EXAMINE
EXPERIMENT
ELEVATE
Tuesday, October 22, 2019
HMC Creativity Commons

spark TALKS
igniting scholarly teaching and learning

#sheridanCTL
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! We are delighted you are able to join us for this day of learning & celebration.

Our theme for this sparkTALKS focuses on the power of relationship as a transformative mechanism in the cultivation of curiosity, creativity, and belonging within deep, life-long learning. As we pursue and respond to the higher education call to design and to live out a new learning experience for and with our learners, this year’s theme draws our attention to the interpersonal human elements of teaching and learning within this changing landscape. For example, how do we relate to ourselves as we inquire, experiment, reflect, and interact with new ways of knowing, being, and doing? How do our relationships with others create the space for us to develop the mindsets, skills, and competencies that are needed for us to be influential learners, educators, practitioners, leaders, and mentors within our learning organization, our fields of discipline, and our communities?

Supported by the thinking and research of our keynote guest, Peter Felten, we encourage you to reflect on these questions and to share your perspectives as you engage with the reflective tools and the insights of your colleagues. These pauses for reflection and expression are integral to our continual growth as learners and educators. When shared with others, their impact is even stronger.

Let’s relish this special time to be connected this morning – we, as educational developers, are very grateful for this opportunity to learn with you. We are also very honoured to celebrate the achievements of our teaching award winners and the research contributions of our graduating faculty – the final cohort of the Teaching and Learning Academy!

Warmest of wishes,

Cherie Werhun, PhD
Associate Dean, Educational Development and Technology
Centre for Teaching and Learning
PETER FELTEN, PhD

Peter is the Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History at Elon University, NC, USA. Professionally, he is curious about how people learn and how to cultivate change in individuals, institutions, and cultures. His publications include the co-authored books *The Undergraduate Experience* (2016) and *Engaging Students as Partners in Learning and Teaching* (2014), and the co-edited *Intersectionality in Action* (2016). He is the past president (2016-17) of the International Society for the Scholarship of Teaching and Learning, and co-editor of the International Journal for Academic Development.
TAKE YOUR TEACHING AND LEARNING TO NEW HEIGHTS AT SHERIDAN

HMC B-WING

8:00  Registration & Breakfast ........................................ Creativity Commons
9:15  Opening ................................................................. Creativity Commons
9:30  Keynote: Peter Felten, PhD ........................................ Creativity Commons
11:00 Teaching & Learning Presentations .............................. 2nd Floor
12:00 Lunch & Teaching Awards ........................................ Creativity Commons
1:15  Teaching & Learning Presentations .............................. 2nd Floor
2:15  Closing ...................................................................... Creativity Commons
2:45  TLA3 Graduation ....................................................... Creativity Commons
OUR LEARNING COMMUNITY

Visit our colleagues from student services and the library on the second floor to discover some of the exciting innovations that they offer to support teaching and learning across the institution.

Accessible Learning
Health and Wellness
SOURCE - Sheridan’s Institutional Repository

LEARNING FROM OUR STUDENTS

Visit the Creative Gallery on the second floor to view a poignant documentary film about the student experience. Take some time today to watch *Who We Are: South Asian Student Stories*, a documentary film by Sheridan faculty Alia Somani and Christian Knudsen, featuring the experiences of a selection of students from Sheridan College who trace their origins to South Asia. It focuses on some of the obstacles and injustices that these students face in terms of housing, employment, racism, and Islamophobia.

The film will be running in 13 minute segments between 8- 9:15 am and 2:15- 3:00 pm
Drop in on our sparkLABS on the second floor! Throughout the day, we’ll be featuring a variety of educational technologies for you to discover and to play with, thinking about your teaching and learning practices:

**HP Reveal**  
An immersive augmented reality app

**Sprout by HP**  
An immersive desktop computer

**Bluepulse by Explorance**  
A platform for checking-in with students

**Sheridan H5P**  
A creator tool for interactive learning objects

**Kaltura - Video Assignments in SLATE**  
A platform to create, upload, and publish videos

**Paper by WeTransfer**  
An immersive sketching app

Eager to get your creative juices flowing? Stop by the ArtHive to reflect and express your learning in a tangible way.
POSTER
PRESENTERS
2ND FLOOR

Jeff Corey
Stephen Barnes
Mark Palowich

Harris Huska
Victoria McGlynn
Madeleine Schumann

Maryam Hafezi
Iza Iseri
JEFF COREY
Faculty of Health & Community Studies
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Synthesizing and Applying Critical Thinking & Problem-Solving Skills in Conflict Resolution Situations
How can I more effectively help “Investigations - Public & Private” students synthesize & apply practical decision-making models when critically examining and actively resolving conflict & crises situations?

STEPHEN BARNES
Faculty of Animation, Arts & Design
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Encouraging Peer Feedback
How do I better scaffold student engagement in Peer Assisted Learning (PAL)?
Blending Crime Scene Management and Forensic Crime Scene Investigation

Can we combine two closely structured courses without losing important content? Can the pedagogical change serve two disciplines? Do we enhance the Sheridan College experience by going from a “storytelling” environment to an experiential one?

MARK PALOWICH
Faculty of Animation, Arts & Design
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To 3D, and Beyond! Easing Transitional Learning from 2D to 3D Mindsets

How can I, as an educator, alleviate the fear or trepidation associated with the development of 3D skills and understanding?

HARRIS HUSKA
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Blending Crime Scene Management and Forensic Crime Scene Investigation

Can we combine two closely structured courses without losing important content? Can the pedagogical change serve two disciplines? Do we enhance the Sheridan College experience by going from a “storytelling” environment to an experiential one?
**VICTORIA MCGLYNN**  
Faculty of Animation, Arts & Design  
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**Media Management**  
How can I better help the students grasp an understanding of media management?

**MADELEINE SCHUMANN**  
Faculty of Health & Community Studies  
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**Assignment Guidebook**  
Why are students struggling to start and complete assignments in their first semester of the Early Childhood Education program at Sheridan?
MARYAM HAFEZI
Pilon School of Business
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Implementing Field Study In The Body Of The Supply Chain Management Courses
What opportunities—academic, social, and professional—might field trips provide that our traditional classroom experience cannot? How can we, as educators, support the tenets of Universal Design for Learning (UDL)?

IZA ISERI
Faculty of Animation, Arts & Design
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Mobile Sculpture: The Bauhaus in 2019
Can design history be taught experientially?

Notes:
TEACH GEEK PRESENTERS

**SESSION 1**

B282
- Andrew Hladykyj
- Faye Guenther
- Antonio Cangemi
- Dianne Woodrow

B284
- Sasiprya Arun
- Den Turner
- Michelle Pereira
- Erica Davis

**SESSION 2**

B282
- Sonia Baker
- Rachel Jiang
- Keith Pike
- Maisa Al Mardini

B284
- Aeiman Gadafi
- Meredith Scott
- Supriya Habbu
ANDREW HLADKYJ
Faculty of Animation, Arts & Design
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From Web Design to Digital Product Design: A Purposeful Program Redesign
Rather than perpetually crafting new curriculum for the latest gadget, how might Sheridan’s Web Design program be revamped to focus on the ethical, human-centred design of digital products?

FAYE GUENTHER
Faculty of Humanities & Social Sciences
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New Course Proposal: Global Perspectives on Diverse Genders and Sexualities
How do I create a General Education elective course that explores and analyzes representations of diverse genders and sexualities within a global context?
Stage Management Dialogues

How might we create content specific for Canadian Stage Management (SM) Classes? How do I create situations that model for students the questions and considerations that experienced stage managers ask and consider, and Open Educational Resources (OERs) that effectively expose students to industry considerations?

Jump Start Your Creative Generator

In what ways, if any, does the introduction of new sketchbook methods support self-directed learning? What role does formative feedback play in the design and facilitation of these new sketchbook experiences? What perception do the learners have of sketching at different points in their course journey?
SASIPRIYA ARUN
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Auto-Graded Standardized Labs for Java Programming Course
In the ESL classrooms at Sheridan, how might we make labs more flexible for students to access and convenient for faculty to grade and provide feedback? What tools and strategies can be used to ensure that learning outcomes are met?

DEN TURNER
Faculty of Animation, Arts & Design
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Use of Industry Production Pipeline in Teaching of Visual Effects
How do we get more of our students to adopt the use of an industry standard pipeline to organize their work? Why do many of them remain reluctant to use it?
Introducing Critical Reading to a LINC Class
How can I support my LINC students in critical reading?

Erica Davis
Continuing & Professional Studies
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Transforming Narratives
How might we (facilitator and learners) transform a short story unit into a meaningful and transformative experience woven throughout the entire course?

Michelle Pereira
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Teach Geeks
**SONIA BAKER**  
Faculty of Health & Community Studies  
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**Trauma and Abuse Course Outline**  
What are the ministry learning outcomes for child and youth care concerning trauma and abuse that have not been met in our courses? How does the current scholarly literature in my discipline and in SoTL help me to address these gaps and to inform a scaffolded and updated approach to course design?

**RACHEL JIANG**  
Faculty of Applied Science & Technology  
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**Learning Problem Abstraction Using a Mind Map Approach**  
In what ways, if any, does a mind mapping approach enhance the learning of problem abstraction and the development of problem-solving skills in a computer architecture course?
KEITH PIKE
Faculty of Animation, Arts & Design
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Turning the Pen on Curriculum
How can we do better as a program? How can our curriculum reflect the diversity of our students and their individual and collective needs? In what ways can we inspire community engagement?

MAISA AL MARDINI
Pilon School of Business
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Self-Marking Excel for Testing
How might we engage learners when teaching excel in a business education context? How can we reduce the burden of grading lessons focused on skill development?
AEIMAN GADAFI
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Introducing Advanced Topics in Computer Science
Earlier in the Curriculum:
Recommendations for INFO40975
Is it possible to propose an approach for introducing advanced topics in Computer Science earlier in the Program Map?

MEREDITH SCOTT
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Past, Present and Future: Voice Pedagogy in Canada
How has the development of Voice teaching in Canadian theatre schools been shaped by colonialism, and how might practitioners work to restructure Voice training for all actors? What new teaching methodologies, ideas and resources can decenter Eurocentric methodology in today’s Voice classroom?
Addressing Audiences Effectively

How might we support our students in the ESL program in their development of effective presentation skills? In what ways, if any, could these opportunities better prepare ESL students for success in their post-secondary education?