




THE SOCIAL INNOVATION REPORT

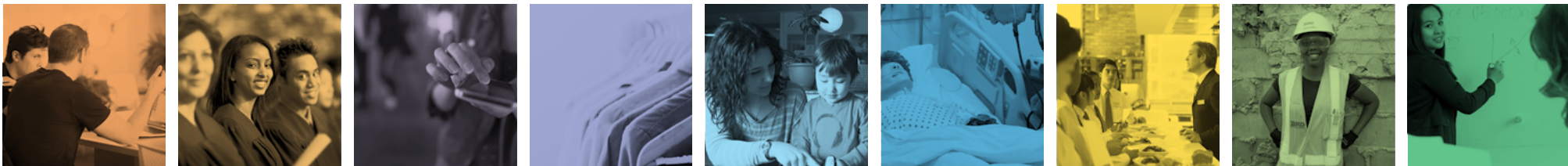
2015-2020

*COMMUNITY AND COLLEGE,
WORKING TOGETHER*

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ABOUT THIS REPORT

This document contains some of the research highlights from the social innovation programs at George Brown college and covers the fiscal period between 2015 and 2020. We would love your feedback!

Email us at research@georgebrown.ca

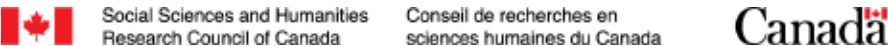
CREDITS & ACKNOWLEDGMENTS

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ABOUT GEORGE BROWN COLLEGE

Toronto’s George Brown College prepares innovative, adaptable graduates with the skills to thrive in a rapidly changing job market. With three campuses in the downtown core, the college blends theory with experiential learning, applied research, and entrepreneurship opportunities. George Brown offers 171 full-time programs and 200 continuing education certificates/designations across a wide variety of professions to more than 31,500 full-time students, including 27 percent international students, and receives more than 65,000 continuing education registrations annually. Students can earn certificates, diplomas, graduate certificates, apprenticeships, and degrees.

Learn more at georgebrown.ca



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We acknowledge the support of the Natural Sciences and Engineering Research Council of Canada (NSERC).



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20

PROJECTS

23

COMMUNITY
PARTNERS

8

POST-SECONDARY
PARTNERS

\$4.9
MILLION

IN FUNDING

150

HIRED

STUDENT
RESEARCHERS

248

IN-CLASS

About Social Innovation at George Brown College



THE TEAM



DR. KRISTA HOLMES
DIRECTOR, RESEARCH &
INNOVATION



YUCHEN SUN
SENIOR PROGRAM
MANAGER



DR. EVA ABOAGYE
PROGRAM MANAGER



ANA CRISTINA GIGLI
PROGRAM MANAGER



VANESSA KISHIMOTO
RESEARCH PROJECT
COORDINATOR



JILLIAN BUTLER
KNOWLEDGE TRANSFER
COORDINATOR

SOCIAL INNOVATION MEANS SOCIAL CHANGE. It means approaching an old problem in a new way, forging inventive partnerships and climbing new heights of understanding. It means joining together to fix social challenges, seeing opportunity where others might only see adversity.

In 2015, the College and Community Social Innovation Fund (CCSIF) was launched, a joint effort between the Social Sciences and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC). The fund was designed to connect the talent, facilities and capabilities of Canada's colleges and polytechnics with the research needs of local community organizations.

THE BROADER LANDSCAPE

The Office of Research & Innovation at George Brown College engages faculty, staff and students to work with internal and external partners to solve business, social, technological, and community challenges. As one of Canada's top research colleges, we support small and medium-sized businesses in accessing the expertise, equipment and funding support they need to develop innovative products and services.

Within this broader landscape of Research & Innovation projects is the growing portfolio of social innovation research projects. In that first CCSIF round, George Brown received funding for four projects, which grew to 20 projects by 2020.

SOCIAL INNOVATION AT GBC

We see these projects as a chance to connect the community and the classroom, allowing our researchers to build on the meaningful partnerships they want to explore. These projects are diverse, spanning areas such as education, education, health and wellness, sustainability and community development.

On the following pages you will see a small corner of the rich mosaic of social innovation here at GBC: from mindful cooking, to job satisfaction, to early childhood education and enrichment, to inclusive clothing design, all carried out by our passionate researchers and supported by the bright, fresh talent of our students.

LEARN MORE ANYTIME BY VISITING [GBCRESEARCH.CA/SOCIALINNOVATION](https://gbcresearch.ca/socialinnovation)

FASHION

Adaptive Clothing for Persons with Hemi-paresis

2016-2020

PARTNERS: *March of Dimes, Department of Occupational Science and Occupational Therapy (University of Toronto), MSH District*

12

STUDENT
RESEARCHERS

13

PARTICIPANTS

3

GARMENTS
DEVELOPED



MILAN SHAHANI
SCHOOL OF FASHION

Clothing is a central part of personal identity and autonomy. Take away the simple task of getting dressed and it affects everything.

Eight years ago, Milan Shahani ended up in the hospital after suffering from a stroke. Daily tasks which previously seemed so effortless now became difficult, including the action of getting dressed. Milan's wardrobe became confined to hospital gowns or clothing that was easy to put on but nothing particularly fashionable.

As a costume designer and a professor at the School of Fashion and Jewellery, she was inspired to create fashionable, functional clothing for women who were partially paralyzed after suffering a stroke.

DESIGNING THE RESEARCH

Adopting a participatory design approach, Milan and her 12 student researchers,

and with input from UofT's Occupational Therapy program, gathered a group of 13 women stroke survivors. Using their input throughout the design process, they collectively designed three garments: a blouse, brassiere and winter jacket, that were fashionable and functional to suit their needs.

Student researchers were responsible for interviewing participants, conducting data analysis and designing multiple iterations of the garments. The final products were then produced at the GBC Fashion Exchange. The blouse, brassiere and winter jacket were premiered at the 2019 GBC fashion show with participants modeling them on the runway.

"I wanted these women to embrace their

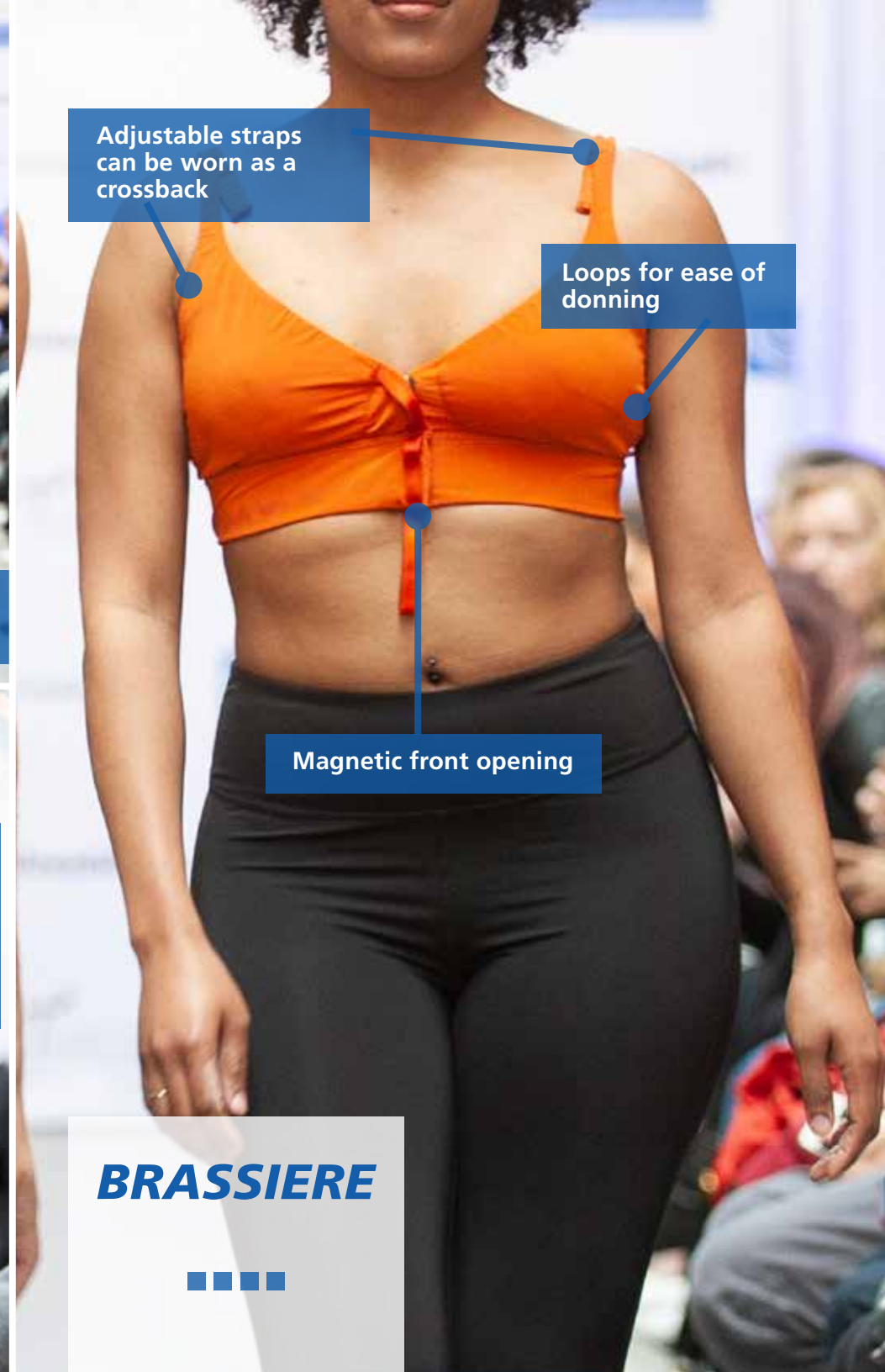
disability, build their self-esteem and be proud of what they were wearing," says Milan.

THE RESULTS

Milan's garments and research findings have been well received at various textile and occupational therapy conferences in Canada and the United States. Through her research, she found adaptive clothing design lacking in Canada and wishes for young designers to be more inclusive with the garments they produce, and design for all body types.

Now, she teaches about adaptive clothing design in her classes but hopes to see the concept to be more broadly integrated in post-secondary curricula across Canada.





Community Guide to Cancer Nutrition

2016-2020

PARTNERS: Gilda's Club Greater Toronto

7

STUDENT
RESEARCHERS

75

RECIPES



AMY SYMINGTON
SCHOOL OF CULINARY ARTS

About 2 in 5 Canadians will develop cancer in their lifetime; as people overcome these cancers, they look for ways to maintain their health that work alongside medical intervention, like a healthy diet. Gilda's Club of Toronto, a charity that supports cancer survivors, partnered with GBC to build on their Not Just Supper Club outreach program and produce a recipe book designed to address post-cancer challenges.

Amy Symington is a nutrition professor, researcher and chef at George Brown College. She's also the Nutrition and Kitchen Program Coordinator at Gilda's Club Greater Toronto. Through her work at Gilda's Club, Amy saw that a healthy, well-balanced diet was an important factor in the road to recovery; she also saw that many just didn't know where to start in terms of improving or changing their diet. There was a lack of an evidence-based tool for its members—in other words, a resource

targeted to the nutritional needs of cancer survivors, but still delicious and easy to follow.

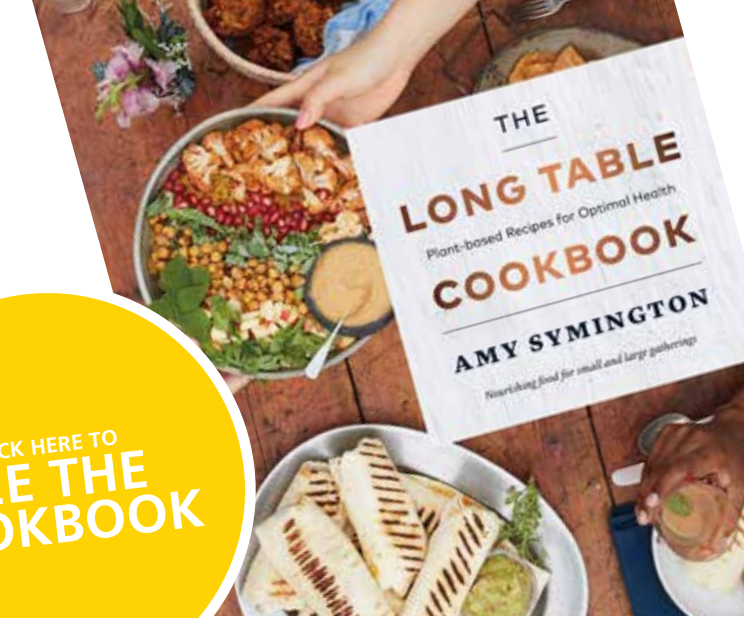
So after successfully receiving a CCSIF grant, [the Community Guide to Cancer Nutrition](#) was born, an evidence-based tool filled with guidance on cancer nutrition.

PURPOSE MEETS PALATE

Amy credits a lot of the work to the seven student researchers involved in the project, all from the Culinary Management Nutrition program at GBC. They developed and tested 15 recipes, along with the nutrition data analysis/facts.

This guide also informed a new curriculum for the program at Gilda's Club Greater Toronto. In partnership with Gilda's Club, this workshop invites community members to learn about foods that help with post-cancer challenges, such as fatigue, brain health, and natural immune boosters.

CLICK HERE TO
**SEE THE
COOKBOOK**



But most importantly, the club provides a chance to eat with other community members who have been affected by cancer, preventing social isolation and providing emotional support.

Amy's work has been featured at conferences throughout Canada and on many media outlets, highlighting the need for a concise nutrition guide that is easy to read and follow. Building on this research, The Long Table Cookbook was published in 2019, a plant-based cookbook that incorporates up to date research on chronic disease management including type II diabetes, heart disease and cancer. Amy has graciously donated all proceeds from the Long Table Cookbook to Gilda's Club to support the Not-Just-Supper Club.

Published by Douglas and McIntyre, the Long Table Cookbook can be [purchased online](#), or through [a donation to Gilda's Club](#).

FROM THE LONG TABLE COOKBOOK:

THE SWEET, SAVOURY AND SALTY COMBINATION OF THIS PROTEIN AND FIBRE RICH SIDE DISH IS A GOOD EXCUSE TO MAKE A LARGE BATCH FOR YOUR NEXT SIT DOWN MEAL.

CRUCIFEROUS VEGETABLES SUCH AS BRUSSEL SPROUTS ARE FILLED WITH ANTI-BACTERIAL AND ANTI-INFLAMMATORY PROPERTIES AND PROVIDE ANTI-CANCER BENEFITS INCLUDING THE PROTECTION OF CELLS FROM DNA DAMAGE AND THE INHIBITION OF TUMOUR CELL GROWTH AND MIGRATION.

Roasted Apples & Brussel Sprouts with Shiitake Bacon

INGREDIENTS
for 6 servings

- 3 lb brussel sprouts, ends removed and halved or quartered depending on size
- 4 large gala apples (800 g), large dice
- ¼ cup (60 ml) grapeseed oil
- ½ tsp each dried thyme and rosemary
- 1/2 tsp sea salt
- 3 lb shiitake mushrooms, stems removed, thinly sliced
- 1 tbsp (7 g) smoked paprika
- 3 tbsp (45 ml) maple syrup
- 4 ½ tsp (15 ml) tamari

GARNISH

- 3 tbsp (20 g) blanched ground almonds
- ¼ tsp sea salt

DIRECTIONS

1. Preheat oven to 400°F (205°C). Line baking sheets with parchment paper.
2. In a large bowl, combine brussel sprouts and apples, along with a half of the oil, thyme, rosemary, and salt. Toss together until brussel sprouts and apples are evenly coated.
3. Distribute onto a large baking pan(s) and cover with foil. Ensure that the pan(s) are not overcrowded. Bake for 15 minutes. Remove foil and continue to bake for another 35 minutes uncovered or until brussel sprouts are golden brown and crispy.
4. Meanwhile, place a medium sauté pan over medium-high heat. Once heated add remaining oil and mushrooms. Sauté until crispy and

golden brown, about 8 to 10 minutes (or 15-17 minutes for 24 servings or do 24 serving of mushroom in batches). Stir in paprika, maple syrup, and tamari and sauté for another 2 minutes. Remove from heat and set aside.

5. In a small bowl, combine ground almonds and salt.
6. Remove brussel sprouts from oven, top with shitake bacon and sprinkle with ground almond mixture.

Excerpt from The Long Table Cookbook, published by Douglas and McIntyre.

PREPARATION TIME: 10 minutes
COOKING TIME: 50 minute
EQUIPMENT: Baking sheets, parchment paper, aluminum foil

PARTNER FEATURE



Katie Jacobs
DIRECTOR, CLINICAL PROGRAMS
GILDA'S CLUB



Gilda's Club Greater Toronto provides emotional, social, and educational support for people who have been affected by cancer. They host approximately 100 programs per month, which range from support groups to comedy nights to healthy lifestyle workshops, and serve more than 1,000 unique members per year. All programs at Gilda's Club are free to attend.

The Not-Just-Supper Club program is delivered twice per month and is one of the highest attended programs. Their website also includes cooking tutorials of recipes from the Long Table Cookbook and can be used as a one stop shop to access nutrition-related topics for cancer, available to members and the general public.

Katie Jacobs is the Director of Clinical Programs at Gilda's Club. Her advice for organizations who are interested in social innovation is to take the leap with individuals who are passionate about their projects and to work together to create change and move the needle forward.

"Amy's project has evolved the supper club to showcase how nutrition can be supportive for people who have cancer and has elevated the connection to research," she says.

LEARN MORE AT THEIR WEBSITE.

TRAINING

EDUCATION

JobTalks.org: Online Recruitment in the Skilled Trades

PARTNERS: Canadian Apprenticeship Forum, Skills Canada Ontario, Q.i. Value Systems, CWB Welding Foundation

3

STUDENT
RESEARCHERS

41

INTERVIEWS

986

SURVEY
RESPONDENTS

“When you have a job that you love, you’re not only a better co-worker, but also a better partner, parent, friend, neighbour, and citizen.”



DR. JON CALLEGHER
SCHOOL OF BUSINESS

Happy workers make for a healthy society. As a professor in the School of Marketing at George Brown College, Dr. Jon Callegher knows this from personal experience. He enjoys the work-life balance inherent in his job, which allows him to share data-driven insights about human behaviour with students and industry audiences across Canada.

This joy for work inspired Jon to learn why other people love their jobs. Enter the JobTalks.org project, which looked at skilled trade workers across Canada to find out why they decided to pursue the skilled trades as a career option, what they liked about their job, and why they are passionate about it – beyond their salary.

Jon was surprised that evidence-based research in this area—looking at job satisfaction within and perceptions of skilled trades—was lacking. With support from

his industry partners, Jon and his student researchers distributed a national survey for tradespeople, distributed by Q.i. Value Systems.

The survey was designed to understand the motivations of tradespeople in their job by measuring intangible drivers like emotions, personality and values, and how they connect to behaviour in the workplace.

What did they find? Overall, tradespeople tend to be very happy in their jobs, enjoying good work-life balance, a daily sense of accomplishments, job security and mobility, plus opportunity for advancement. The survey highlighted the diversity and breadth of these jobs, ranging from carpenters to chefs to technicians. On the downside, skilled trade workers were also aware of the stigma surrounding their jobs, gleaned from the way their work is discussed among parents, educators and in the media.

Although this idea is widespread anecdotally and intuitively, the national JobTalks survey has provided evidence-based results and begun a conversation about the way we look at the trades. Currently, there is a shortage of skilled trades workers in Canada, but these jobs are now being promoted by the provincial and federal government as a promising option, especially to women.

To build on these results, JobTalks launched a video spotlight series, profiling those already working and thriving in the skilled trades. These videos both celebrate and educate about the skilled trades as a fruitful career option. To date, the Job Talks YouTube channel has more than 3,300 subscribers and 400,000 views; Skills Canada Ontario has also adopted these videos as part of their school outreach strategy.



WHAT'S THE TAKEAWAY?

Work in the skilled trades is a fruitful career option, but there's still a sense of a hierarchy among university, college and trades. JobTalks will continue its outreach to change the way we talk about the trades, for the better.

"When you have a job that you love, you're not only a better co-worker, but also a better partner, parent, friend, neighbour, and citizen," says Jon. "So it's important that people are able to discover jobs that are right for them."



Learn more at
jobtalks.org



STUDENT FEATURE



Ben Millard
PROJECT: JOB TALKS

GRAD, 2016
BUSINESS ADMINISTRATION MARKETING

Ben Millard was one of the student researchers hired for the JobTalks.org project. In partnership with Jon and Q.i. Value Systems, he assisted with the survey design, recruitment and data analysis of the results. Ben also accompanied Jon to conferences across Canada.

One of Ben's biggest takeaways from working on the project was seeing the lack of support from primary and secondary educational institutions for supporting professions in the skilled trades industry.

"This work is essential and so unique from other lines of work," says Ben.

Aside from developing the research skills including survey designing, administration, and analysis, he also gained knowledge on the relationship

between market research, human data, and their intersections with technology.

Upon graduation, Ben was hired as a research analyst at Q.i. Value Systems where he continues to evolve his work on quantifying workplace and career motivations. The JobTalks.org project was a driving inspiration to create a new line of research at Q.i.: the World of Work (WoW), which aims to understand the complexities of making a living in any and all professions.

Ben's advice to students interested in research? "Dig into the concept of social innovation and enterprise as early as you can," he says, and to build relationships among classmates and professors to optimize your experience at GBC.

"Dig into the concept of social innovation as early as you can...this work is essential and so unique."

Generating Success for Farm to School Programs

GARY HOYER

PARTNERS: Sustain Ontario, Ontario Edible Education Network, Farm to Cafeteria Canada, Ecosource, Toronto District School Board

40

STUDENT RESEARCHERS

32

WORKSHOPS

25

RECIPES DEVELOPED

A balanced relationship with food starts in childhood, with the lessons we learn around the family dinner table. But Gary Hoyer saw a gap in food literacy education for children within the school system, especially for primary and secondary students.

So, Gary and his team set out to identify Farm to School programs in Canada and benchmark best practices for K-12 schools. Farm to School programs are built on three pillars; first, access to healthy, fresh local foods; second, food literacy supported by hands on learning; and finally, building community connections socially, culturally and agriculturally.

Through conducting surveys, interviews

and literature reviews, Gary and his research team created a comprehensive report for stakeholders and a Farm to School cookbook of fresh locally-minded snack recipes. Building off these findings, the team also created and delivered food literacy theory and hands-on culinary skills workshops using the recipes GBC students created, targeted to middle and secondary school students, making these resources available for educators interested in beginning or enhancing Farm to School programs at their school.

In partnership with Ecosource, the Toronto and Peel District School Boards, and the Dufferin-Peel Catholic District School Board, workshops were delivered to middle and high school classes throughout the Greater

Toronto Area, emphasizing the relationship between a good diet and health, nutrition and the community and local economy. To date, the research team has delivered 30 workshops throughout the Toronto and Peel District School Boards and have 12 more planned. They have presented their findings at 30+ conferences and have an upcoming conference presentation in October 2020.

Throughout the four year run of the project, 40 student researchers were hired from the Culinary Nutrition Management program. They developed and tested iterations of 25 healthy snack recipes and workshops on food literacy and food security.

Ultimately, Gary hopes for a future with federal and provincial governments funding

universal school meals, supplemented with the Farm to School pillars. Education surrounding food literacy and security has proven to be effective to improve health and wellness, academic success and boost the local economy; but the lack of funding prevents them from being fully and sustainably implemented. Currently, most Farm to School programs in the education system seem to be funded and executed by NGOs or individual champions.



GARY HOYER
SCHOOL OF CULINARY ARTS



"We saw more literacy production from children who were struggling with traditional learning tools. Children who had difficulty speaking could now use photography to communicate."

11

STUDENT
RESEARCHERS

28

EDUCATORS

350

KINDERGARTENERS

Toys or Tools? Using Tablet Computers for Open-Ended Literacy Learning

PARTNERS: Peel District School Board



DR. MONICA MCGLYNN-STEWART
SCHOOL OF EARLY CHILDHOOD

Technology, and the screens that go along with it, offer exciting new possibilities in education. Dr. Monica McGlynn-Stewart, a professor in Early Childhood Education, harnessed the power of technology in classrooms and used it as a tool for learning. She used open-ended apps in kindergarten classrooms as a way for children to document their creativity and thinking in ways that pencil and paper couldn't.

Monica was interested in exploring the value of digital learning in kindergarten given the conflicting published research on the subject. While there was an abundance of sources reporting on the risks of digital technology for children, including making them sedentary, passive and solitary, other research suggested that digital technology can provide children with enriching learning opportunities and enhancement of their

social and digital skills.

Supported by a grant from the College and Community Social Innovation Fund, the Toys or Tools? project began in 2015. The project kicked off for kindergarten children in eight classrooms in George Brown College lab schools and six classrooms at the Peel District School Board. The research team was also interested in the experiences of early years educators on using digital technologies in their classrooms.

DESIGNING THE DIGITAL EXPERIENCE

Kindergarten children each had their own 'portfolio' on the iPad apps 30hands, and some also used the app *Explain Everything*, designed to create videos, photos, drawings and for storytelling, giving the children a blank canvas to express themselves.

Children also introduced the idea of using

iPads outdoors. The iPads never took time away from physical activity; on the contrary, children needed to be active, be social with other students, and the use of the iPad needed to be connected to the outdoors.

EMBRACING SCREEN LITERACY

Throughout the four-year project, the participating children consistently increased the quantity and complexity of their outputs. When the iPad was used outdoors, it was used to examine nature and document the environmental changes through photos and videos. Educators reported children being excited to take their turn, and that overall, visual production, writing and speaking skills improved, specifically among children with special needs and or literacy struggles.

Throughout the project, it also became clear that literacy learning through digital

technologies was a new concept to most educators, owing largely to a lack of guidelines and other educator supports. But overall, the team found that educators wanted these professional development opportunities to be able to give technical and pedagogical support to their students.

In total, the research team consisted of 11 student researchers from GBC's School of Early Childhood. They supported participating classrooms every other week by providing simple directions, observing the kindergarten children, and addressing concerns. They also helped to conduct interviews with early years educators, create and distribute surveys, analyze data, present at conferences and design the Toys or Tools? website, which includes resources for families and educators on literacy learning through digital technology. Many of the student researchers have now graduated

and gone on to pursue a graduate degree or work in the field of early childhood education.

Following the project close, the use of iPads for literacy learning was expanded into all GBC kindergarten and school age lab school classrooms. The Peel District School Board remains digital friendly and a BYOD (Bring Your Own Device) school board.

Through her research, Monica hopes to dispel the belief that digital technologies are inherently harmful for children. Educational initiatives, like the Toys or Tools? project, highlight the unique learning opportunities digital technologies can provide to young children when educators have access to professional resources and learning opportunities.

STUDENT FEATURE



Nicola Maguire
PROJECT: TOYS OR TOOLS?

GRAD, 2016
B.A. IN EARLY CHILDHOOD LEADERSHIP

Nicola Maguire, a GBC alumnus who graduated with a Bachelor of Early Childhood Leadership in 2016, worked on the project through its entirety. As part of the research team, Nicola was involved in weekly team strategy meetings, data collection and classroom observations.

She was responsible for conversing with educators about their experiences and developed strategies to address any challenges they experienced. She credits this project with providing her the opportunity to learn how to write academic research papers and present at conferences which inspired her to continue learning and pursue a Master of Early Childhood Studies at Ryerson University.

“Working on this project was a fantastic experience that continues to have an impact. The skills that I developed as a student researcher were wide ranging and have been transferable to my current role. I think students should seek out research opportunities even if they are not planning on pursuing further studies or an academic career,” says Nicola.

Nicola currently works as the Director of Early Years at the Learning Enrichment Foundation. She advises students to engage in research activities throughout their time at GBC to develop their analytical skills, build relationships with professors and peers, and to learn more about their field of interest.

“Working on this project was a fantastic experience that continues to have an impact.”

FROM MARGINS TO CENTRE THROUGH EDUCATION:

INTEGRATING VICTIMS OF TORTURE AND POLITICAL OPPRESSION

PI: Jaswant Bajwa

Partners: The Centre for Addictions and Mental Health (CAMH), Canadian Centre for Victims of Torture (CCVT)

11 Student Researchers

2015 – 2019

LITERACY UPLIFT

PI: Przemyslaw Paluk

Partners: Literacy Nipissing, Development Made Simple, Teaching English as a Second Language (TESL) Toronto

11 Student Researchers

2016 – 2020

HUMAN TRAFFICKING: ELEVATING CAPACITY IN CHILD AND YOUTH CARE PRACTICE

PI: Melissa Teles

Partners: Covenant House Toronto, Ontario Association of Child and Youth Care (OACYC)

3 Student Researchers

2018 – 2020

CO-DESIGNING ONLINE TOOLS

FOR ENGAGEMENT AND HOLISTIC CRISIS PLANNING

PI: Elsie Hodson

Partners: The Centre for Addictions and Mental Health (CAMH), Peel District School Board, Loughborough University (Design School)

16 Student Researchers

2015 – 2019

IMPROVING HEALTH NUMERACY IN HEALTH SCIENCE

PI: Taras Gula

Partner: McMaster University

36 Student Researchers

2016 – 2020

POSTSECONDARY STUDENTS WITH DISABILITIES NETWORK:

PARTNERSHIP FOR APPLIED RESEARCH TO SUPPORT DEVELOPMENT AND EVALUATION

PI: Charles Anyinam

Partners: University of Ontario Institute of Technology (UOIT), Nipissing University, National Educational Association of Disabled Students (NEADS)

13 Student Researchers

2015 – 2019

ADDITIONAL PROJECTS

We have more social innovation projects currently underway at GBC in partnership with community organizations, educational institutions and private sector companies. Watch for these projects in a future edition.



LEARN MORE ANYTIME BY VISITING
[GBCRESEARCH.CA/SOCIALINNOVATION](https://gbcresearch.ca/socialinnovation)

WORK CULTURE

Canadian Newcomers' Journey to Belonging

DR. ROBIN YAP & DR. HERNANDO BURGOS SOTO

PARTNERS: CultureLink Settlement and Community Services, TELUS, XYZ Storage, and National Bank

5

STUDENT
RESEARCHERS

150

PARTICIPANTS

4

PARTNERS



DR. ROBIN YAP
SCHOOL OF BUSINESS

How do newcomers with advanced academic degrees and/or in leadership roles at their work in their country of origin integrate into the Canadian workforce? How do they deal with the challenge of acculturation? Do they feel like they belong? These are all questions Dr. Robin Yap and Dr. Hernando Burgos Soto sought out to answer in their ethnographic social innovation project.

For 18 months, Robin and his research team interviewed and followed the lives of 150+ newcomers in the Greater Toronto Area to understand how they search for meaningful jobs, acculturate not just for themselves

but for their families. The research team would join them on their daily commutes, sit with them during meal time, join in on workplace meetings to gain a more intimate understanding of their lives and the daily decisions and challenges they faced. Through the research, interviews and observations, Robin developed the Dr. Robin Yap's Belongingness Model and Stages of Belongingness Model; initially addressing the findings from the research but realized its applicability to anyone in a new environment whether in their personal, social, or work lives.

Robin and his five student researchers

Learn more at
newcomersjourney.com



conducted interviews with participants and through thematic analysis found a common theme of "belongingness vs. otherness" with the desire of research participants to feel included in their workplaces. They also conducted a belongingness survey at partner organization workplace settings and found that belongingness is constantly changing and is a reverifying behaviour that happens in all settings such as school and at home, not only the workplace. Following completion of his project, Robin delivered workshops at his partner organizations on how to support the acculturation of Canadian newcomers through the hiring process and in the workplace. ■ ■

The Early Childhood Cognitive Sensitive Training Study

DR. ZEENAT JANMOHAMED

PARTNERS: The Ontario Institute for Studies in Education at the University of Toronto, City of Toronto

49

STUDENT RESEARCHERS

72

ECE PARTICIPANTS

Learn more at interactionsinecec.ca

“All educational institutions have a commitment to high quality learning and we benefit from broadening our scope of how students learn.”

Early Childhood Educators (ECEs) in Ontario are required to continue with professional training and education opportunities once they become practitioners. As a researcher and former faculty member in the School of Early Childhood, Dr. Zeenat Janmohamed was interested in the quality of professional training opportunities available to ECEs. She found that ECEs have a strong understanding of the social and emotional needs of childhood development. However, ECEs understanding of cognitive and language skill, requires development. This study explored if training that includes teaching language development and other methods to improve and support

children’s cognition made a difference in how ECEs interact with children. Zeenat aimed to bridge this gap through the Early Childhood Cognitive Sensitive Training Study. This project developed a cognitive sensitivity program to support ECEs to engage children in cognition and language. Working with the Quality Assurance unit at the City of Toronto, the research team, including GBC and UofT student researchers, implemented this program at over fifty child care centres across the city. Participating centres were split into the control and intervention group to measure the effectiveness of the program. ECEs in the intervention group were engaged in one group training workshop, four individual

training sessions with a coach, and three personalized text messages sent between coaching sessions. To date, all of the data has been collected and is currently being analyzed by the research team. Anecdotally, Zeenat confirms that the intervention made a difference and has improved the ability of ECEs to engage children in intentional learning activities. This includes, supporting children’s curiosity and asking more “how” and “what” questions when interacting with children.

Student researchers on Zeenat’s project includes GBC and UofT students. Their responsibilities include data analysis, managing databases, coordinating the

logistics of the project and providing training to ECEs at various community agencies and conference presentations. Zeenat encourages collaboration between colleges and universities, as evident in her project. “All educational institutions have a commitment to high quality learning and we benefit from broadening our scope of how students learn. It is incredibly important to stay connected to the community sector in terms of what their needs are, what they’re absorbing and adapt ECE teaching to that,” says Zeenat.



DR. ZEENAT JANMOHAMED
SCHOOL OF EARLY CHILDHOOD



CONFERENCES & PRESENTATIONS

ADAPTIVE CLOTHING

2018 Toronto Rehabilitation Institute, Physiotherapy and Occupational Therapists, Toronto, Canada

2019 American Congress of Rehabilitation Medicine, Chicago, USA

2019 International Textile and Apparel Association, Las Vegas, USA

2020 International Foundation of Fashion Technology, Kent, USA

COMMUNITY GUIDE TO CANCER NUTRITION

2019 - Canadian Cancer Research Conference, Ottawa, Ontario

2019 - Forward Food Leadership Summit – October 24, 2019 – Peterborough, Ontario

2019 - 21st International Psychosocial Oncology Conference & CAPO World Congress of Psycho-Oncology – Banff, Alberta

FARM TO SCHOOL

2019 – Farm to Cafeteria Canada: National Farm to School Conference, Victoria, BC

2019 – Farm to School in Ontario: Exploring Solutions to Common Challenges, Toronto, ON *co-sponsored by Sustain Ontario and Gary's project

2018 – Food Secure Canada's 10th Assembly: Celebration, Reflection, Action, Montreal, QC

JOB TALKS

2019 – Keynote Address: Toronto District School Board Experiential Learning Day, Toronto, ON

2018 – Keynote Address: Co-operative Education and Work-Integrated Learning Canada (CEWIL) National Conference, Montreal, QC

2018 – Keynote Address: Ontario Youth Apprenticeship Forum Annual Symposium, Thunder Bay, ON

2018 – Keynote Address: Waterloo Centre for the Advancement of Co-operative Education Annual Business Meeting, Waterloo, ON

2018 – Auditorium Address: Colleges and Institutes Canada (CICan) 2018 National Conference, Victoria, BC

2017 – Luncheon Address: Conference Board of Canada 5th Skills and Postsecondary National Conference, Toronto, ON

TOYS OR TOOLS?

2019 - Canadian Society for Studies in Education (CSSE) Annual Meeting, Toronto, ON

2019 - American Educational Research Association (AERA) Annual Meeting, Toronto, ON

2018 - Lawson Foundation Outdoor Play and Early Learning Policy Research Symposium, King City, ON

2018 - Atkinson Centre Annual Summer Institute, Toronto, ON

2018 - Pushing Boundaries: Pedagogical Leadership 2018 National Laboratory School Conference, Toronto, ON

2018 - American Educational Research Association (AERA) Annual Meeting, New York, NY

2017 - American Educational Research Association (AERA) Annual Meeting, San Antonio, TX

2017 - Canadian Society for Studies in Education (CSSE) Annual Meeting, Toronto, ON

2016 - Canadian Society for Studies in Education Annual Meeting, Calgary, AB

EARLY CHILDHOOD COGNITIVE SENSITIVE TRAINING STUDY

2019 – National Early Years Conference, Vancouver, BC

2019 – Ministry of Education, Government of Nova Scotia, Halifax, NS

2019 – The 16th Annual Summer Institute on Early Childhood Development, George Brown College, Toronto, ON

2019 – SPARK Conference, University of British Columbia, Vancouver, BC

2019 – Child Development Centre, Region of Peel, ON

2019 – International Learners Conference, Belfast, NI





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