

Xchange podcast - Episode 13 – Spotlight on GBC Faculty Scholars

Transcript

Note: This transcript was edited for readability.

(XCHANGE PODCAST INTRO MUSIC)

ANITA ACAI, HOST:

Hello and welcome everyone to the Xchange Podcast, brought to you by the Teaching and Learning Xchange at George Brown College. My name is Anita Acai and I'm the Director of the Scholarship of Teaching and Learning (or SoTL) here at the College. And today I'm joined by four faculty members that have engaged with SoTL here at the College. And I'm really excited to hear about their journeys and stories. We have with us today Urbano Eitelwein, Olivia Shaw, Kay-Ann Williams, and Ziad Alostaz, who are going to be sharing more about what SoTL looks like for them and advice that they have for faculty who are interested in SoTL. Last week, I talked to Kate Klein about my role here at the college and my vision for SoTL here at the college, and today I'm turning it over to faculty. All right, so just to get us started here, I'm wondering if each of you could get started by introducing yourselves and maybe tell us all of the about what is your role and which area of the college do you work in. So I'll start with you, Ben.

BEN EITELWEIN: Hello, everybody. My name is Urbano Eitelwein, but you can call me Ben as a nickname. I am a technology and business project manager, and I'm also a Professor at George Brown. My experience is more focused on discovery phase projects for new businesses. I would say that, innovation and also automation. So it's a blend of technology and business. And here at George Brown, I also teach courses related to business, marketing, and project management. Besides that, I am an electronics engineer, I have an MBA in marketing and user experience design. Besides that, I'm a father. I go for running or cycling and wall climbing. That's me.

ANITA: Thanks so much. Really appreciate that introduction. And what about you, Olivia?

OLIVIA SHAW: Hey, everyone, My name is Olivia Shaw, and I'm an accessibility consultant in Accessible Learning Services under Student Wellbeing and Support. I work directly with students with disabilities to support their learning journey and collaborate in creating an accommodation that hopefully, in goal, removes barriers that they may experience in the classroom and during field placement experiences. The goal would be that they fully participate in these environments and meet their overall educational goals. We do also, within our service, offer quite a range of groups and workshops, available to all students. And so those can include

time management, about working on presentation skills, how to best work in groups. And we do offer a transition to success workshop as well for incoming students. On a personal note, I am a mother, a partner and love being outside, as well as spinning, to completing spin classes when I can. So that that's me and eating, trying new foods. That's a real interest of mine as well.

ANITA: Amazing. We do have that spinning class passion in common for sure. And Kay-Ann welcome.

KAY-ANN WILLIAMS: Hi. Yes, my name is Kay-Ann Williams, and I am a faculty professor at George Brown College in the School of Liberal Arts and Sciences since 2016. While at the College, I have been teaching mostly in environmental sustainability courses, for both students at the who intend to receive a diploma at the end or who intend to receive a degree at the end of their program. I have also co-created a sustainability course with colleagues in the School of Liberal Arts and Sciences, and I have also participated in various committees over the years. On a personal note, I too like outdoor activities. I engage in a lot of fitness challenges as well, including my version of weight training, haha. And although I may not be super keen on spinning, I think I do have some similarities with my colleagues here so far in terms of our interest in being in the wonderful outdoors, and what a wonderful day it is as well today. So, thank you.

ANITA: Thank you so much. We'll turn to you Ziad. Welcome.

ZIAD ALOSTAD: Hi, everyone, and thank you Anita, thank you for having me here today. My name is Ziad Alostaz as I'm from the School of Nursing. I teach primarily both quantitative and qualitative research methods for their BSCN program, collaborative program, with George Brown College Centennial and the TMU University. So that's me, as a professor of nursing. And for my personal life, I'm also a father of two little kids. No activities during winter, for sure. And I'm just looking forward for the spring and summer for more outside activities.

ANITA: Wonderful. Thank you, everyone, and thank you so much for being here. We really appreciate hearing from you today. So many of you have been involved, all of you actually have been involved, in SoTL in various ways here at the College. And so, I wonder if you do you could tell us a little bit about what sparked your interest in SoTL and how has it influenced your teaching and learning so far?

BEN: I think I'll go first. As a project manager, I manage boards since 1998 and the point is, I am not the functional manager of my teams, so I have to bring my project teams with me to deliver sometimes very complex deliveries, without use of authority. So over time, since then, I develop a more participatory way of leading that boosted motivation and morale and engagement of my teams, towards my goals and my projects. Not my goals, but our projects. And then what brought me to SoTL is that I can see a huge opportunity to bring these learning techniques to

improve the participation in the classroom and make the students more engaged and more enthusiastic towards the topics I'm teaching. That's an opportunity I can see. And I have been applying some of the practices that I'm going to talk about soon into the classroom. And yes, the results are way better than what I was expecting, the reaction of the students and the progress that we are making together in the learning process.

ANITA: Okay. Thank you so much, Ben. And we'll move on to you, Olivia.

OLIVIA: You know, I've come to SoTL in a different way, as part of the New Faculty Academy for newly hired full time faculty. The introduction of year two to this program actually involved us engaging in a SoTL activity. So that really introduced me to that type of project. And even though my role doesn't formally include teaching in the classroom, this type of project has made me curious about how we can kind of innovate in our service model and how we support students in the spaces, again, that we support students, and within those workshops and groups that we do offer each semester. And not only just in our one-on-one sessions with students. It's definitely made me think, "can we deliver information in a different way, to students and or faculty? Can we change the way we support in a particular area and then does this overall change and impact their overall experience with the service and with the college in general?" So definitely thinking about these pieces more and more and the New Faculty Academy has definitely been the intro to that world.

ANITA: Thanks so much, Olivia. It's really exciting to think about subtle as you know, the role that it can play, with student Services as well, and not just for folks who teach in the classroom. So that's really making me excited as well. Kay-Ann, over to you.

KAY-ANN: Okay. So, for me, I've always found myself reflecting on my teaching practices and how I can I have greater student engagement, I suppose you could put it that way, and increase effectiveness in teaching. So I've always been reflecting or quite reflective of things like this and always wanting to try new techniques, finding new things to incorporate in my classroom. And I found myself wondering how effective some of the things I'm doing could be in creating more engagement, more interest. And I found myself even contemplating the external factors that are influencing students in the classroom in terms of how they're engaging and learning. And then I came across this opportunity at George Brown, which was to join SoTL, Scholarship of Teaching and Learning, which literally is pointing towards us doing research and trying to actually find the answers to those very questions that I have, right? So for me, I thought, wow, this is like a very right on what I am hoping to achieve: to help especially meeting the needs of our students in this ever-changing environment that we're in now, talking about education right now, everything people are having so many new questions about how we're educating, how students are learning, people's access to so much information, people's interest in what exactly are we interested in and can we go deeper, etc. I find it fascinating, interesting. I think it's a great

movement. And so, I find myself diving a bit deeper. That's how it has influenced me so far. It's the scholarship of teaching and learning. There's a lot of information out there as well. And so I think, happy and grateful that there is this opportunity for a space that I can dive deeper into this and hopefully myself and the students will benefit from the findings and so on as we go forward.

ANITA: Thank you so much. Yeah, I love the idea of starting with a question. And I always say that when I'm talking about SoTL: it starts with a question and a curiosity, a spark. So I really love how you've shared that. And Ziad, what about you?

ZIAD: Like the team, my interest in SoTL stems from a desire to enhance their learning experience through some evidence-based teaching. So, when we think about SoTL, who will benefit from SoTL: students and faculty. That's what I really like, my desire to select, to enhance the teaching and learning experiences for the students. At the same time, for me to professionally develop, how these models helped me as with Olivia and the new Faculty Academy, we learned a lot about Universal Design for Learning and outcome-based learning. Maybe I have used some of these techniques in the past, but I don't really know that they belong to UDL and their outcome-based learning. Now I have a structured framework that I say I want to present this information in multiple ways. So, I will use the PowerPoint slides at the same time I'll use the board and I will deliver the information in Brightspace too adapt to multiple students' needs. This was really very helpful, and I can see the feedback that I received from the students. For example, last semester to be honest all the feedback was really very positive, it was very engaging. And from the student's point of view they really find it very helpful to allow them to express the information in multiple means. There are multiple student but different learning needs. Some of them may not prefer to express their knowledge verbally. They may want to express it in a written way. Maybe they prefer to just come to me and connect one on one, not in front of other students. This idea really helped me a lot in this, and the same with outcome-based learning and thinking that summative assessment and their formative assessments on the past, most of my exams midterm and final. And I always say we should have more like multiple exams and checkpoints so that we can provide constructive feedback. And when it comes to current projects, with the SoTL projects that I'm currently leading, because SoTL is not only about research, right? It's the process of scholarship, of teaching and learning that involves communications and connecting and collaboration with our team members. By doing this and working on the projects that I'm currently leading I started to have connections with the team and beyond the team. Now for some of my SoTL projects I connected with some faculty at Trent University and they are helping me and refining and developing my search strategy for the scoping review. So I think it's very helpful, but again, when thinking about what sparked me to the SoTL, it's just the desire that we need to improve

the current learning experience for students, and we want to professionally develop at the same time.

ANITA: Thank you so much, and I love your emphasis there on relationships and collaboration, because for me that's one of the best parts of SoTL, it's just really the people we get to work with and the community that we form. So thank you for sharing that. All right, so many of you have engaged in SoTL as part of the new faculty Academy or as part of the SoTL Spark grants program, or perhaps even both, like Ziad. And so, I'm wondering if you can tell us a bit about SoTL project that you're currently working on and what excites you about it? Go ahead, Ben.

BEN: So my goal is to apply games and toys in the classroom to simulate corporate activities, which can be projects, process development, the development of innovative products using design thinking, or even business research that is a shift from the traditional lecturing towards the learning by doing. Right. My research project is about mapping out some of the types of games that are available. And how can they be used in the classroom to simulate these corporate activities in a quasi-realistic way. So, I will also try to clarify the benefits of using these games in the classroom and what is the outcome. Last year, for example, I used one game and one toy. The game was called "the Ball Game" that taught many leadership and project management skills to my students. And the other was the development of a complete project of an ergonomic prototype that students should complete during their class time. They use a Lego Brick set to do the project. In both cases, the outcome was impressively positive. The students became very excited. That was a moment where my course changed from kind of medium, average in terms of excitement, and then it became something much more interesting. And the students simply could understand some of the topics I was teaching. I truly believe that the impact is immense, to the point that some of the students were posting pictures of the classes and the outcomes of these games in their social media. So I am very excited about this research because there's not too much about it worldwide in terms of the application of toys and games in the classroom, particularly at the college level. There's a kind of innovative and a challenging aspect of it that excites me a lot.

ANITA: It's really cool. Yeah, I love that idea, and I wish more of that, to be honest. Incorporating games into the classroom. Yeah. That's fantastic. Olivia, what about you?

OLIVIA: My project is one of the few, I think, from the new faculty cohort that targeted teaching faculty. And really, to get their perspective on their confidence and knowledge learning gaps as it relates to different disability types and then associated accommodations. This was conducted through survey, and I received 76 responses. Huge shout out to the D2L team at George Brown. I want to make sure that that's said. And what excites me about this project is there's a clear interest in this area. Faculty want to learn more, and how to best support students. And now we have a very clear path forward on how to support this learning for faculty. Accessible learning

services currently doesn't offer workshops on a regular basis for faculty. We have done one off based on trends that we've seen. But again, it's not a regular offering every semester like we do for students. And so this project's results, which are still in progress of getting summarized and kind of pulling that together, but that's going to be our department's roadmap moving forward. I think, to see where we go with this and there's excitement, there's support from my manager, my director, to kind of build that out in the future. So, pretty exciting.

ANITA: That's great to hear. We want the projects to have sort of on the ground impact. So it's really nice that that's happening in your case. Wonderful. And Kerry-Ann, what about you?

KAY-ANN: I am in the proposal writing phase. So I have ideas at this point. My idea is that over the years teaching environmental sustainability and climate change, you see changes in the expectations and knowledge of the students. So, many, many years ago students would probably be asking the question, what is a greenhouse gas. And, fast forward to now, most students would already have engaged with the term "greenhouse gases". So, you find that as the years go on what you're putting emphasis on in the classroom changes, right? So, yes, you still would introduce what are some concepts and so on. But you realize that after a while people want to know, how does it work? What why are these things creating certain challenges? And so you find that you're spending more time on those areas. Now what's interesting is going into more of a discussion on our own solutions, having access to a wide range of information at your fingertips and beginning to hear talks around climate anxiety. People are stressed, people are being apathetic, they're not sure what to do. And so it's very interesting in, I would call it a ten year period, things have changed so drastically in the classroom in environment and sustainability teaching and learning. To some extent, the many different things that are coming up at us, the public, demand that we dive deeper. And then, at the same time, we have to be alert to the fact that there's a lot of anxiety around the topic as well, because it's like an existential threat, right? So for me, what I found is that there can be, or it's possible that you, in terms of learning, how do you actually engage with students throughout the entire 14 or so week semester and understand whether or not they are learning, and at the same time maintaining interest and not losing hope? That combination is what I'm trying to see that I can find some answers to. One of the things I'm coming up with is the idea around real time hands-on activities that provide some type of answer about solutions. So I've come across online climate change solutions simulation where as soon as, the students are putting in their ideas around what are the solutions to the challenges we're having they're getting immediate feedback, which, as to whether or not it's meeting the goals around climate change solutions. So that's one piece that's online. And then, I'm thinking about doing an activity that is real time looking at a location that is designed around sustainability. And so that's like a solution towards sustainability that they can get a guided tour that's face to face, asking questions in real time around how this helps with improvements in environmental sustainability as well. And then,

almost like the research would be kind of like an assessment, an investigation into the assessments. With the fieldwork, in a sense, and using reflection practices throughout the semester and then gauging how that is influencing student engagement and student interest in the topics and even their emotional connections going forward. So that's what I'm thinking about. Sure, it will start off very small and hopefully grow into a bigger project over time, but it would be really exciting to work with the students over time, seeing if it makes changes towards their own frame of mind and even their own feeling of agency and so on going forward, through life, even after they graduate. So that's what I'm thinking about at this point.

Thanks so much for sharing. I think, yeah, many of us can relate to this idea of climate anxieties. I think it's so topical that you're addressing that in your work. That's really great to hear about. And Ziad, what are you working on these days?

ZIAD: I'm currently leading two social projects, one of them for the NFA and the other one for this program projects. For the NFA I'm currently doing a scoping review looking at AI use in nursing education. I'm using UDL as a theoretical lens to evaluate how AI is used to enhance engagement, how AI is used to encourage students to use multiple ways to express their knowledge and how AI is used to present that information in multiple means. I think this is really a novel study. In the literature no one really uses a theoretical kind of lens or framework to examine AI use in nursing education. And this is what excites me about this project: that's novel so the potential for publication is high and for presentation at conferences is also high. And in collaboration. As I mentioned, I'm currently collaborating with a team from Trent University, including the librarian, refining the search methods and search strategy. I worked with the librarians here at George Brown College, but I'm also checking the search strategies with another independent librarian just to make sure that we capture all the studies of AI use nursing education.

The second project, which is for the Spark grant, is a qualitative study about the stress during stress experience management during clinical placement for the BSCN program. What excites me about this project is that the students are involved in the design of the study from the outset. Because I teach a qualitative research course this semester, I use this project as a tool to help students understand the qualitative concepts and apply the design methods. So students in my class assisted me in the sampling strategies, data collection methods and everything. And I think the outcome of this project will also be unique because ,again, it will be novel in terms of methods. No one before used a theoretical lens. For the stress during clinical placement I'm using the transactional model of stress and management, which is a theory that we want to apply during the data collection and analysis. This is something new, no one has done this before. So again, the test will increase the potential for publication and presentation at conferences. And as I said, it's very novel in terms of methods. And both of these projects, I

believe, will open the door for future research projects. So I'm telling you, in the classroom now, next year, they will submit another like proposal and for interviews with faculty member and clinical preceptors to understand their perspectives about their contributing factors for stress during the clinical placement. But now, from the perspectives of the clinical preceptors and from the faculty member, and later on, we can use these perspectives from the students and from the clinical preceptors and faculty to develop through the experience based co-design methodology, to develop interventions to minimize the stress during clinical placement. And, as we know, like exploring stress management and, strategies can enhance students well-being and academic success. So it's very important to explore stress and to find some ways to manage stress during clinical placement. I don't know what else I want to say about these two projects. We are still waiting for the REB approval, for the qualitative study on stress during clinical placement for the AI use in nursing education. Currently at the search step. I received feedback from the librarian at Trent university. And I'm going to run the search on four databases. And then it's a long process of extractions and synthesizing, using UDL as a framework. And another thing that excites me about these projects is that there are many collaborators, like clinical collaborators, with me and not only like nationally here, Georgetown, Trent University, but also from back []. So it's both national and international perspectives in these projects.

ANITA: So wonderful. Thank you. And I love the idea of students as partners and the Spark is such an important part of SoTL and one of the nicest aspects in my opinion. And I think it's really generative, that you're doing that. That's wonderful. All right, so we come to our fourth question here. This is some advice for folks who might be listening in here. So for faculty who are curious about SoTL but unsure where to start, what advice would you give them? What supports or resources have been the most helpful to you?

BEN: Okay, so I think that since I was a student in elementary school, I would not be wrong if I consider that we faculty we all are very reflective, we reflect a lot about things. I think it's not all, almost all faculties. They always are thinking of ways of making the learning process effortless. I believe that SoTL is an excellent opportunity for you to hear that voice in your head say "What if I do that? What if I tried that thing or that approach?". So that's one of the biggest opportunities I think that is offered by SoTL. So I think that also if we share our ongoing research, if we participate and, join SoTL, we all will benefit of that. So, I think myself as an example. For my research project, I will talk to some faculties, and I will try to conduct a pilot of the games and use of toys in other courses that I'm not teaching and take some surveys. So that's a collaboration that I think benefits everybody. And it's a great opportunity for you to use this collaboration to leverage your own ideas as a faculty.

ANITA: Thank you so much. And over to you, Olivia.

OLIVIA: Yeah, I think one of the first things I would suggest is think about your day to day, in your role and where some small adjustments and improvements could be made. And so maybe that could blossom into something, a bigger question. And to keep it simple. I think that was good advice for me to take as well, because not having regular access to research and doing that as part of my role, it was intimidating at first to think of having to do a project like this. But I think trying to pare down and keep it simple and keep it relevant to what I'm doing day to day, I think has really helped me stay motivated within the project as well. And I think, also being aware of the available resources at the College. Anita, you've been a huge support for my project, and you've really helped me not get too overwhelmed with the many processes, the REB application and those kinds of things. So I really appreciate that. And I would definitely recommend any faculty who's interested in starting or thinking about a SoTL project to definitely reach out to you as a first step, because I think you would help to orient, give guidance, those kinds of things, about what's involved in that process.

ANITA: Yeah. Thank you. I'm always happy to connect with anyone interested in SoTL. And it makes me very excited to make those new connections. So, thank you for that. What about you Kay-Ann? What advice would you give faculty interested in SoTL.

KAY-ANN: I would say in agreement with Ben and Olivia that, like what Ben was saying, we are quite reflective. We want to see our classrooms. We're always about continuous improvement. We're always reflecting on how our class went and taking note of the changing environment. Many of us, a big part of our role is preparing students for when they actually leave the classroom. And so we are also quite mindful of the many changes taking place around us. Right? And right now in 2025. Wow. Changes like the word. So many things are changing. You have the introduction of artificial intelligence that is having many people ask questions around where are we going from here and how do we prepare people. And there are many, many ideas around what students students should be focused on so that they can be productive members of society going forward. So, I think that we are constantly having many questions within us. And I think that at George Brown the investment in the Teaching and Learning Xchange, the investments showing up in having office for SoTL, having access to the many members of the TLX and SoTL through Teams and just being able to access people directly for advice and guidance is something that is very, very important. I would say one of the first things that anybody with questions, because sometimes in meeting and sharing and discussing you are then okay with, getting a lot of resources, to sit and read and think about and listening to podcasts, etc. And then for some of us, it could spark this interest in doing further deeper dives and research. And the support would be there to help us along. And so at this stage, I would say that if you do have ideas, if you do have an interest, reach out to the TLX and reach out to Anita directly. It's very, very easy to get Anita to respond. And that's awesome. And so, I think that would be my first thing. Then of course other faculty members. We engage with each other

quite regularly. So having discussions around what it is that we're doing, how we're feeling about the different things we're doing in our classroom. Just even through those, we may come up with ideas around doing research, and then you engage with the TLX or SoTL. So, I think the fact that George Brown has that space and has been investing in that space, I think over time it will even grow further as more and more people are aware and are able to bring and share their questions that they have over as the weeks and months go on.

ANITA: Thanks so much. Yeah. I'm really excited for the potential for expansion and what that might look like at the College. That's something that brings me a lot of excitement. Ziad any advice to share on your end?

ZIAD: So the team didn't leave me anything to speak about, but I will just go with it. I think the first suggestion is to try to reflect on their own current practices in teaching, take some time to think about what I'm doing in the class, what teaching methods I'm using, and the style. And then, I personally prefer to sit and write down. So if they can create a teaching dossier or portfolio where they report their teaching methods, styles, everything related to teaching, and then they can identify their strengths and weaknesses, and from there they can connect with the other members on the team. Maybe this is not always possible, but for me, because I work in the collaborative program with TMU and Centennial, and we teach the same material, we use the same slides, the same exams. So sometimes we have this kind of opportunity that we connect with each other to think about what works well in this class. So what teaching methods is more appropriate for this topic? How we can deliver the information? I think this is really very important to enhance and to help us adapt our teaching methods and styles. And also, I would suggest seeking collaboration. Maybe someone working in teaching and learning, research projects. I did this, I reached out to the team at Trent University asking them for their help and the scoping review. I think this is another way. And in addition to that, I would suggest that they attend workshops from the TLX. Now, what resources was helpful for me? Anita, we will increase your workload, so I would suggest them to go directly to you. This is number one. And then we have many other resources at George Brown College. For me, when I wanted to collect the scoping review, I reached out to the librarian at George Brown College who helped me develop my research strategy. And then she checked how I adapted the search, terms and methods to other databases. So we have librarians. We have Anita. We have a little fund, which is good, like for the Spark grants. There is one out there, that, could be helpful. And, what else? The workshops from the TLX. Yeah, it's really helpful. I'm not sure if the faculty can go back to the new faculty academy to attend some of the sessions, but they were very helpful.

ANITA: Thanks, Ziad. No, that was great. And, absolutely folks, reach out any time if you are interested in joining us on the scholarship of teaching and learning journey, we're always happy to have you. But we don't have a ton of time left. But we do have one last question here, and

I'm wondering if everyone could just quickly respond to this one, maybe with kind of one idea, just around what you think is the biggest opportunity for a SoTL at George Brown College going forward and, and how we can work together to grow this community. Just a brief go around to end off. We'll start with you, Ben.

BEN: Okay. I was trying to think of another word instead of using improving or enhancing our teaching skills, right? I think the word is evolution. So, through the research, not only earlier and research, but when you learn about the research process of our colleagues, this is so rich, this is such a big opportunity for you to learn and evolve yourself as a structure and even as a professional. So you will benefit from this, your students will benefit from this, George Brown will become a stronger, more competitive institution. And even the job market, the corporate world will benefit with better and more prepared professionals. So there's a lot to it and the trade off, the cost of this is not too big. There's a lot of support and collaboration. So I see I see only positive things as opportunities. And I strongly recommend to everybody to join us.

ANITA: Thank you. Great, great advice to end off there. And Olivia, over to you.

OLIVIA: Yeah, I would say one of the biggest opportunities is, again, considering outside the classroom as well. So again, trying to get students perspectives and even faculty, on any new initiatives, new services, new tools that are being used, policies even, because they're directly impacted by those, those pieces. Right? So how can we really, invest our time in understanding these perspectives? I think it's a big opportunity. Again, it will help over all experience, student experience at the college, retention, all those pieces. And then I just want to make note that we, to do this type of work, you do need space, and encouragement and support from your departments, academic service. And then having services like the TLX make all the difference in having the space, to do that thinking to do that work as well. So that's a crucial, I think, component to doing this type of work. And it's needed.

ANITA: 100%. Yeah. Well said Olivia, Kay-Ann what about you? What can you see is the biggest opportunity.

KAY-ANN: For us at George Brown where a college where there are many departments the students are doing a lot of hands-on training, preparing themselves for specific roles. And at the same time, we are in a world where things are changing. There is also, we also have an opportunity at George Brown because in working in School of Liberal Arts and Sciences, students also have that exposure to other subject matters, that can be expansive, that can have them think around how they want to be in this world. What are their expectations, in terms of going forward. So the opportunity I see here is for collaboration across departments in terms of research work around around ethics, around various skills that right now. There's a lot of discussion around these are the things that going forward, people are going to be really needing

to rely heavily upon, how to think things through, how to ask the right questions. Because if you're going to be collaborating with on artificial intelligence, what are the right questions that you would be asking? So, I think we have great opportunities to work across departments in seeing how we can integrate certain types of topics and questions in the classroom that will enhance the student outcomes, going forward.

ANITA: Wonderful. And we'll end it up, as you said. What about you? What do you see as the biggest opportunity for SoTL here at the College?

ZIAD: I think that, as my colleagues mentioned, we have great opportunities of collaborating across departments and maybe for the better community of practice, we can think about having partnership where there's some universities, good universities around us like to have that kind of collaboration. And in addition, to have a more money that could support like these sort of projects.

ANITA: Thank you very much. And well, we'll end up on that note. It was absolutely wonderful having all four of you here today and hearing your perspectives. I hope that as listeners you feel inspired to maybe try out SoTL, join us. You can start with meeting me or join us for a lunch and learn. We also have our subtle Spark Grants program, SoTL integrated into our new faculty academy. So, lots of different ways to engage, whether you just want to learn more, build some skills, actually do a SoTL project. We are here to support you, and I am here to support you. So please do reach out. My email is anita.acai@georgebrown.ca. Thanks so much for joining us on this episode of The Xchange Podcast. If you happen to have any ideas for podcast episode, email us at tlx@georgebrown.ca to let us know what you're thinking. We also have a new mailbag feature where you can actually leave us a voicemail message with your teaching and learning related questions, and we'll have someone on our team answer for you. You can go to speakpipe.com/xchangemailbag to leave us a message, and we look forward to answering it for you. Thanks for joining us today and we'll talk to you again next time. Take care everyone. Bye.

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