Teaching & Learning eXchange

Engagement:

Showing Up for Ourselves, Our Colleagues, and Our Students

Teaching and Learning Exchange (TLX)
Date: October 29th, 2026

Questions to think about…

Students may forget what we taught, but they'll remember what sparked their curiosity.

Engagement begins when students see themselves in the learning.

Land Acknowledgement

Ryan Morrison, TLX associate

Teaching & Learning Exchange

Land Acknowledgement

George Brown Polytechnic is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

Learn more about our land acknowledgement.



Opening Remarks

Jason Inniss, Director, Teaching Excellence, TLX

Teaching & Learning Exchange

Take 5 for Safety, Accessibility, and Anti-racism

Jason Inniss, Director, Teaching Excellence, TLX

Linda Gillis, TLX associate

Teaching & Learning Exchange

Take 5 for Safety

1

Be prepared

Know your location:

- Campus building
- Street address
- Room number
- Nearest emergency exit

Inform Public Safety and Emergency Management if you need an individualized plan before a possible emergency.

2

Report all incidents and hazards

Report all health and safety concerns and hazards.

- Severe, life-threatening emergencies should be reported to 911 (dial 9-9-1-1 on a campus phone). After calling 911, contact Campus Security.
- All non-life-threatening injuries, emergencies, security concerns, should be reported to Campus Security.
- Maintenance and housekeeping issues should be reported to Facilities Services using the Maintenance Request Form or the QR code signage posted on campus.
- Unsafe conditions should be reported to your professor, supervisor, or manager.

3

It's our collective responsibility

We all play a role in maintaining a safe and healthy learning and working environment. Reflect on how your actions, or inactions, can impact the physical and psychological health, safety, and wellness of others. Your actions can elevate our collective well-being.

4

Make it your business

Everyone has the right to participate in workplace health and safety. If you spot a physical or psychological hazard, report it. Be curious about health and safety and ask questions. Actively participate and contribute to solutions.

5

Continuously improve

Celebrate behaviour that promotes physical and psychological health and safety. Collaborate and learn from each other to create a safer, healthier community for all.

Contact information:

Public Safety & Emergency Management

AVAILABLE 24/7 FOR FIRST AID AND RESPONSE

- Dial 0 on a campus phone
- Phone 416-415-4000
- Text 416-723-4761
- Emergency Call Boxes
- GBC Safety App
- georgebrown.ca/publicsafety

Health, Safety & Wellness

HSW@georgebrown.ca

Facilities Help Desk

- Maintenance Request Form
- QR code posted on campus
- Afterhours, contact Public Safety & Security

Take 5 for Anti-racism

Learn more about take 5 for anti-racism

1

Self-reflect

Take the time to engage in an intentional act of self-reflection, asking yourself, "what is my role in anti-racism?"

- Explore your positionality and social location (Where do you hold power and privilege? How do you use it to prevent or support anti-racism gains?)
- Think about your conscious and unconscious bias (a way to start is to ask yourself if you buy into stereotypes or engage in microaggressions.)
- Ask yourself, "how have I internalized racism? What steps can I take to unlearn those beliefs?"

2

Educate

Educate yourself about:

- The history and contemporary implications of colonialism—what are the legacies of the colonial project and what is the legacy of racism?
- Anti-racist pedagogy

The definitions of racism and anti-racism:

–**Racism:** a belief that one group is better than another group because of race or colour.

–**Anti-Racism:** Uses direct action at personal and institutional levels. Creates and implements actions to fight racism for individuals and within an organization or workforce.

3

Rethink

Rethink the mainstream discourse or narrative about race. Asking yourself, "how is knowledge, practices and culture produced in our society to perpetuate 'one' narrative rooted in Eurocentricity?"

4

Identify

Think of ways to identify the gaps in policies and practices. What concerns do those in the margins communicate as gaps?

Remember that it is not the intent that determines what is racist, it is the outcome.

Even good intentions can often lead to racist outcomes, causing harm and trauma to others. Strive to always identify the disparities.

5

Engage

Engage with colleagues, friends and family about the importance of anti-racism. Question those who think anti-racism is just a way for racialized people to complain and that it is unnecessary to address and ask why.

Explain that anti-racism is not a perspective, strategy, or framework for the workplace.

It is a human right, a principle for life, and away of being that retains everyone's safety, dignity, and respect as human beings.

Take 5 for Accessibility

1

Proactive

- Provide in advance meeting agenda and documents, in accessible formats.
- Ask about access needs and offer accessibility accommodations in invitations.

2

Perceivable

- Content can be perceived in various ways; turn on captioning, read PowerPoints and chats, describe graphs, charts, diagrams and images.
- Text is readable, with high colour contrast, and images representing diverse identities.
- Videos include descriptive language and captioning or transcripts.

3

Operable

Navigation and interaction can be done with a mouse, keyboard, or voice commands, allowing sufficient time, such as in turning on/off captioning, raising/lowering hand, using breakout rooms or additional external apps.

4

Understandable

- Content is easily understood; use plain language, explain terminologies and acronyms, avoid flashing or jumpy animation.
- Take turns speaking, identify yourself each time you speak, speak clearly, do not cover your mouth, or turn aside when speaking.
- Pause, and take a short break for meetings longer than an hour.

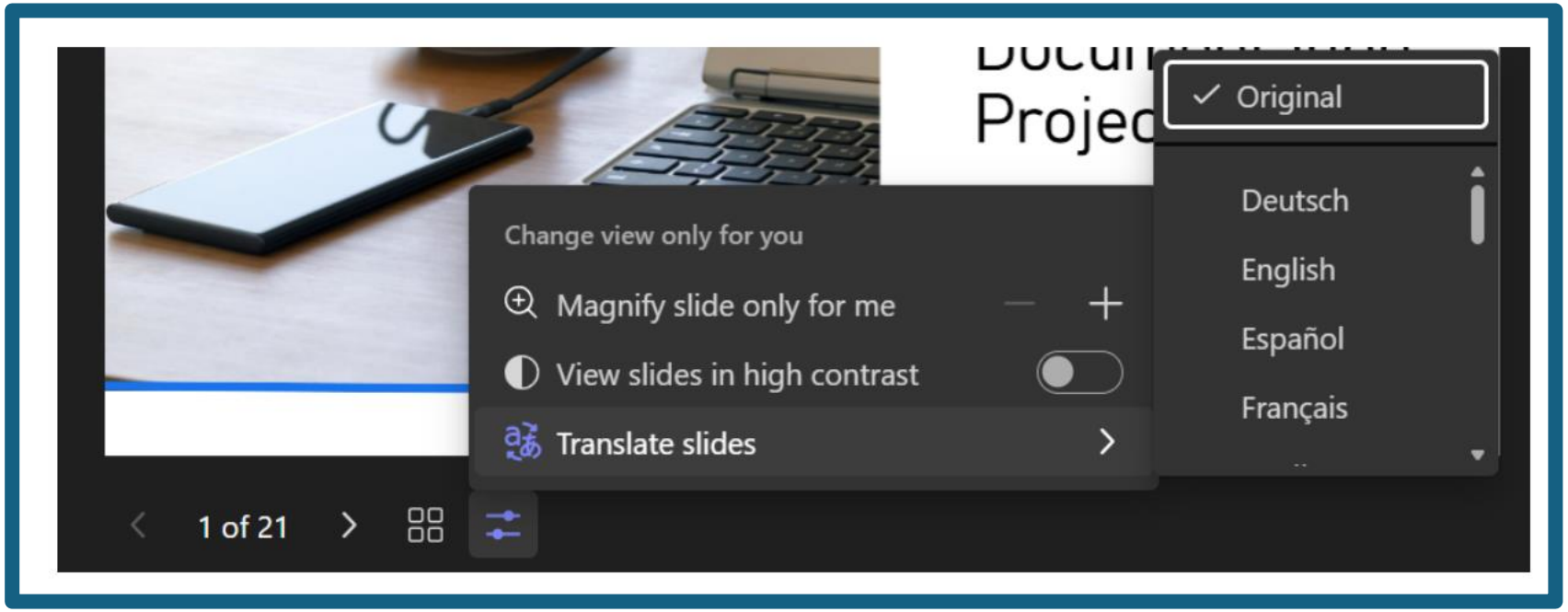
5

Robust

Content and format can be interpreted reliably by a wide variety of users, accessible and compatible with various digital formats, tools, and devices.

Take 5 for Accessibility

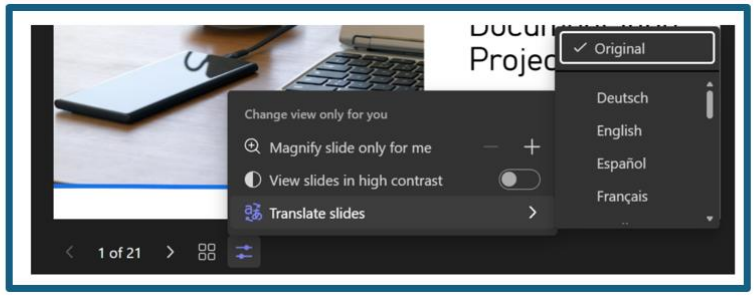
- Did you know that you can translate the PowerPoints slides into a different language?
- Using PowerPoint Live
- Let’s try it out and ooh and aaah



Examples

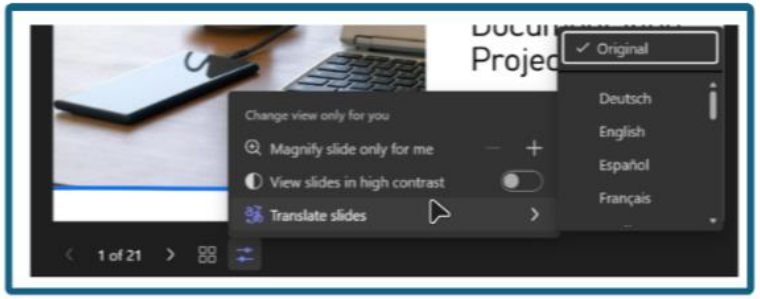
Take 5 for Accessibility

- Did you know that you can turn the PowerPoints slides into a different language?
- Using PowerPoint Live
- Let's try it out and ooh and aaah



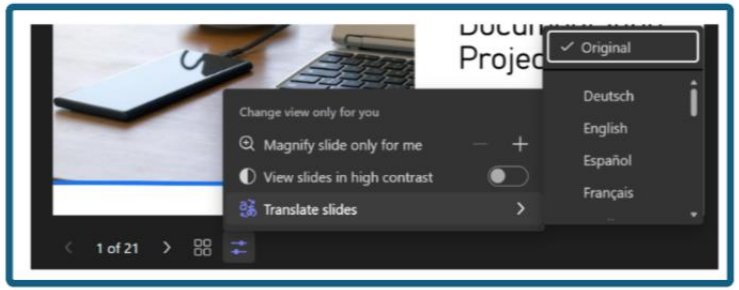
Toma 5 para accesibilidad

- ¿Sabías que puedes convertir las diapositivas de PowerPoint en otro idioma?
- Usando PowerPoint Live
- Vamos a probarlo y ooh y aaah



접근성을 위해 5분 휴식

- 파워포인트 슬라이드를 다른 언어로 변환할 수 있다는 사실을 알고 계셨나요?
- 파워포인트 라이브 사용
- 한번 해보자ㅗㅠ우ㅗ아아



Linda Gillis

Session Schedule

Time	Item	Location
10:00 AM - 10:50 AM	Need a Fresh Student Engagement Idea?	WFL-337
11:00 AM - 11:50 AM	Student Panel: What students wish we knew	WFL-337
11:50 AM - 12:30 PM	Lunch Break	3rd Floor Crush Space
12:30 PM - 01:10 PM	Showing Up for Ourselves by Taking Care of Our Brains - One Nutrient at a Time	WFL-337
01:20 PM - 02:00 PM	When Learning Resonates: Using Simulation and Reflection to Deepen Student Engagement	WFL-337
02:00 PM - 02:30 PM	Engaging Students with Digital Micro-Games	WFL-337

Scan for Today's Slides

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Teaching & Learning eXchange

Need a Fresh Student Engagement Idea?

Presented by **Danny Smith**

Manager, Special Projects Advisor, **AI Academic Integration**

Intersession Week 2026

Danny Smith

- Manager, Special Projects Advisor, **AI Academic Integration:**
  - Danny.Smith@georgebrown.ca

- Working at GBP for ~14 years
  - Currently: AI Academic Integration at the TLX
  - Previously:
    - ~10 years PT/FT faculty of digital marketing, Faculty of Business, Creative Industries and Culinary Arts
    - ~ 4 years: GBP admin roles in MarCom, ITS, e-Learning, Student Affairs

AI Transparency

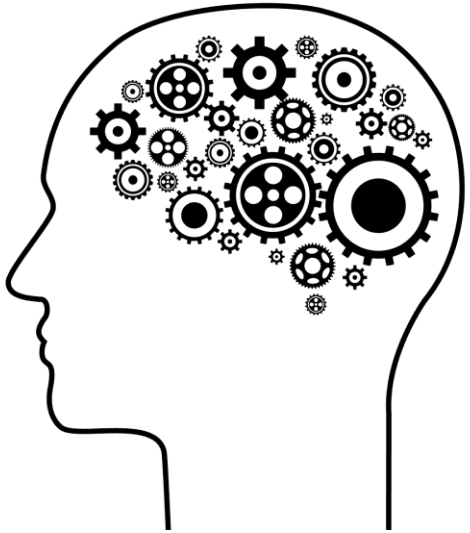
- AI was used to co-author and edit content.
- AI was used to co-create the AI Skills.

Agenda (60 minutes)

- Set up (~10 minutes)
- What is an AI Skill? (~10 minutes)
- Get Ready (~5 minutes)
- Try an Engagement Skill (~15 minutes)
- Show and Share (~10 minutes)
- Improving a Skill (~5 minutes)
- Wrap Up (~5 minutes)

This or That – Morning Brain

- Fully operational
- Still loading…



This or That – Browser Tabs

- I close browser tabs when I'm finished with them.
- Every tab is part of an ecosystem I cannot disturb.

This or That – Teaching Reality

- I know exactly what I'm teaching before I walk into class.
- I have a general idea and tremendous confidence in myself.

This or That – How I Learn

- I learn best when I can sit with an idea.
- I learn best when I can mess around with it.

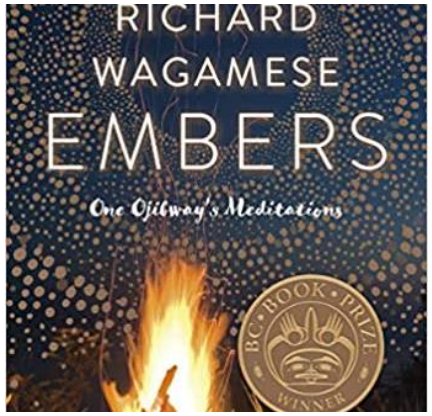
This or That – What I Want From Today

- Today, I want to leave with something useful.
- Today, I want to leave thinking differently.

Indigenous Acknowledgement

“I am not here in this life to be well balanced or admired. I'm here to be an oddball, **eccentric**, different, wildly imaginative, **creative**, daring, **curious**, inventive and even a tad strange at times.





Embers: One Ojibway's Meditations by Richard Wagamese

AI Access

- You can use whichever AI tool that you like today.
- Everyone at GBP has access to Microsoft Copilot.
  - Log into Copilot.Microsoft.com

Outcome

Create a student **engagement activity** using an AI Skill while participating in the conversation.

Is there anything on your mind you'd like me to address today?

What is an AI Skill?

An AI Skill

A set of prompts and instructions that guides AI through a **repeatable process** toward a desired outcome.

- Saved as a “markdown” (.md) file that AI tools can interpret.

Can you identify any tasks that you repeat every semester?

Skills and Agents

- **Skill:**
  - Work through a process together
  - “**This is how I’d like us to work through this.”**

- **Agent:**
  - Delegate some work
  - “**Go do this for me.”**

Skills and Agents Defined

	“Skills”	**“Agents”**
Think of it as…	A repeatable process	A delegated worker
Main purpose	Tell AI how to do something. **Be a part of the conversation.**	Have AI carry out a task or workflow with more **autonomy**.
Example	“Use this process to help me redesign my assessment.”	“Research these 5 sources, compare them, and draft a recommendation.”
Key question	How should AI do this?	What work should AI take on?
Faculty benefit	Save time, improve consistency, and capture your expertise.	Offload more of the workflow.

You Decide How the Skill Works With You

Skills can:

- **Ask:** Ask questions before it begins.
- **Pause:** Stop when your judgement is needed.
- **Adapt:** Respond to what you tell it.
- **Proceed:** Move forward when the next step is clear.

You are still part of the process.

30 somethings: "Nobody told me that I was going to have to figure out what's for dinner for the rest of my life."

Getting Ready

Give AI Some Context

- Lesson
- Existing activity
- Reading
- Lesson plan
- Course notes

What else might you access to provide more context to your chat?

Try the Engagement Activity Skill

Instructions

- Visit the Skills folder
- Select the **Engagement Activity Designer**.
    1. Do **not** open the file. *(It's okay if you already have but go ahead and close it.)*
    2. Download the file and then upload the attachment to your Gen AI tool **OR** drag the attachment directly into your AI chat message.
    3. Type: **"Use this resource to guide me through the process."**
    4. The AI will guide you through a short, 15 to 20-minute conversation to help you explore or develop an engagement activity.

As you go, consider making notes about the tasks, instructions, journey the Skill takes you on.

Show and Share

What Did You Notice?

- What Skill did you use and what was the outcome?
- What did the Skill already know that you would normally have to explain to AI?
- Where did the Skill make the process easier or more useful?
- Where did you need to step in, make a decision, or correct it?
- What would you want the Skill to know or do differently?

Improving a Skill

Skills are Iterative

Give AI feedback on what you learned from testing the Skill.

1. Identify what was missing (rules, lenses, questions)
2. Ask AI to revise the Skill.
3. Download and save the new version

Wrap Up

Danny.Smith@georgebrown.ca

Teaching & Learning eXchange

What Students Wish We Knew: Stories of Learning

Student Voices Panel

TLX Falltersession

Facilitator: Silvia Caicedo

October 29th 2026

Agenda

1. Welcome and setting the stage (5 minutes)
2. Student stories and experiences (30 minutes)

   Moments when faculty and support staff made a difference.
3. Reflections and key takeaways (10 minutes)
4. Closing and appreciation (5 minutes)

Moments for the panelists

- The moments that make a difference - Moments when faculty and support staff made a difference.
- Seeing the person behind the student - Being seen, understood and supported.
- Support that builds confidence and independence
- Creating the conditions to belong and grow - Building confidence, independence and a sense of belonging.
- What does it mean to truly show up? - Advice for how educators can better show up for students.

Who are our panelists?
Student Association Board of Directors



Bryndoven O'Krafka

Director of Student Experience



Arthur Wheeldon

Faculty of Community Services and Interdisciplinary Studies, Representative

Questions for our panelists

1. **The moments that make a difference:** Can you tell us about a moment at college when a professor or support staff member did something that made a real difference for you? What did they do, and how did it affect your experience as a student?
2. **Seeing the person behind the student:** We all come to college with different experiences, responsibilities, strengths and challenges. Can you share an experience when someone at the College recognized something about your circumstances or what you brought with you, and helped you move forward?
3. **Support that builds confidence and independence:** Think about a time when a professor or someone on the support team helped you do something you weren't sure you could do. What kind of support made a difference, and what did you learn about yourself through that experience?
4. **Creating the conditions to belong and grow:** What helps you feel that you belong at college, that your voice matters, and that you can ask questions, make mistakes, or see things differently without being judged? What can faculty and staff do to help create that kind of environment?
5. **What does it mean to truly show up?** If you could share one piece of advice with faculty and support staff about how to show up for students, not just to help them succeed in college but to prepare them for life beyond it, what would you want us to understand or do differently?

Key takeaways

- What can we learn from students' experiences?
- What might we do differently in our teaching and support practices?



Wish to continue the conversation with the panelists?

- Bryndoven O'Krafka , Director of Student Experience dirstudentexp@sagbc.ca

- Arthur Wheeldon, Faculty Representative FCSISrep1@sagbc.ca

Thank you for sharing your stories and for teaching us how to show up!

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Lunch Break

The next session starts at 12:30 PM

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Showing Up For Ourselves By Taking Care of Our Brains - One Nutrient at a Time

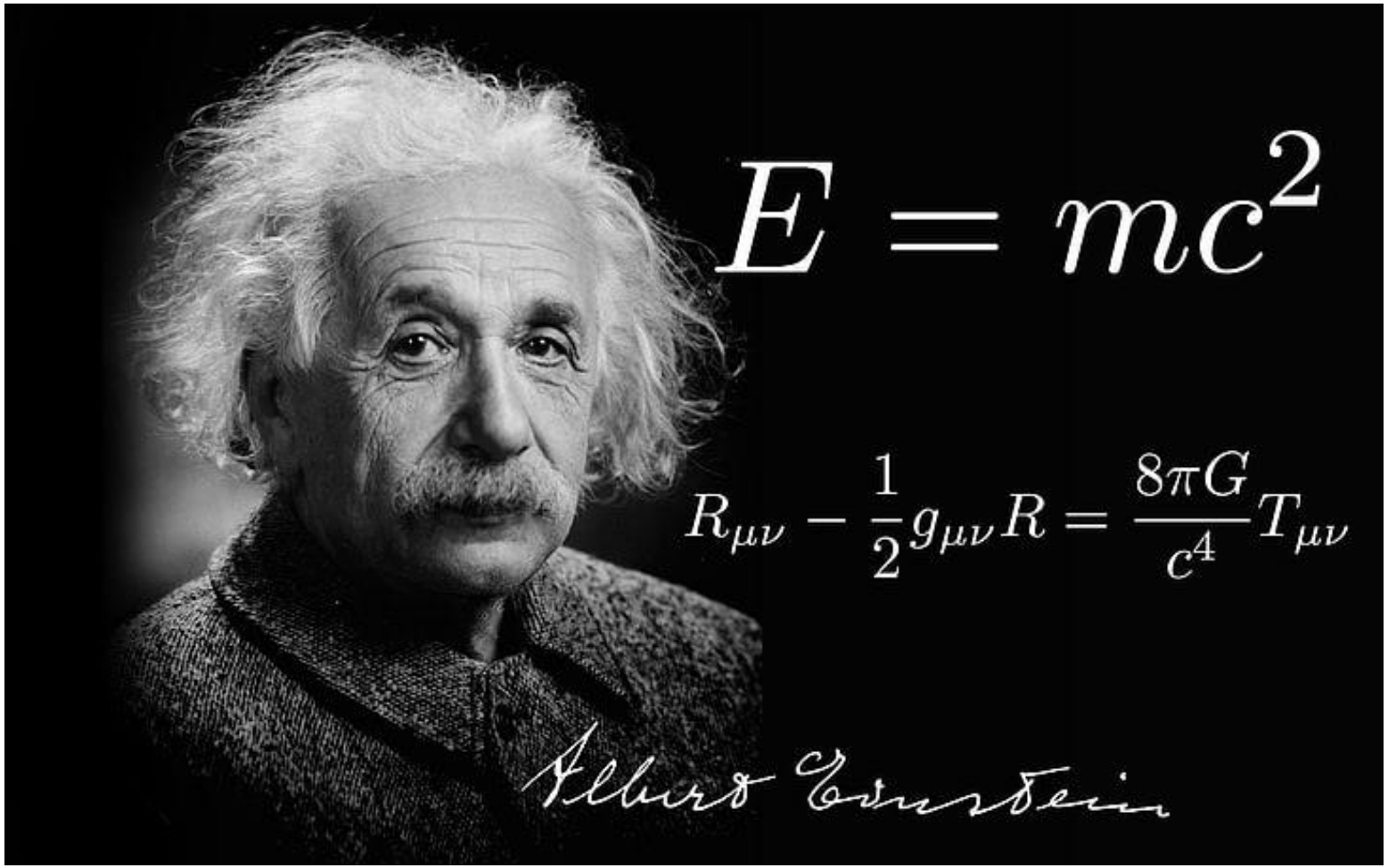
Dr. Linda Gillis

Knowledge Base

- I am a Registered Dietitian with a PhD in nutrition.

- Artificial Intelligence was not used in this presentation.

Did Einstein eat well?



Agenda

- Memory and Nutrition
- Professions and Mental Health
- Antidepressant Food Score
- Nutrients and Mental Health
- Tips to take to the classroom



Apples Photo by Dr. G, 2019

What is mental energy?

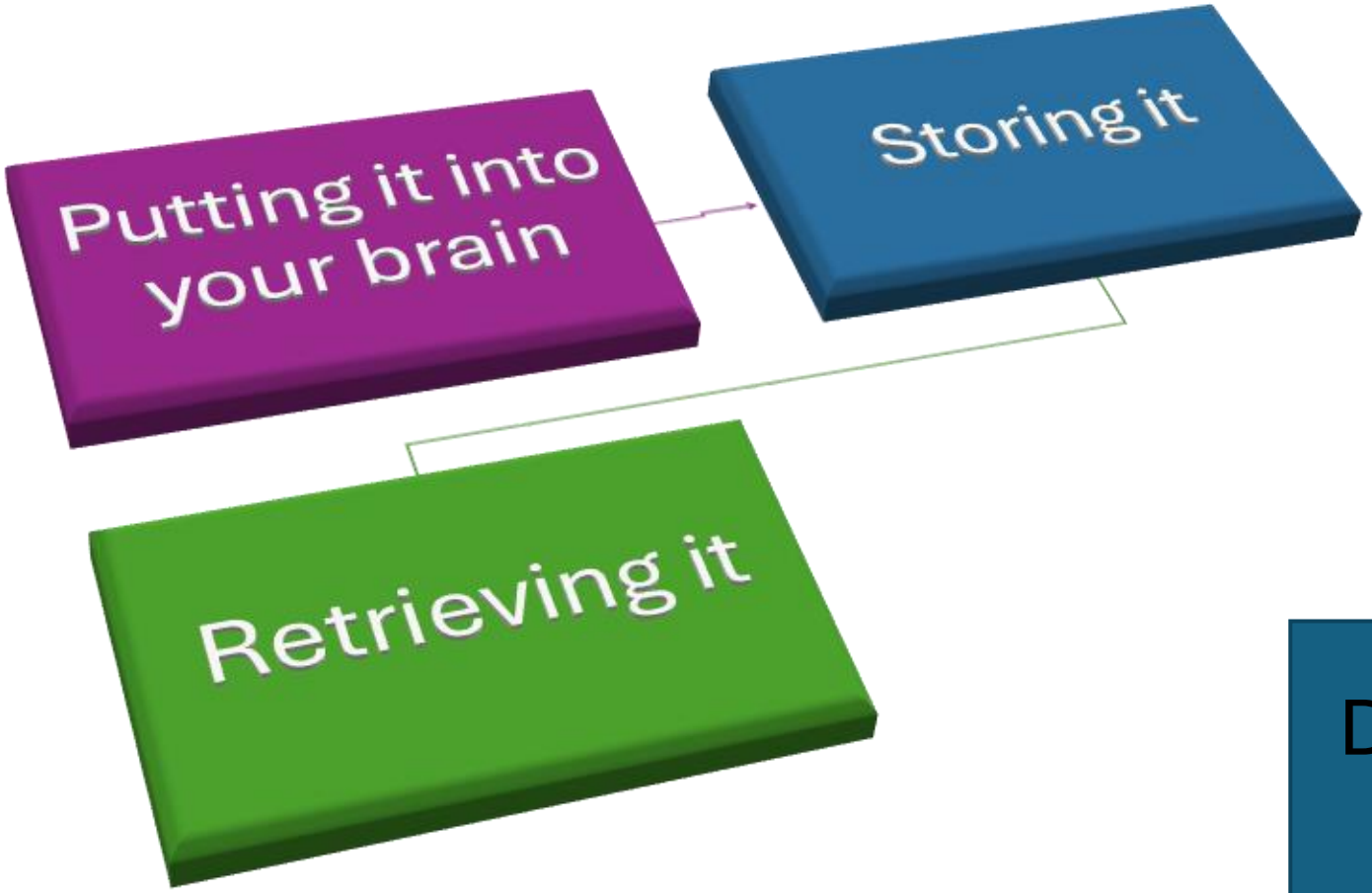
- Cognition (sustained attention) +
- Mood (fatigue & energy) +
- Motivation (enthusiasm)



This Photo by Unknown Author is licensed under CC BY-NC

Brown, B. (2012). Nutritional Brain Energy Enhancement for Reducing Mental Fatigue and Improving Mood and Cognition. Journal of Orthomolecular Medicine, 27(4):178-187.

Memory can fail at different stages



Depends on type of information.

Benton, D. et. al. (2005). How should we measure nutrition-induced improvements in memory? European Journal of Nutrition, 44:485-498.

The Long and Short of it…

Types of Information

- **Nondeclarative** Know How
- **Declarative** Know That

A. Semantic-general info about the world

B. B. Episodic-relates to you



Benton, D. et. al. (2005). How should we measure nutrition-induced improvements in memory? European Journal of Nutrition, 44:485-498.

The good stuff….

- Antioxidants

(what do rats have to do with this?)



Monti, J. et. al. (2014). Identifying and Characterizing the Effects of Nutrition on Hippocampal Memory. *Advances in Nutrition*, 5: 337S–343S.

Photo by Linda Gillis, 2019

The less than good stuff…

Sugar and Saturated Fats



Photo by Linda Gillis, 2018

Monti, J. et. al. (2014). Identifying and Characterizing the Effects of Nutrition on Hippocampal Memory. *Advances in Nutrition*, 5: 337S–343S.

1 in 3

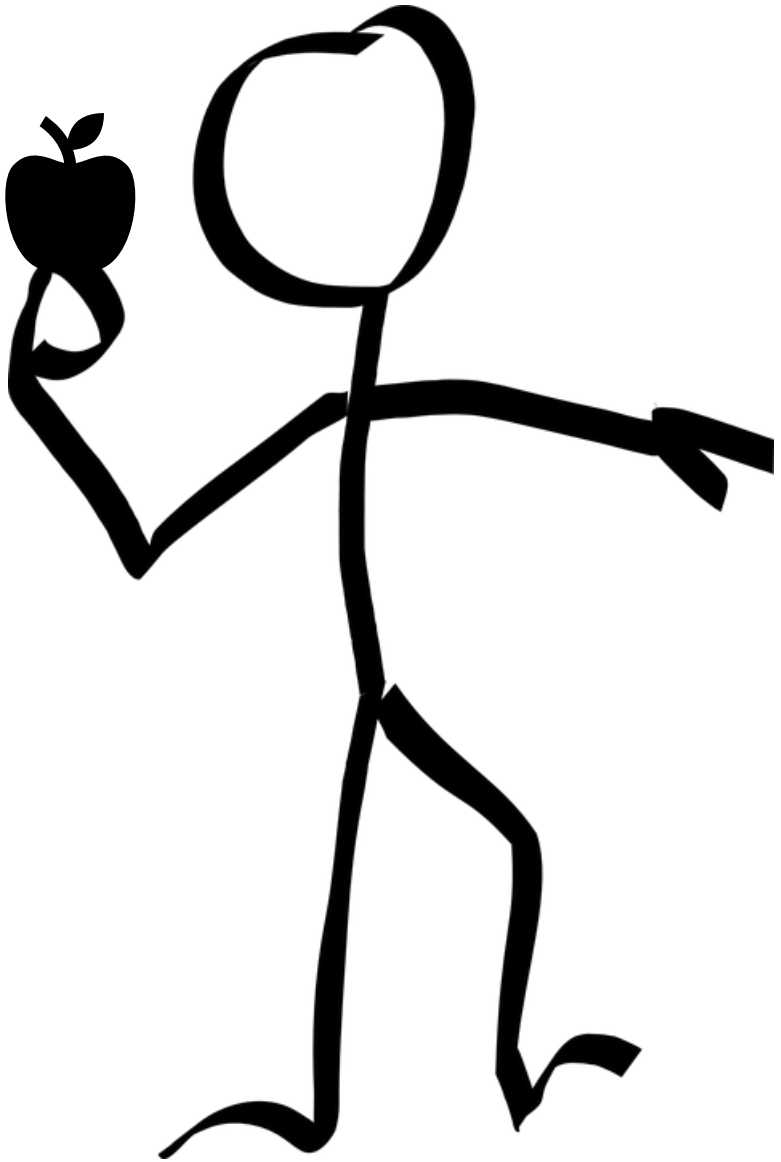


Multicolour Peppers Photo by Dr. G, 2018

Jacka, N. (2017) A randomized controlled trial of dietary improvement for adults with major depression (the ‘SMILES’ trial). BioMed Central Medicine, 15(23), DOI 10.1186/s12916-017-0791-y.

Why so Powerful?

- Brain 2% of body weight
- But gets 20% of calories
- Bigger brains……



Mergenthaler, P., Lindauer, U., Dienel, G. A., & Meisel, A. (2013). Sugar for the brain: the role of glucose in physiological and pathological brain function. *Trends in Neurosciences*, *36*(10), 587–597. https://doi.org/10.1016/j.tins.2013.07.001

Where do you work?

- % of workers who reported a major depressive episode in the last year

- N=400 000 (100’s of jobs)



Woodward, A. & Lipari R. (2017). Occupations and the Prevalence of Major Depressive Episode in the National Survey on Drug Use and Health. *Psychiatric Rehabilitation Journal*. 40(2), 172-178.

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More Likely to Report Depression…

1. Writers & Authors
4. Restaurant Workers
7. Personal Care Workers
11. Artists
13. Nurses
16. Social Workers
21. Cooks
23. Health Support Technicians
24. Electrical Assemblers
29. Designers
30. Compliance Officers



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Woodward, A. & Lipari R. (2017). Occupations and the Prevalence of Major Depressive Episode in the National Survey on Drug Use and Health. *Psychiatric Rehabilitation Journal*. 40(2), 172-178.

Less Likely to Report Depression

1. Detectives
2. Allied Healthcare Practitioners
5. Managers of Mechanics, Repairers
7. Construction Trades
9. Environmental Scientists
13. Engineers
16. Fire Fighters
17. Maintenance & Repairs
18. Computer Programmers
25. Pest Control Workers



Woodward, A. & Lipari R. (2017). Occupations and the Prevalence of Major Depressive Episode in the National Survey on Drug Use and Health. *Psychiatric Rehabilitation Journal*. 40(2), 172-178.

Anti-depressant Food Score

Nutrients related to depression prevention

- Vitamins: Folate, A, B1, B6, B12, C
- Minerals: Iron, Magnesium, Potassium, Selenium, Zinc
- Fats: Omega-3

12

LaChance, L., & Ramsey, D. (2018). Antidepressant foods: An evidence-based nutrient profiling system for depression. *World Journal of Psychiatry*, *8*(3), 97–104. https://doi.org/10.5498/wjp.v8.i3.97

Anti-depressant Food Score

Determined which foods measured in 100 g were the most nutrient dense per calorie.

Had those 12 nutrients in highest amounts.



Mentimeter-Ranking Foods

- **Best Brain Foods**-Has the 12 nutrients related to mental health in the highest amounts
- **Good Brain Foods**-Has some of the 12 nutrients
- **Not Good Brain Foods**-Has very little of the 12 nutrients and high in saturated fat/sugar



https://www.menti.com/al7v1xg4z995

Eat Like a Guinea Pig?



Cinnamon and Spice Guinea Pigs Photo by Dr. G, 2019

Mean AFS Scores

Food category	Mean AFS
Vegetables	48%
Organ meats	25%
Fruits	20%
Seafood	16%
Legumes	8%
Meats	8%
Grains	5%
Nuts & seeds	5%
Dairy	3%

LaChance, L., & Ramsey, D. (2018). Antidepressant foods: An evidence-based nutrient profiling system for depression. *World Journal of Psychiatry*, *8*(3), 97–104. https://doi.org/10.5498/wjp.v8.i3.97



Nuts Photo by Dr. G, 2018

Please note…

Remember the AFS is per calorie so there are other healthy foods to discuss.

Healthy Oils

- Mixed results on olive oil and depression
- Olive oil (EVOO)
  - Decreases inflammation
  - Improves cognition

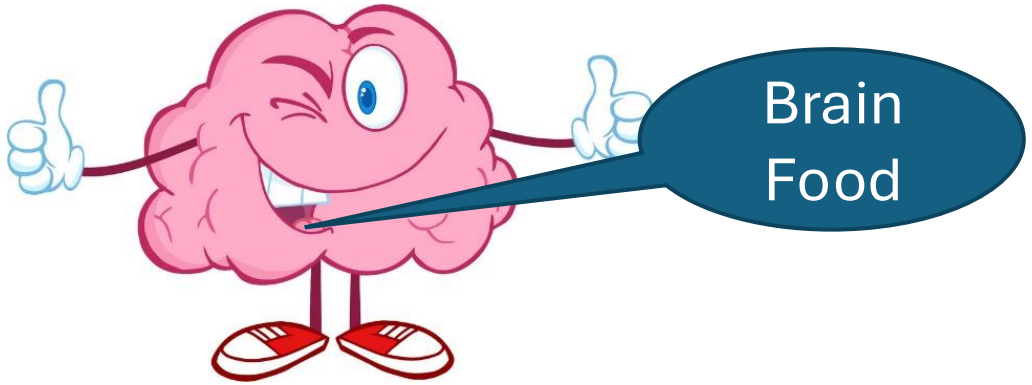


Spanish Olive Oil Photo by Dr. G 2019

Fazlollahi, A., Asghari, K. M., Aslan, C., Noori, M., Nejadghaderi, S. A., Araj-Khodaei, M., Sullman, M. J. M., Karamzad, N., Kolahi, A., & Safiri, S. (2023). The effects of olive oil consumption on cognitive performance: a systematic review. *Frontiers in Nutrition*, *10*. https://doi.org/10.3389/fnut.2023.1218538

Specific Nutrients: Omega-3

- Found in fish, chia seeds, flax seed (oil and ground)



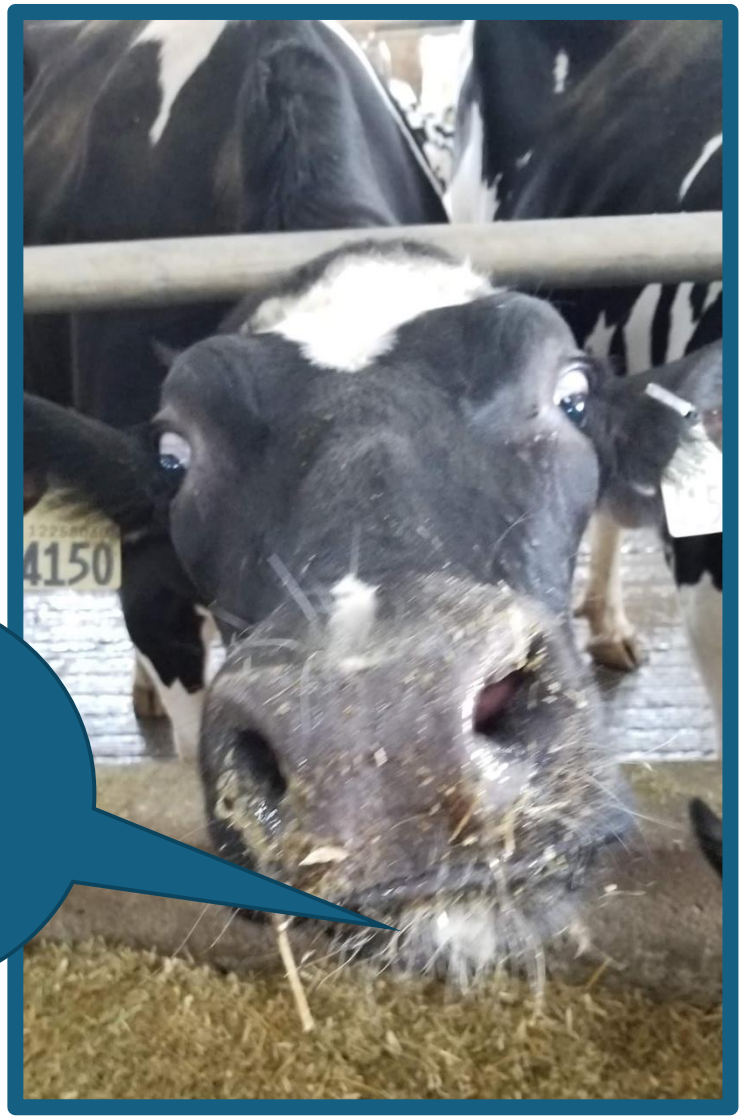
Winking Brain Character Giving A Thumb Up. [Clip Art]. Retrieved from Encyclopædia Britannica ImageQuest. https://quest.eb.com/search/314_1884676/1/314_1884676/cite

Ljungberg, T., Bondza, E., & Lethin, C. (2020). Evidence of the importance of dietary habits regarding depressive symptoms and depression. *International Journal of Environmental Research and Public Health*, *17*(5), 1616. https://doi.org/10.3390/ijerph17051616

Specific Nutrients: Iron

Are you?

- Irritable
- Tired
- Lacking concentration



Cow Photo by Dr. G 2017

Noorazer. S. (2015). Relationship between severity of depression symptoms and iron deficiency anemia in women with major depressive disorder. Journal of analytic research and clinical medicine, 3(4):219-214.

Specific Nutrients: Folate



Lentil Soup Photo by Dr. G 2019

Rahe, C. (2014) Dietary patterns and the risk of depression in adults: a systematic review of observational studies, *European Journal of Nutrition*, 53, 997-1013.

This is really “bugging” me

- Microbiome
- Fermented foods



Owen, L. & Corfe. B. (2017). The role of diet and nutrition on mental health and wellbeing. *Proceedings of the Nutrition Society*, 76,425-426.

Say no to “superfoods”

- No super food can do it all
- Need whole diet to be balanced
- Traditional diets are best



Rahe, C. (2014) Dietary patterns and the risk of depression in adults: a systematic review of observational studies, *European Journal of Nutrition*, 53, 997-1013.

Beautiful Fish Photo by Dr. G 2020

What Can You Bring to The Classroom

- Provide student resources for Student Food Access

Student Nutrition Access Program

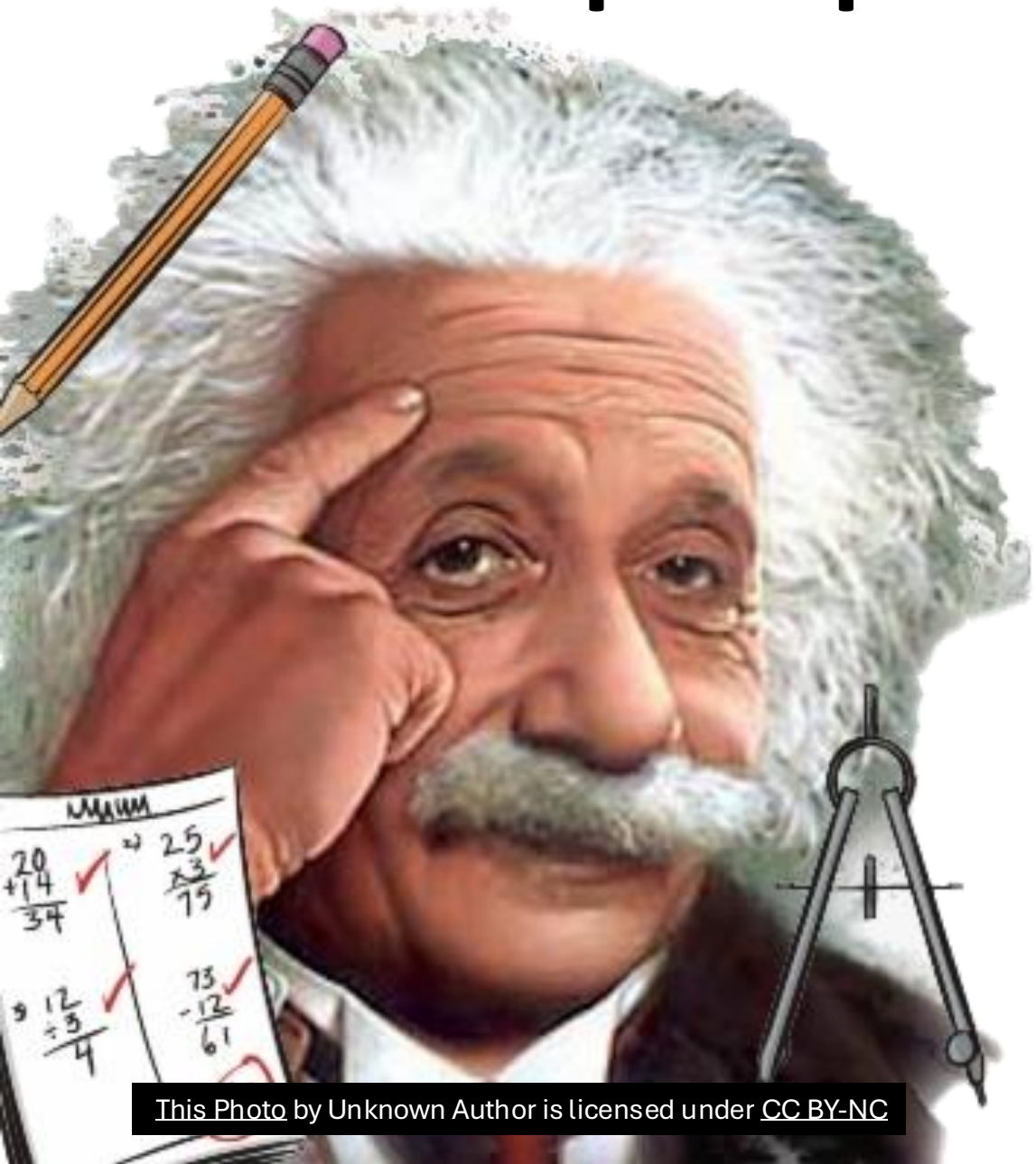
- Ice Breaker-”what is your favourite fruit or vegetable”

- Tips on first slide before class starts

Canada's food guide

- Before a test
  - “Test on Friday, remember to eat good brain food on Thursday”

Let’s wrap it up



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Veggie Wrap Photo by Dr. G 2021

Teaching & Learning eXchange

When Learning Resonates: Using Simulation and Reflection to Deepen Student Engagement

Kay-Ann Williams

October 29, 2026

Agenda

- Welcome and Getting to Know You
- Baseline Knowledge
- EN ROADS Climate Solutions Simulator
- Next Steps

Welcome and Getting to Know You



Baseline Knowledge

- What do you know about climate change?

En-roads Climate Solutions Simulator



Next Steps

- Students complete a short answer written assessment and make a brief presentation
- Let’s review questions asked

- How about you?
- Are there aspects of a particular subject that create discomfort?
- How do you navigate this experience with the students?
- What goes well and what doesn’t?

Reference

- **En-ROADS Simulator**
  Climate Interactive & MIT Sloan. (2026). En-ROADS Simulator v26.10.0 [Software]. https://en-roads.climateinteractive.org/

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Engaging Students with Digital Micro-Games

Thursday, October 29th, 2026

Rocio Conde (she/her) and Ryan Morrison (he/him)

Agenda

- Let’s a Play Game!
- Exploring Games and SoTL
- Sample tools and games
- Create your own game with Padlet Arcade
- Reflection and Final Level



One way to engage your students is to play a game… So let's play a game!

"Tradle" is a daily browser-based game that asks you to identify a country based on its GDP data and relative geographical position.

You get 6 guesses – let's guess the first one together.

Instructions



You have two minutes to make your six guesses. Feel free to work with a partner and share a device.

If you guess the right answer, don't say anything – Raise your hand or use the "Raise Hand" function on Teams.

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Group Discussion

- What did you notice when you were playing this game?
- Thinking of the different topics that Tradle touches (economics, geography, data), could you use this game in your class?
- How and when might you use another small digital game in your classes?



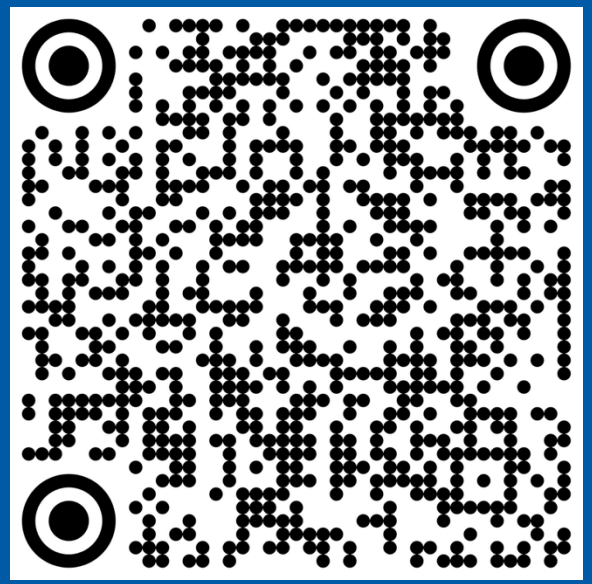
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Scholarship of Play and Digital Games in Education

- UDL Guidelines – Principles of Engagement – *nurture joy and play*.
- Koeners and Francis *"The physiology of play: potential relevance for higher education"*
- Jean Paul Gee's "*Principles for Game Based Learning*" and "*Good Video Games and Good Learning*"

Create your own game

- Try playing a game in Padlet Arcade about George Brown Polytechnic's history



- Create your own game with Padlet Arcade



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Ideas for other non-digital games in classes

Polling	Scavenger Hunt	Think-Pair-Share	One Minute Paper
Group Discussions	Case Studies	Role Playing	Jigsaw

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Resources: Polls

Microsoft Teams Polls

Useful for quick check-ins during synchronous (Teams) classes

Anonymous responses + immediate feedback

Movement-Based

4 Corners

Stand / Sit

Human Scale (line up along a spectrum)

Quick Signals

Show of hands

Thumbs up / down

A/B/C/D responses

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Active Learning Ed TechTools

- Tools and activities in Brightspace
- Padlet
- H5P
- Miro
- Nearpod
- Wayground
- Microsoft Whiteboard
- Microsoft Forms
- Mentimeter
- Edpuzzle
- Etc....
- **Pro Tip**: Start with outcomes, not tech tools

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Reflection

Today’s activity may not directly apply to your course, but what is **one change** you could make to **increase student engagement** or **one playful or game -based activity you'd like to try**?

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Hard Mode

Learn to use GenAI tools to create custom games for your classes. Try Danny Smith's Falltersession "Connections" game.

Connect with him if you would like to learn how to make games like this for your class.

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Resources

Under Construction Games Repository

Got a game you want to share?
Send it to us at
rmorrison10@georgebrown.ca and
rocio.conde.f@georrgebrown.ca

Linda Gillis is running a workshop on Blooket – **a game-based classroom tool –** 12:30 pm Friday October 30th (tomorrow). Sign up on Cornerstone or email linda.gillis@georgebrown.ca

Remember:

Students may forget what we taught, but they'll remember what sparked their curiosity.

Engagement begins when students see themselves in the learning.

Thank you!

We’d love your feedback! Please take a moment to complete the form.

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