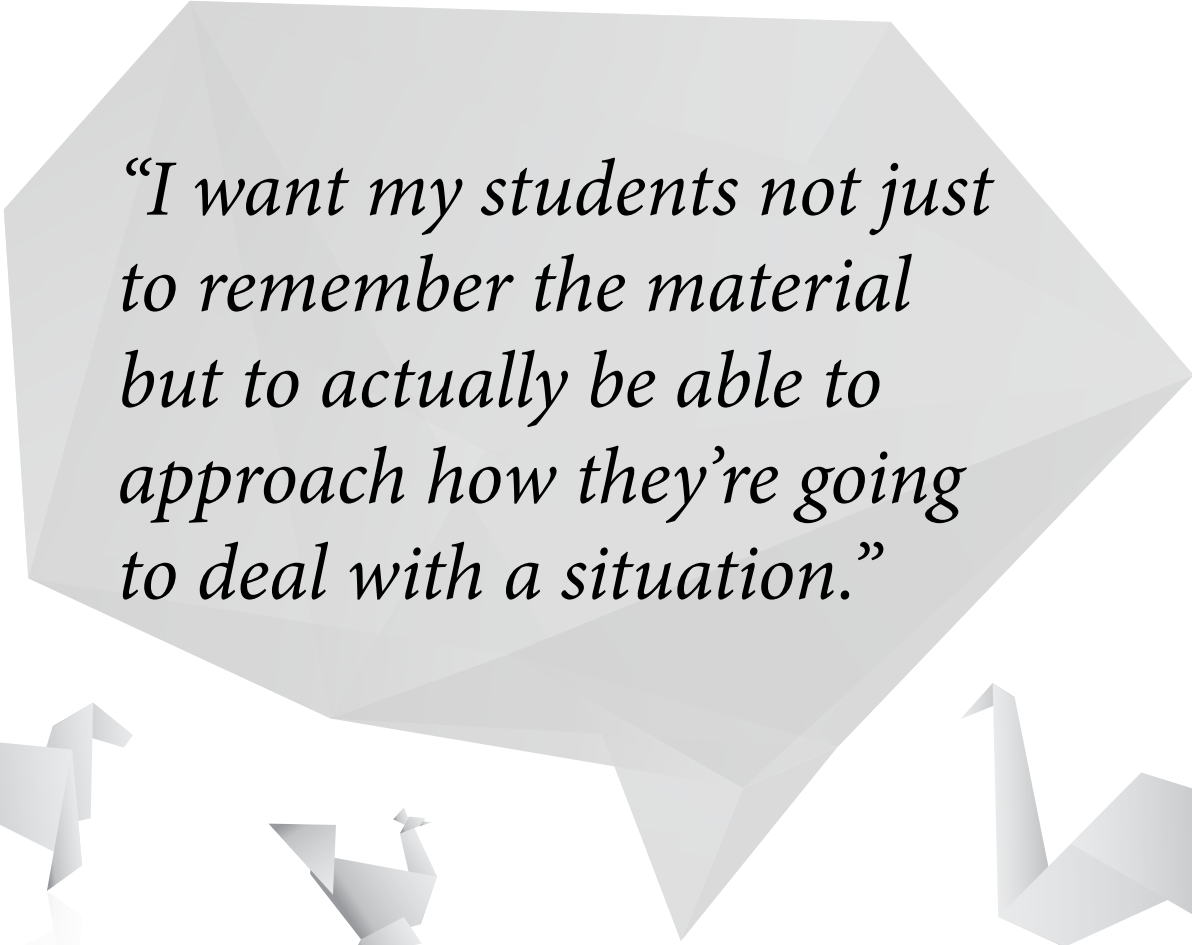
By Kendra Hamilton





Stop me if you've heard this one before: a teacher starts using stories as a classroom tool. Seeing how effective they are, she builds upon her use of them and her knowledge, adds multimedia elements, and starts to share her expertise outside the class and outside the school. Pretty soon, she has a well-earned reputation for her storytelling work, which earns her the thanks of both students and other teachers.

It's a true story, and the teacher in question is Susan Lieberman, a Humber professor in the School of Business. Lieberman has been using storytelling ever since she started teaching at Humber more than a dozen years ago. She frames the lesson around a situation and then asks her students, what they would do in that instance so they can learn how to apply the learning objective in other situations. "I want my students not just to remember the material but to actually be able to approach how they're going to deal with a situation," she says.

Using stories to teach a lesson helps provide context, memory cues, visualization and allows students to see multiple sides of a situation in addition to several other benefits.



“I want my students not just to remember the material but to actually be able to approach how they’re going to deal with a situation.”



As simple as it sounds, using storytelling takes a lot of preparation and thought. “It’s not random,” Lieberman says. “It’s not standing up and going off on tangents with bizarre stories. They’re very directed, and they each take time – I really have to sit down for each topic that I teach and ask, ‘What would best demonstrate this?’”

And there is always room for improvement: Lieberman took a course offered by Storytelling Toronto to help her develop her skills, and has run seminars for other faculty both inside and outside of Humber.

In an effort to make the stories more compelling, she uses PowerPoint complete with graphics, text, pictures, sound and animation to create scenarios that she hopes will let help her students retain lesson information. Lieberman has posted some of her PowerPoint presentations on SlideShare, giving teachers outside of Humber and even outside of Canada access to her work. Her profile was in the top four per cent of those most viewed on SlideShare in 2013 and she continues to grow her number of views.

“My gosh, what’s it up to 30 thousand or something?” she says. “It’s just insane.” (Her presentation “Rubrics

for College - The Easy Steps Way” had racked up 30,279 views by the end of November 2014.)

One of Lieberman’s SlideShare presentations is about teaching through multimedia storytelling. She says she has heard from two masters students from the University of Michigan who watched that presentation and reached out to say thank you. “They sent me their own PowerPoints of what they had done and they had taken it into yet another direction,” she says. “Which is of course when you’re really happiest: when people take it and then keep going.”

Lieberman tracks the effectiveness and reception of her teaching method using SFQs, and says students overwhelmingly agree that the stories help them to learn the material. “I’m still sitting at somewhere between 98 and 99 per cent positive rating,” she says. “I’ve been doing that now for 10 years, and I have well over a thousand responses.”

The best part about storytelling is its adaptability, Lieberman insists. As she says: “If you can use it for accounting you can use it for anything.”

ARE YOU EXPERIENCED?

BERNIE MONETTE MAKES HUMBER'S WEB DEVELOPMENT PROGRAM A MODEL FOR EXPERIENTIAL LEARNING

By Ari Perlin-Bain



The idea that people learn best by doing is a simple one, but can be difficult to translate into actual teaching practice. Not for 14-year Humber veteran Bernie Monette. As program coordinator of the Web Development certificate program on Humber's North campus, Monette has been preparing his post-graduate students to work in web-based jobs upon graduation not by simply teaching lessons, but by getting them to do actual work on their own and in teams.

This experiential approach to learning, which is crucial to the program, encourages students to see themselves as getting professional experience even as they sit in a classroom. "The curriculum is designed in such a way that we say, 'You're not a web developer when you graduate, you're a web developer now,'" explains Monette.

The passion Monette has for creating the best web developers he can shows through his total engagement with his students and with innovations in his field. According to Sean Doyle, a faculty member in the Web Development

program, it's the curiosity he has in the future of the industry that makes him such a noteworthy worker. "He's always excited to learn about new things," says Doyle. "There's a sense of fun and discovery when working with him."

Since its creation, the Web Development programs has allowed students to create partnerships with various businesses under the supervision of Monette and the faculty. In 2013, two students, Colin Mather and Quin Yung, teamed with mobile and analytics firm BNOTIONS to create Gallop Labs, a firm based in Toronto. Monette says it started out as an idea for a website development competition on Facebook, and when finished, was a surprise success.

The partnerships don't always work out that way, but when they do, it's a vindication of Monette's approach, which he knows requires a special kind of student. "Computer programming is a different way of looking at the world," he says. "It's a steep learning curve and requires a different type of teaching and learning than most students are used to."

BREAKING THE ICE

FACING A CLASSROOM FULL OF NEW STUDENTS CAN BE DAUNTING. HERE, A FEW OUTSTANDING HUMBER PROFS SHARE THEIR MOST EFFECTIVE BEGINNING-OF-SEMESTER STRATEGIES



SARAH WILKINSON

School of Hospitality, Recreation & Tourism:

“On the first day of class I have students make name cards for themselves. For the first few weeks,

I collect the cards at the end of every class and hand them out at the beginning of the next, which helps me test myself and practice putting names to faces. Knowing students’ names and a little about them makes them feel valued and creates a good class atmosphere.”



JOHN STILLA

School of Liberal Arts & Sciences:

“When I teach my critical reading and writing skills classes, I dive right in on the first day by having students form groups, examine two sets of

song lyrics and prepare a well-reasoned defence for the set of lyrics they like best. It gets them thinking about the complex relationship among the content, structure and extra-textual elements of a piece of writing, while also allowing them to get to know one another.



REG GOOD

School of Liberal Arts & Sciences:

“I wear masking tape on my forehead when I come into class the first day and say nothing about it for 10 minutes. Then I mention it (to their

relief!), and we discuss the experience as an introduction to a model of communication, barriers to communication and some of the social and psychological elements of their learning. It also helps set a tone for their expectations for learning with me.”



ANDREW SCOTT

School of Creative & Performing Arts:

“I try to use humour as an icebreaker in the first class as it helps the students to know that the classroom can be a place where ideas are

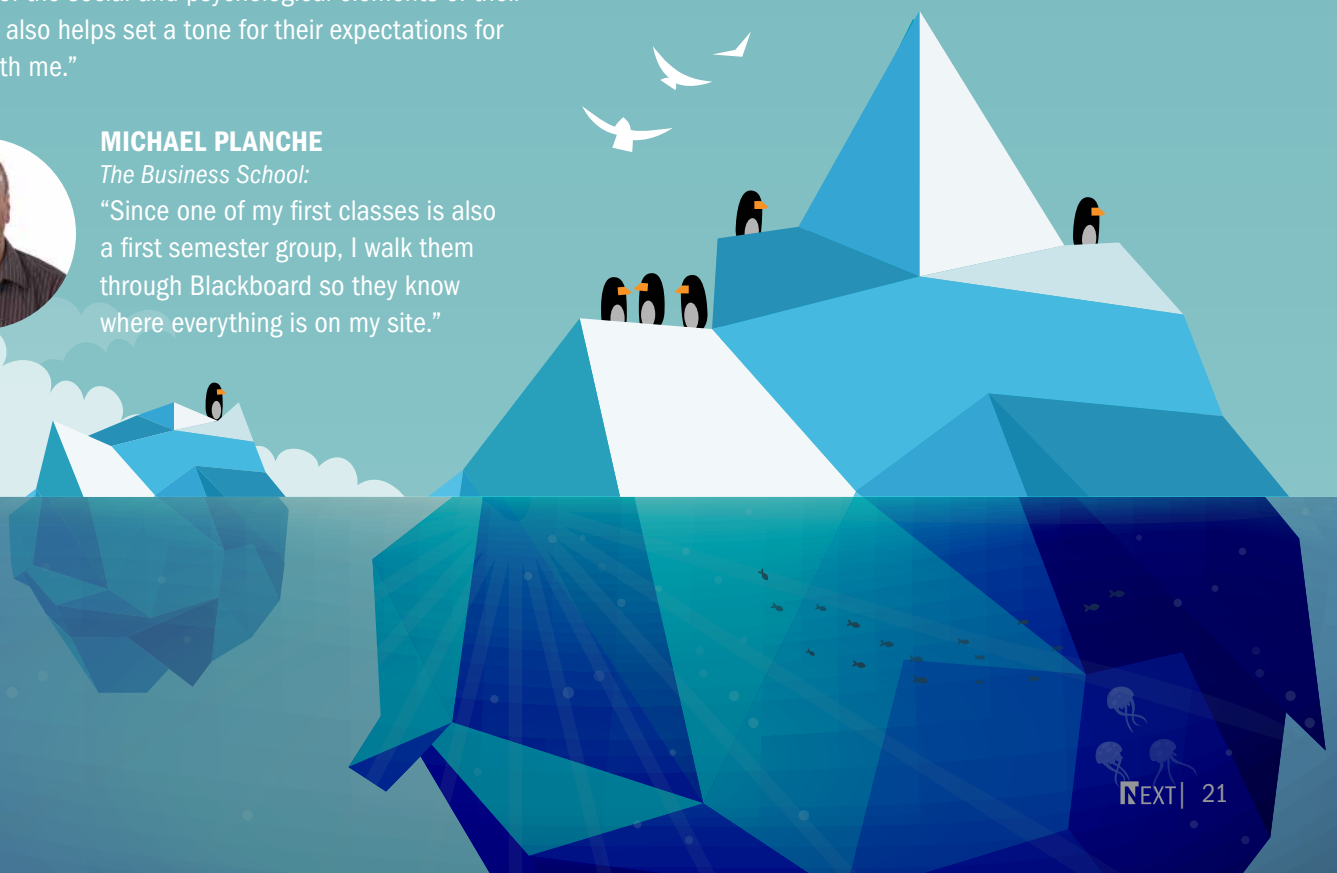
treated seriously, but where fun can be had as well.”



MICHAEL PLANCHE

The Business School:

“Since one of my first classes is also a first semester group, I walk them through Blackboard so they know where everything is on my site.”



LOW TECH, HIGH ENGAGEMENT

STUDENTS USE TRADITIONAL METHODS TO CREATE NEW SPACES

Over the summer, Craig Crane and Marcin Kedzior of Humber's School of Applied Technology worked with students and graduates from Humber, Carleton University and the University of Toronto to design and build various spaces - including a classroom and a Shou Sugi Ban pavilion, which employs the Japanese technique of charring wood in order to preserve it. Last August, the students hosted a reception to show off their work.





PANCAKES AND PRIZES

SOME HIGHLIGHTS FROM THE 2014 PRESIDENT'S BREAKFAST

Photos by David Lui





LIVING AND LEARNING TOGETHER

NEW HUMBER FACULTY GET IN THE SPIRIT AT GENEVA PARK

Every summer, brand-new full-time Humber faculty get together at the YMCA's Geneva Park in the beautiful Muskokas for a three-day series of workshops, teaching micro-sessions and orientation exercises. But the retreat is not just about the job or the classroom - the new hires also get to know each other, and meet some of Humber's best. Here, some photographic highlights from this past summer's fun-and-sun-filled retreat.



Photos by Darren Richards and Thomas Hackett



WE ARE REDESIGNING

HUMBER'S NEW, HIGH-TECH CLASSROOMS OFFER TEACHERS AND STUDENTS SOME INNOVATIVE SPACES

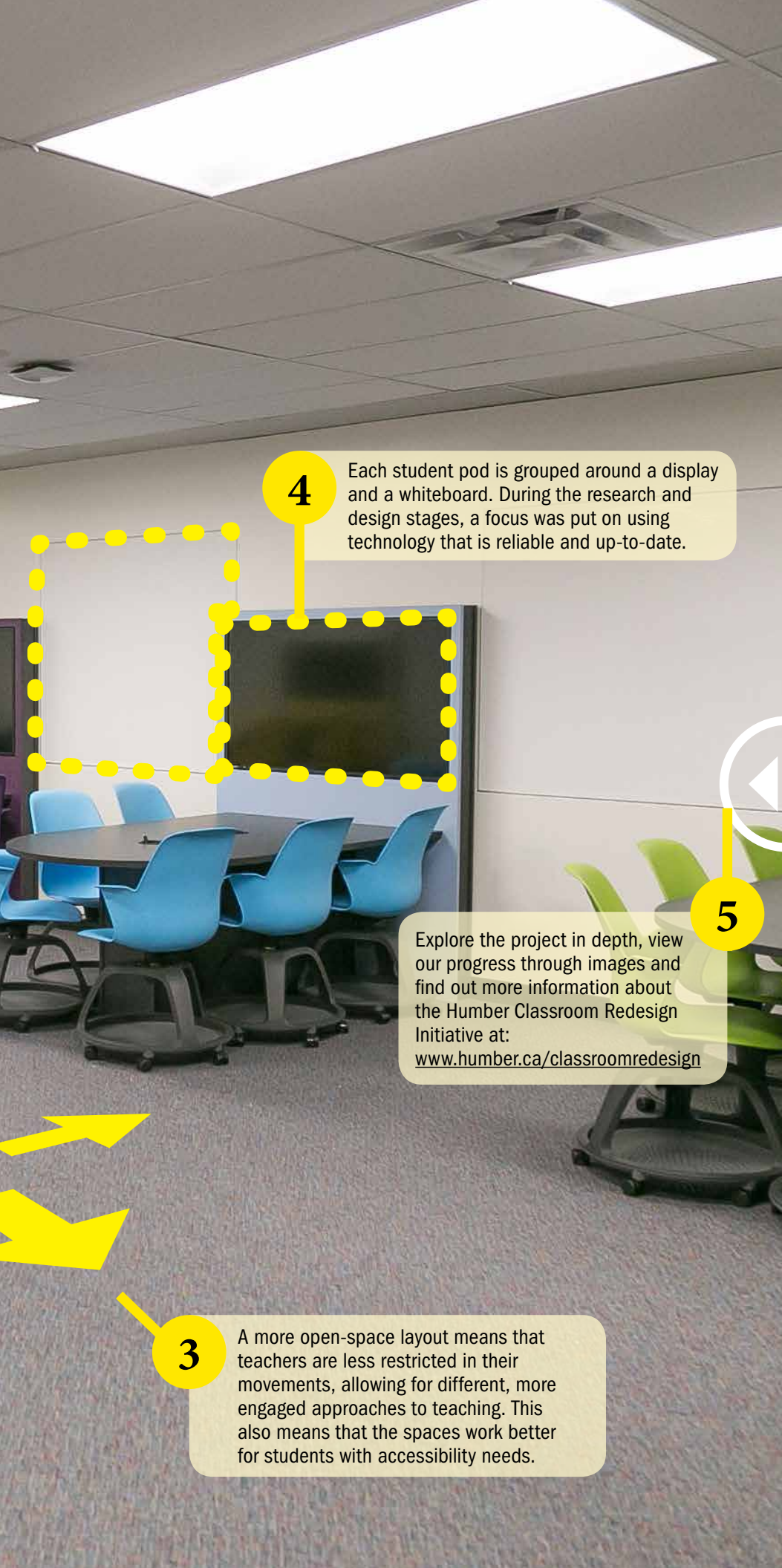
We spend so much time improving our teaching and learning methods that we sometimes forget how important are the rooms in which we actually teach and learn. To that end, Humber's Classroom Redesign Initiative has been working to create next-level spaces. Here are some of the new classrooms' more notable features.

1

In the new classrooms, the students are grouped into small pods, which encourages collaboration.

2

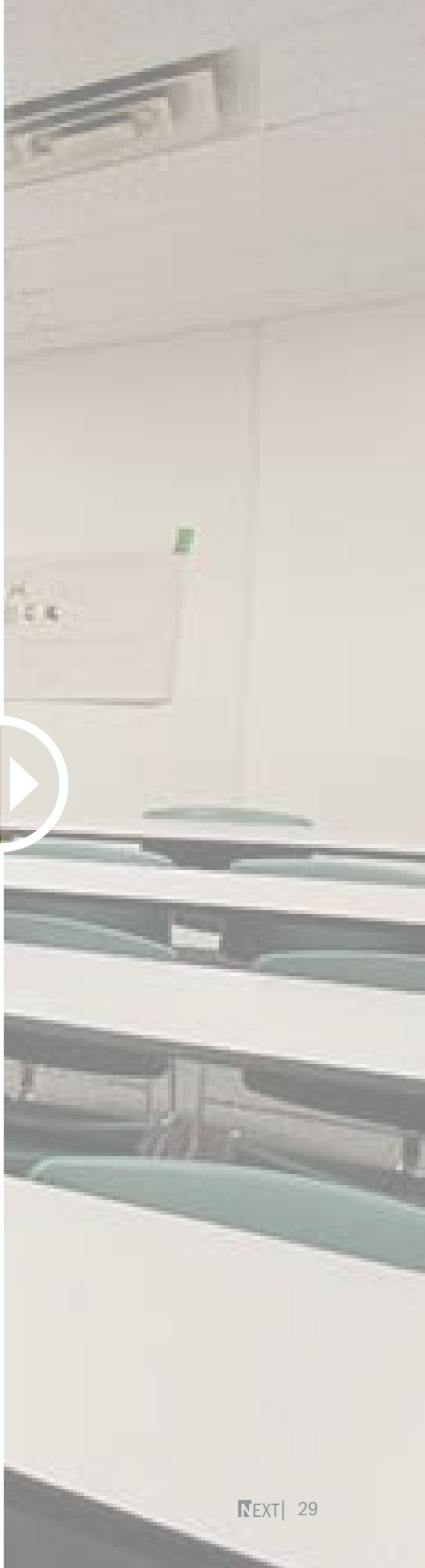
Bright colours and a more organic design aesthetic makes the new rooms feel less drab and more mentally stimulating.



4 Each student pod is grouped around a display and a whiteboard. During the research and design stages, a focus was put on using technology that is reliable and up-to-date.

5 Explore the project in depth, view our progress through images and find out more information about the Humber Classroom Redesign Initiative at: www.humber.ca/classroomredesign

3 A more open-space layout means that teachers are less restricted in their movements, allowing for different, more engaged approaches to teaching. This also means that the spaces work better for students with accessibility needs.



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