

# Community-Engaged Teaching Faculty Fellowship Program

## CCP 2019-2020 Faculty Fellows

### **Sherry Fukuzawa Assistant Professor, Teaching Stream & Associate Chair, Department of Anthropology, UTM**

Sherry is an Assistant Professor, Teaching Stream and Associate Chair of the Department of Anthropology at UTM. Her research interests include changing the discourse of pedagogical theories to recognize the importance of Indigenous methodologies. She is an advocate for appropriate community-based partnerships and a proponent of the integration of Indigenous pedagogies in post-secondary education. She is currently working with the Mississaugas of the Credit First Nation (MCFN) on a number of community-driven initiatives concerned with the importance of an Indigenous curriculum and respectful Indigenous pedagogical research in the academy. This community partnership supports the MCFN goals of truth (through public knowledge and recognition of their history), and reconciliation (through the support and equitable sustenance of Indigenous pedagogy, knowledge systems, and research methodologies in educational institutions). She is a member of the Indigenous Action Group at UTM that aspires to mobilize Indigenous knowledge and methodologies across the university curriculum to align with the goals of the University of Toronto Steering Committee's response to the Truth & Reconciliation Commission of Canada's Calls to Action, as outlined in the report "Answering the Call, Wecheehetowin" (2016).

Sherry applied for the CEL Fellowship to secure sustainability for ANT241H5F beyond its current three-year funding from a Connaught Community Partnership Research Grant. She is looking forward to learning from CEL specialists at the CPP in order to support MCFN initiatives to address the TRC Calls to Action regarding education.

**Proposed CEL/CER course:** Anthropology and Indigenous Peoples of Turtle Island in Canada (ANT241H5)

## **David Montemurro Associate Professor, Teaching Stream, Department of Curricular, Teaching and Learning, OISE**

David has been active in initial teacher education programs since 2007. An advocate of strong university and high school partnerships, David has initiated teacher education cohorts housed within high schools with a focus on urban education, global citizenship and sustainability education. Embracing experiential and service-learning as part of his pedagogical practice, David routinely collaborates with local community organizations, NGO's and international schools. In addition to his research and publications in teacher preparation, global citizenship education, culturally responsive pedagogy and sustainability education, David's recent focus is on internationalizing initial teacher education where he is currently researching global competency frameworks as conceptual guides for beginning teachers' practice.

While David has been using various forms of CEL as part of his teaching practice for over a decade, he continues to learn. Most recently, he introduced a CEL course in the graduate program and he is keen to learn about how best to build upon the academic learning dimensions of the course. There is a possibility that this course will be a model that could be adopted more broadly, so it is important to assure there is evidence of learning commensurate with other graduate level courses. The Fellowship program offers a means to pursue this aim.

**Proposed CEL/CER course:** Exploring the Theory and Practice of Community-Engaged Learning

## **Olivier St-Cyr Assistant Professor, Teaching Stream, Faculty of Information**

Olivier is an Assistant Professor, Teaching Stream in the Faculty of Information (iSchool) at the University of Toronto and a Cross-Appointed Professor in the Department of Mechanical and Industrial Engineering at the University of Toronto. Prior to joining the University of Toronto, he has taught several courses in Computer Programming, User Interface Design, and Human-Computer Interaction at the University of Toronto, York University, OCAD University, and Seneca College. He also spent eight years working in industry on Human-Computer Interaction (HCI) related projects in organizations such as the University Health Network (UHN), IBM Canada Limited, and Atomic Energy of Canada Limited (AECL). His research interests are in the areas of HCI, user interface/user experience design, human factors and HCI/UX education. Olivier received a Honours BA in Computer Science and Psychology from York University, a MAsc in Systems Design Engineering from the University of Waterloo, and a PhD in Industrial Engineering from the University of Toronto.

I have been doing CEL in my course INF2192 (Representing UX) since the Winter 2017 semester. However, much of my CEL efforts so far have been ad hoc. More specifically, I have asked students to work with community partners without providing them with the necessary

theory to understand the multi-layered characteristics of CEL. With the Community-Engaged Teaching Faculty Fellowship Program, I intend to re-design INF2192 to incorporate foundations of service learning and CEL as part of the course content. I also aim to re-design the process of monitoring CEL projects while in action. Finally, I plan to re-design my reflection assignments to ensure they accurately assess and measure the students' experiences while involved in a CEL project.

**Proposed CEL/CER course:** Representing UX (INF2192) offered in the winter

### **Juan Carlos Osornio Assistant Professor, Teaching Stream, Spanish and Portuguese**

Prof. Rocha Osornio teaches in the Department of Spanish & Portuguese and oversees the design and curriculum development of Spanish for beginners, intermediate, and advanced language courses. In addition to that, he supervises a team of course instructors and teaching assistants who, altogether, teach a student population of about 1000 undergraduate students each year. Prof. Rocha Osornio received his Ph. D in Hispanic Studies from The University of Western Ontario and taught at several universities in Canada before coming to U of T in 2016. His teaching philosophy is deeply rooted in sustainable learning through community-engaged projects. For this reason, he has partnered with local community organizations with a focus on Spanish-speaking peoples. From this partnership, he has been able to share with his students cultural aspects of the diversity of the second most widely spoken language in the world, Spanish, and most importantly, help them to see and understand the added value of becoming fluent in the language considering today's global economy.

Prof. Rocha Osornio applied to this program to learn more about community-engaged teaching and research. He sees this as an opportunity to meet other faculty members from other units and build a community of practice where we can all share our projects and experiences as they related to CEL and CER.

**Proposed CEL/CER course:** Accelerated Spanish Through Community Engagement

### **Linda Trinh Assistant Professor, Faculty of Kinesiology and Physical Education**

Linda Trinh is an assistant professor in the Faculty of Kinesiology and Physical Education at the University of Toronto (St. George Campus). Her research agenda is focused in the development of evidence-based and theoretically-driven physical activity and sedentary behavior interventions for cancer control and survivorship.

Her main research interests include examining:



- the effects of physical activity in cancer survivors on symptom management (e.g. quality of life, fatigue, cognitive function) and health-related fitness outcomes (e.g. cardiorespiratory fitness, muscular strength/endurance, physical function)
- behavior change interventions for increasing physical activity and reducing sedentary behavior in cancer survivors
- profiling physical activity levels, patterns and determinants in cancer survivors

Her secondary line of research is a focus on sedentary behaviour and establishing how these patterns (i.e. volume, bout length, breaks in sitting time) are related to physical and psychosocial health outcomes.

Linda is keen to learn more about the development of a community-engaged learning course through participation in this program. She continually strives for excellence in teaching by subscribing to evidence-based and problem-based teaching and learning approaches where students are at the centre of the educational process. Linda hopes to **contribute to the culture of community-engaged teaching** where students can take the concepts and theories learned in class specific to enhancing exercise participation in healthy and chronic-diseased populations and applying it in real-world settings. Students will gain deeper knowledge and insights on the relationship between exercise and mental health by bridging theory and practice. Students will also gain a broader appreciation of the discipline and an enhanced sense of responsibility to promoting exercise in a variety of populations. Finally, Linda hopes to expand on the breadth and depth of Academic Community-Engaged Learning courses available to our students.

**Proposed CEL/CER course:** KPE 330-Advanced Exercise Psychology

## **Matthew Walton Assistant Professor, Comparative Political Theory, Department of Political Science**

Matthew J Walton is an Assistant Professor in Comparative Political Theory in the Department of Political Science at the University of Toronto. Previously, he was the inaugural Aung San Suu Kyi Senior Research Fellow in [Modern Burmese Studies](#) at St. Antony's College, University of Oxford. His research focuses on religion and politics in Southeast Asia, with a special emphasis on Buddhism in Myanmar. Matt's first book, *Buddhism, Politics, and Political Thought in Myanmar*, was published in 2016 by Cambridge University Press. He is currently working on a comparative study of Buddhist political thought across the Theravada world. His articles on Buddhism, ethnicity, politics and political thought in Myanmar have appeared in *Politics & Religion*, *Journal of Burma Studies*, *Journal of Contemporary Asia*, *Journal of Contemporary Buddhism*, *Buddhism, Law & Society*, and *Asian Survey*. Matt was P-I for an ESRC-funded 2-year research project titled "Understanding 'Buddhist nationalism' in Myanmar" and was a co-founder of the [Myanmar Media and Society project](#) and of the Burma/Myanmar blog [Tea Circle](#).

Much of Professor Walton's recent research in Myanmar has been conducted in collaboration with community organizations, but he has not yet translated this approach into the classroom. He

is eager to learn more about best practices and to expand engagement with community groups in the GTA, but also to find ways that a community-engaged teaching ethos can inform his work more broadly, in addition to this particular course.

**Proposed CEL/CER course:** Political Thought from the Global to the Local