We acknowledge that this event and Sheridan College sit on the traditional territory of the Mississaugas of the Credit First Nations, Anishinaabe Nation, Huron-Wenday, and the Haudenosaunee Confederacy. It is our collective responsibility to honour and to respect those who have come before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be working on this land.
Welcome to this inaugural sparkTALKS event. It’s a wonderful opportunity to pause, to shift from teacher to learner, to celebrate our exceptional colleagues, and to enjoy the passion and innovation of a vibrant educational community. Enjoy the ideas and the inspiration.

Joan Condie
Dean, Centre for Teaching and Learning

We are thrilled you are able to join us for this day of learning & celebration. Whether you attend for the day or a few sessions, I hope you will find the time you have with us is filled with reflection, new ideas, and new partnerships.

Our time together is structured to not only support our thinking about best practices in student engagement and deep learning (as highlighted by Dr. Linda Nilson) but on the mindsets, attitudes, and behaviours that facilitate diving in, asking questions, reflecting, and experimenting within our learning environments (as highlighted by Dr. Nicola Simmons). We will also learn from the diverse teaching innovations of our Sheridan colleagues, showcased in presentations by our TLA3 graduates and our 3M Teaching Award 2017 nominees; and winner, Dr. Marc Richard! Finally, we will end with a graduation reception and a performance by our students in the music theatre program.

To support your participation today, we draw attention to the Nitsiit collection by Couzyn van Heuvelyn and the importance of the design of fishing lures within Inuit culture. Inspired by the significance of grounding design in lived experience and the perspective of the “other,” we have created space for you to design learning lures that we hope will support your learning and will assist you in taking your teaching to new heights with your students and colleagues. Please consider displaying your lures in the exhibit area.

Enjoy your day! On behalf of Faculty Development, we are grateful for this opportunity to learn with you today.

Cherie Werhun, PhD
Associate Dean, Teaching and Learning

Dr. Nicola Simmons is a faculty member in Graduate and Undergraduate Studies in Education at Brock University. Past roles include regional Vice-President, Canada, for the International Society for the Scholarship of Teaching and Learning, board member for the Society for Teaching and Learning in Higher Education, including Vice-President, SoTL, Founding Chair of SoTL Canada, and past chair of the Canadian Educational Developers Caucus. In 2016, she was awarded the Faculty of Education Excellence in Teaching Award and Brock University’s Award for Distinguished Teaching and the inaugural recipient of Brock’s Open Access Award. In 2017, she was named a 3M National Teaching Fellow and given the Educational Developers’ Caucus inaugural Distinguished Educational Development Career Award.
TAKE YOUR TEACHING AND LEARNING TO NEW HEIGHTS AT SHERIDAN

HMC B-WING

8:30  Registration & Breakfast ........................................Creativity Commons
9:30  Welcome & Keynote: Dr. Linda Nilson .............Creativity Commons
11:00 Exhibits, Flash Talks, & Teach Geeks .........................2nd Floor
12:15 Lunch & ‘Welcome to my Classroom’ ..........Creativity Commons
1:45  Exhibits, Flash Talks, & Teach Geeks .........................2nd Floor
3:00  Keynote: Dr. Nicola Simmons..............................Creativity Commons
4:00  Graduation Reception for TLA3 Faculty........Creativity Commons
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WELCOME TO MY CLASSROOM

3M TEACHING FELLOW NOMINEES
WELCOME TO MY CLASSROOM

During the lunch break, we invite you into the classrooms of each of Sheridan’s 3M Teaching Fellow Nominees of 2017. Hear their stories and strategies and discover just what sets them apart. The 3M National Teaching Fellowship is Canada’s most prestigious recognition of excellence in educational leadership and teaching at the university and college level. The community of 3M National Teaching Fellows embodies the highest ideals of teaching excellence and scholarship with a commitment to encourage and support the educational experience of every learner. The Fellows support teaching and learning at their own institutions and through larger, collaborative initiatives, supported by the Council of 3M Fellows and the Society for Teaching and Learning in Higher Education.

Learn more about the philosophies and inspiration behind their teaching and learning at:

https://source.sheridancollege.ca/conferences_spark_talks/

LORRAINE CIPPARRONE
Pilon School of Business
lorraine.cipparrone@sheridancollege.ca

Lorraine Cipparrone is an entrepreneur and an educator with experience in a variety of industries. Her strong passion for teaching is seen in her many roles: professor, course developer, examiner and coach. She currently volunteers her time as Treasurer for Special Olympics Oakville and as Vice-Chair of SEAC for the Halton Catholic District School Board.

Notes:

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Sarah Sinclair
Faculty of Humanities & Social Sciences
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Marc is the Coordinator of the Honours Bachelor of Music Theatre Performance Program. As a director and choreographer he has worked on over seventy-five professional productions across Canada. He graduated from The School of Toronto Dance Theatre and holds a Master of Arts (MA) and a PhD both from York University.

SARAH SINCLAIR
Faculty of Humanities & Social Sciences
sarah.sinclair@sheridancollege.ca

Sarah is a Communications and Literary Studies professor, and the Coordinator of General Education Courses. She is actively involved in initiatives designed to create and support opportunities for student achievement. A dedication to ensuring students are heard and acknowledged is integral to her professional philosophy. She holds an MA from Western University and a TESL-Ontario Certificate.

3M TEACHING FELLOW NOMINEES
ALEXA ROGGEVEEN
Faculty of Applied Health & Community Studies
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Alexa has been a faculty member at Sheridan since 2011 in the Social Service Worker-Gerontology and Social Service Worker programs, and is currently coordinator of the Social Service Worker-Gerontology program. She graduated from the University of British Columbia with an M.A. and Ph.D. in Cognitive Psychology.
EXHIBITS PRESENTERS

MORNING
Joaquin E. Moran
John-Paul Hatala
Khalil Rohani
Michelle Roy
McSpurren
Jeff A. Ruigrok

AFTERNOON
Renée Alleyn
Marco Cibola
Hooman Nabovati
Karina Lopez
Anita Usas Neving
Alia Somani
**JOAQUIN E. MORAN**  
Faculty of Applied Science and Technology  
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**Design of Instructional Laboratory Component for ENGI20756: Mechanical Power Transmission**

How can I improve the current curricular content in such a way that incorporates new techniques of communicating information to students, including computer software and interactive mechanical work?

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**JOHN-PAUL HATALA**  
Pilon School of Business  
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**The Influence Of Social Networks On Academic Performance: An Integrative Review of the Literature**

How does social networking influence academic performance? What interventions support social networking and network building in the classroom?
Degrees of Difficulty: The Potential for a Paralegal Studies Degree at Sheridan
Is it feasible to offer a degree program in Paralegal Studies at Sheridan? If so, what courses should be offered and what would potential pathways to the degree be?

Teaching Reflections: The flipped classroom learning
What is flipped learning? How can flipped learning be improved?

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JEFF A RUIGROK
Faculty of Applied Science and Technology
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Vocational Training in Higher Education: A Learning Centred Approach to Integrating ‘Educultures’
How well does Apprenticeship Training align with Technological Education? What synergies, opportunities, and challenges might be leveraged by the ‘Creative Campus?’

RENNÉE ALLEYN
Faculty of Arts, Animation and Design
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Teaching Type in an Era of Media Multiplicity: A look at typography education in the 21st Century
How can educators proactively prepare young designers with the skills needed to work in and across print and digital medias?
Design and Development of a Motion Control Laboratory Set

How might I redesign laboratory equipment to implement troubleshooting and problem solving practices systematically?

MARCO CIBOLA
Faculty of Arts, Animation and Design
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Classroom as Design Studio

How can faculty provide students with learning experiences that only real-world projects can support while continuing to offer the safe learning environment that educational institutions afford?

HOOMAN NABOVATI
Faculty of Applied Science and Technology
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Design and Development of a Motion Control Laboratory Set

How might I redesign laboratory equipment to implement troubleshooting and problem solving practices systematically?

EXHIBITS
KARINA LOPEZ
Faculty of Applied Science and Technology
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Development of In-Class Physics Demo Laboratory Experiment
Are students understanding physics concepts with the theory component only? Is it possible to develop an in-class laboratory experiment that is also hands-on and fits in the regular classroom setting?

ANITA USAS NEVING
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Enhancements to Laboratory Delivery in Chemical and Environmental Sciences
With limited time in the laboratory environment, how do we ensure students are prepared for laboratories? How do we support all faculty with lab preparation so lab time is used most effectively?
Voices of South Asia
With a significant South Asian student population at Sheridan, I wondered: How might we celebrate this diversity and promote inclusivity, better understand the needs of our students, and build connections between the college and the local community?
FLASH TALKS
PRESENTERS

**MORNING**
Peter Amponsah
Victor L. Bravo
Anish Bhandari
Heather Farmer
Jose A. Rueda

**AFTERNOON**
Tania Iveson
Craig Milestone
Joe Musicco
Michelle Szabo
Almost Home: Anti-Oppressive Practice in Sheridan’s CYC Program
What could Anti-Oppressive Practice in Child and Youth Care look like? What are the learning outcomes and how can they be evaluated?

Applying Learning Theories to Enhance the Experiential Process in a College Engineering Course
How might we teach the fundamentals aspects of polymer processing and rheology with a hands-on approach and within the time and resource constraints of the engineering program at Sheridan?
Crafting Meaningful Learning Outcomes of Significance

Could I develop a framework that could help ensure that learning outcomes are meaningful, measurable, observable, and reliable? What is the breakdown and requisite features of the components that combine to make an effective learning outcome?

Global Employment & Placement Opportunities for Sheridan Global Tourism Students

As educators, how can we expand and enhance field placements at Sheridan to include global placements? In what ways can we increase global employment opportunities for Sheridan students?

HEATHER FARMER
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JOSE A. RUEDA
Faculty of Arts, Animation and Design
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Learning Outcomes Lenses Interactive System
Can technology offer a better way to learn about learning outcomes? In what ways can learning outcomes development be engaging and interesting for faculty?

TANIA IVESON
Faculty of Humanities and Social Sciences
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Standardizing ESL-specific Homepages and Training Faculty
How can we (in the ESL Department) assist in easier SLATE orientation and use for our students? How can we make better use of SLATE?
On Failure: Why we should be Encouraging our Students to Fail Epically

Is there a way to reframe failure so that it can be viewed as a necessary (and creative) part of the learning process?

CRAIG MILESTONE
Faculty of Applied Science and Technology
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Looking at the Big Picture: Using “big data” to Understand how a Student’s Experimental Results relate to the entire Class

What do students’ results actually mean? Is their experimental result an outlier, or is it a fairly typical result? Where do their results fit with relation to other students in their section/class/day?

JOE MUSICCO
Pilon School of Business
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On Failure: Why we should be Encouraging our Students to Fail Epically

Is there a way to reframe failure so that it can be viewed as a necessary (and creative) part of the learning process?
Identifying Community Partnerships for Applied Student Learning
How can both Sheridan students in the course ‘Sociology of Food’ and local food organizations benefit from course-based applied student projects in food justice and sustainability? Which local community food organizations and businesses might benefit from student applied research?
TEACH GEEKS

PRESENTERS

MORNING
Shirook Ali
Katherine Becker
Danielle Freitas

Alaa Guidara
Amandeep S. Patti
Matthew Sheridan
Michel Zogby
Tiffany Walker

AFTERNOON
Wayland Chau
Dave Fraser
Kiran Grewal &
Athena Mailloux

Ashley Halket
Yousef Haque
Mamunur Rashid
Gursharan Singh
Tatla
SHIROOK ALI
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Enriching Student Capstone Experience through Industry Participation
How can we enrich the student learning experience? How can we prepare our students for their first steps in their new professional lives?

KATHERINE BECKER
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Getting Published
How can a faculty member support students through the scholarly publishing process?
Flipped Classroom in the Online Teaching Mode

Are we able to implement the flipped classroom in the online teaching mode? If so, how so?

Best Practices in Assessing Speaking Skills in Academic Contexts: Guidelines for the Assessment of English Language Learners

How do we achieve a greater standardization in the assessment of speaking skills in the ESL program without removing professors’ academic freedom to cater to their students’ learning?
A study of current and upcoming technologies and software for Sheridan’s upcoming Data-Science degree program

What are the Current and Upcoming Technologies and Software for Sheridan’s upcoming Data-Science Degree Program?

FHASS Slate Learning and Academic Online Tools

Would faculty benefit from demonstrations of how academic online tools enhance student engagement, promote diverse learning, and automate administrative tasks?
Efficacy of Flipped Classroom Course Design: Using student reflective surveys to assess effectiveness of Business Law course

Are students coming to class prepared by completing the assigned pre-class work? How can we get students to complete assigned pre-class work?

MICHEL ZOGBY
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In-Lab Lab Reports
How can we encourage students to prepare before attending a lab? How can we ensure a lab report is written by the student? Can we use technology to help answer the above questions?

WAYLAND CHAU
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Efficacy of Flipped Classroom Course Design: Using student reflective surveys to assess effectiveness of Business Law course

Are students coming to class prepared by completing the assigned pre-class work? How can we get students to complete assigned pre-class work?
DAVE FRASER
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**SES-Student Engagement System**
How can I get my students to become more proactive in pursuing their academic and career excellence? How can I get them to take more ownership of their success?

KIRAN GREWAL & ATHENA MAILLOUX
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**Evaluating the Pre-Class Work of the Flipped Classroom Model in BBA Accounting**
What are the best practices for pre-work to enhance student knowledge? How can we provide a more robust learning experience with a flipped classroom model?
Enhancing Individual and Collaborative Thinking among Students

In what ways can we provide students with opportunities to engage in individual and collaborative thinking?

ASHLEY HALKET
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Starting a Small Business in Athletic Therapy:
An exploration of the challenges in entering the Athletic Therapy workforce and how to become the master of your own destiny

How might students start their own business/act as a self-employed therapist?

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Enhancing Individual and Collaborative Thinking among Students

In what ways can we provide students with opportunities to engage in individual and collaborative thinking?
MAMUNUR RASHID
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Finance Diploma: Transition from Traditional to Flipped Classroom
What do we need for students’ success in transitioning from a traditional to flipped classroom model?

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Model to Predict Success of International Students
Is there any correlation between the background of the international students and their success at Sheridan?
Simulation in the Practical Nursing Program
Can critical thinking be taught through high and low fidelity simulation to practical nursing students?