



Winterfest 2024: Learning by doing

Faculty panel: Designing experiential learning assessments

Facilitated by John Paul Foxe, Senior Director
Centre for Teaching & Learning

Format & tech support

- This session will be recorded through Zoom and shared on CTL / EL websites.
- Turn on closed captions with the CC button on Zoom – captions are auto-generated
- If you are experiencing any technical issues, please reach out to our online support (Emilie Albert-Toth) through Zoom private chat



**We acknowledge that
Concordia University
is located on unceded
Indigenous lands.**

Interaction in today's session

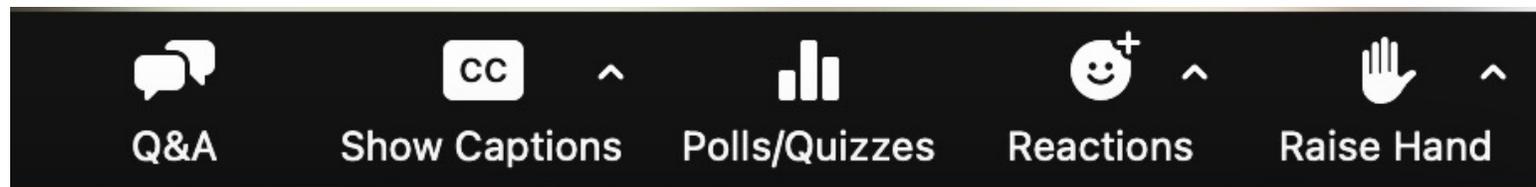


Make sure you are muted when not speaking

Feel free to be on/off camera

Chat with other participants and moderators

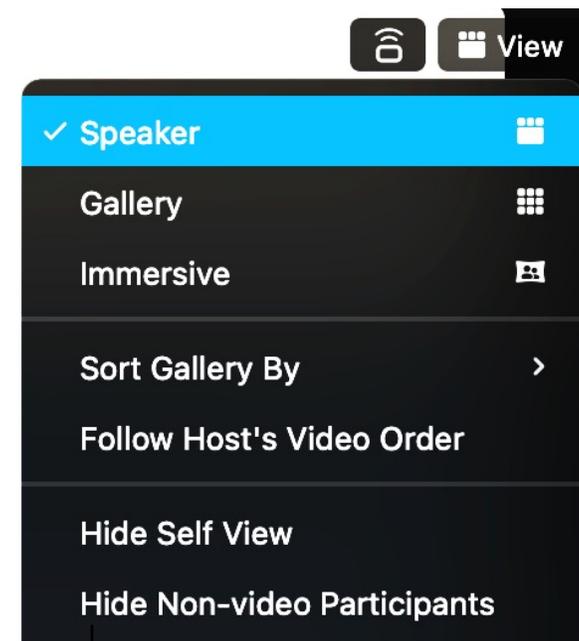
Interaction in today's session



Use Q&A feature to type your questions to the panelists throughout the session

Press the CC button to see auto-generated captions

If you'd rather ask a question by speaking, raise your hand and the moderators will call on you



Speaker View works best

Learning by doing: Engage your students with experiential learning

The classroom experience is evolving for faculty and students. Recognizing this change, the Centre for Teaching and Learning has teamed up with the Experiential Learning Office for Winterfest 2024.

We invite the Concordia community to discover ways of incorporating "learning by doing" through hands-on activities and focused reflection that inspire student engagement and deeper learning.

Learn from faculty, students, and practitioners about experiential learning: what it is, how to integrate it, and resources available at the university.

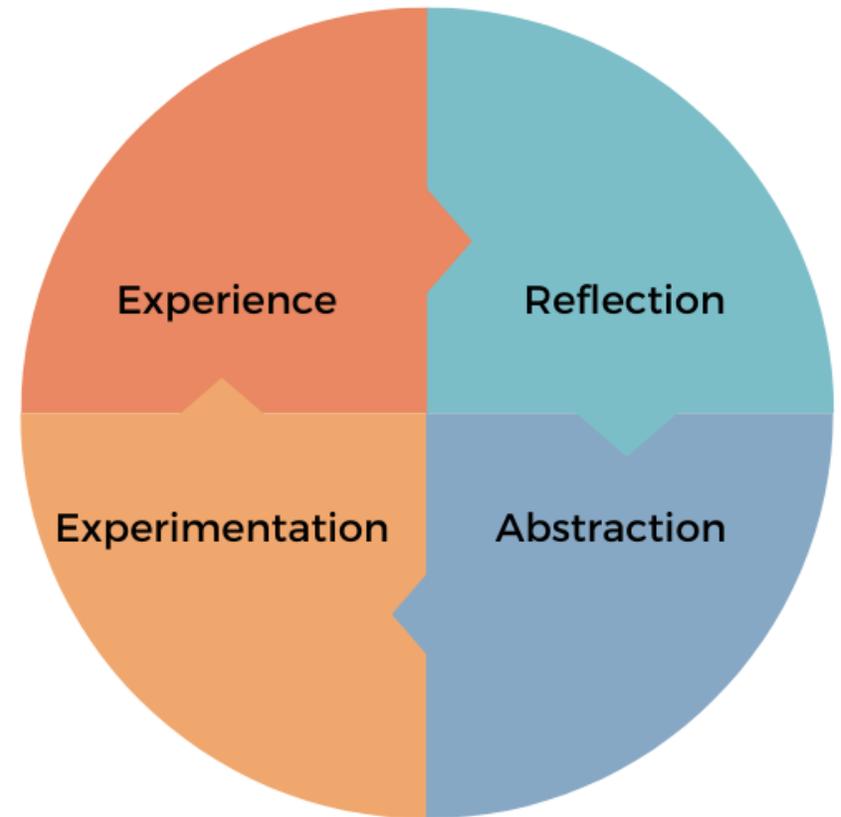
Winterfest will take place through a variety of sessions from Monday, January 29 to Friday, February 16, 2024.

What is experiential learning?

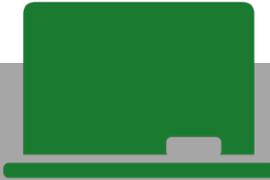
EL is learning by doing.

- Active, hands-on process
- Learners apply knowledge, practice skills, and engage in reflective learning.

Reflection before, during and after the experience is crucial to the learning process.



Course-integrated EL activities



Labs

Case studies

Exhibits

Performances

Games and roleplaying

Capstone projects

Practica

Simulations

Industry projects

Workshops

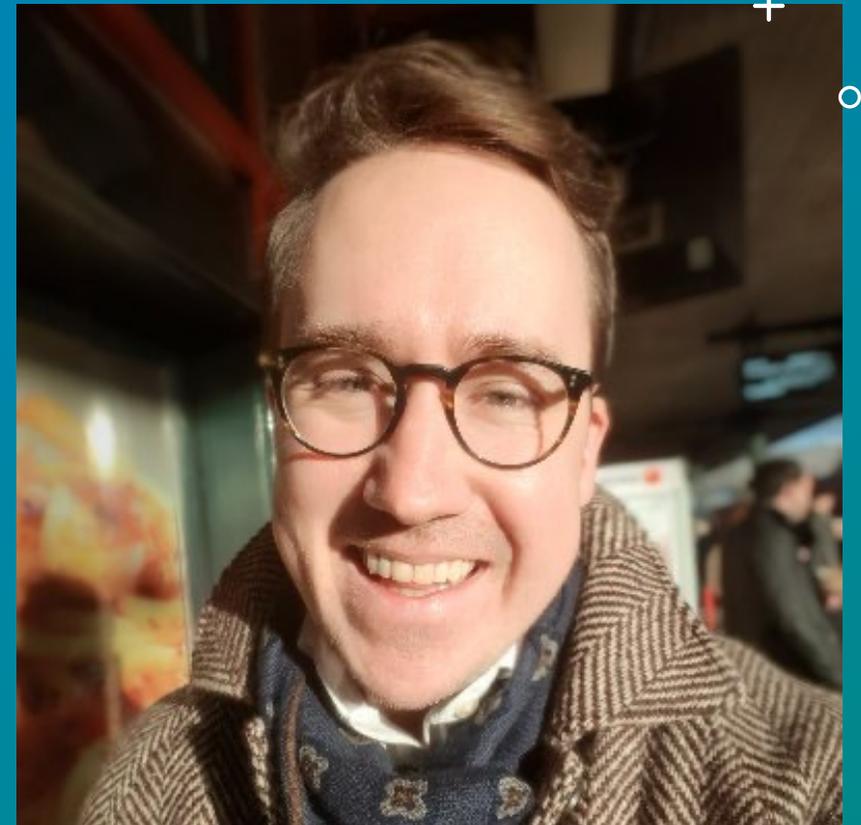
Best practices:

- Active application of theory
- High degree of realism
- Facilitated reflection
- Identification of skills
- Connection to life after graduation

Experiential learning assessments

Eric Haney

Assistant Professor (LTA),
Political Science



Exploring agency & building intuition through games

Some experiments on a shoestring.

Eric Haney | CTL Winterfest | 8 Feb. 2024

But this basic idea—that games work in the medium of agency—reveals something quite profound about the role games can play in human life, especially in our social lives. Games turn out to be a way of writing down forms of agency, of inscribing them in an artifact. Games are one of our techniques for inscribing and recording bits of human experience. We have developed methods for recording stories: novels, poetry, film, and other kinds of narrative. We have developed methods for capturing sights: drawing, painting, photography, and film. We have developed methods for capturing sounds: written music, recording technologies, and wooden duck calls. We have even developed methods for capturing sequences of action to be performed—cookbook directions, dance choreography, and stage directions. Games are a method for capturing forms of agency. And these techniques and technologies enable all sorts of interactions and modifications. Once we can write something down, that enables us to more easily study and refine it. And this suggests another possibility: that games can be a way that we collaborate in the project of developing our agency and autonomy. If games can record and transmit forms of agency, then I can learn new modes of agency from a game. And you may write down a useful form of agency and pass it to me through a game. This may, in the abstract, seem slightly insane. But I think it is, in fact, quite plausible, especially when we think of what we actually learn from games.

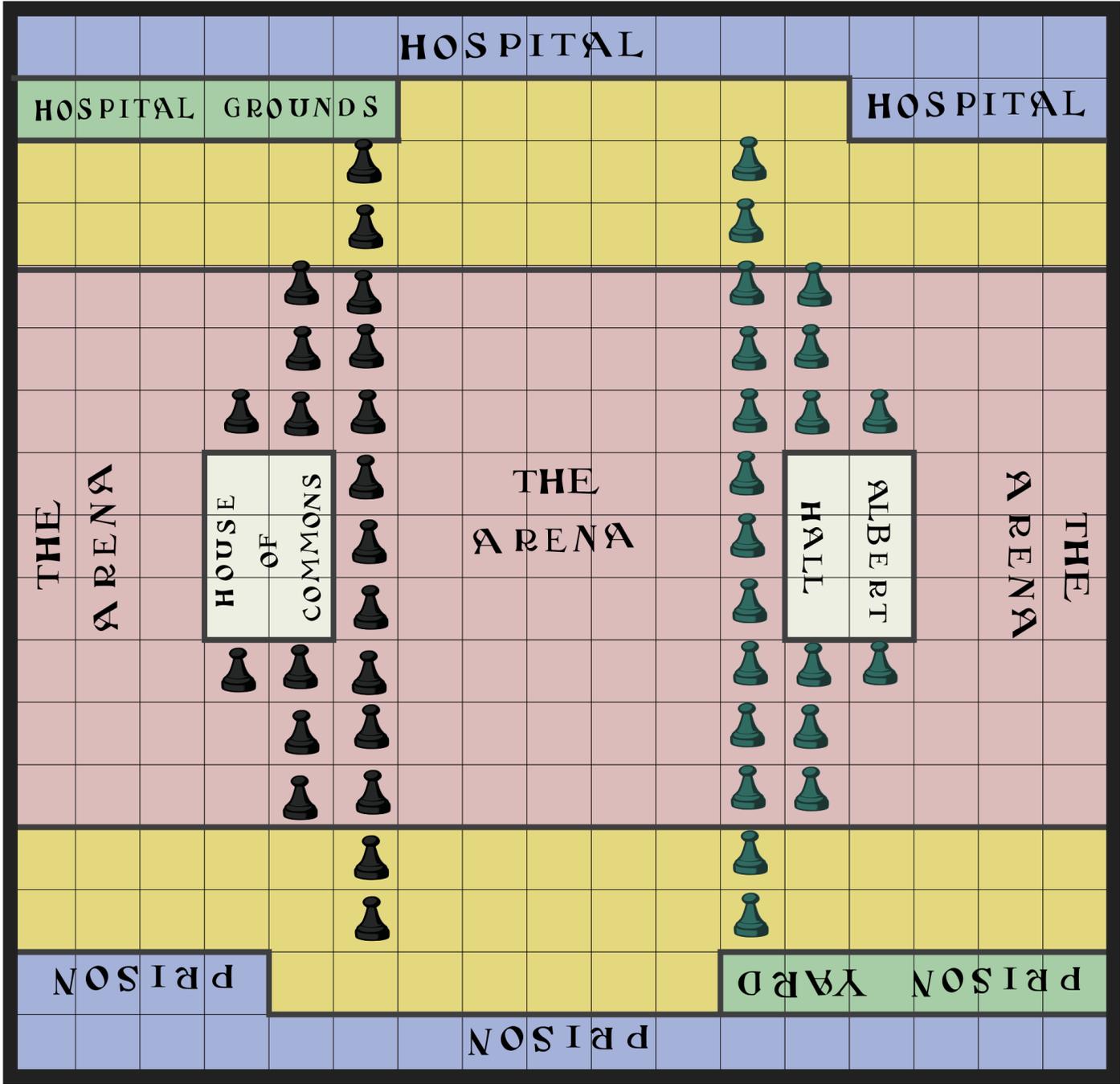
— C. Thi Nguyen *Games, Agency as Art*

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The Zodiacal Chess Board.

CHESS.

The origin of this ancient and widely-spread game has not, it is believed, been clearly ascertained, but a game essentially the same as modern chess was played in Hindustan nearly five thousand years ago.

It was known under the Sanscrit name of Chaturanga, and was played on a board of sixty-four squares, as now, but by four persons instead of two. This name is from *chara*, 'four,' and *anga*, 'a member,' or 'component part.'

The term rook (castle) is from the Sanscrit *roka*, Persian *rakkh*, meaning a ship or chariot; pawns is said to be from *paon*, an attendant, or foot soldier. See Chambers' *Encyclopaedia*, 1861.

THE ZODIACAL CHESS BOARD

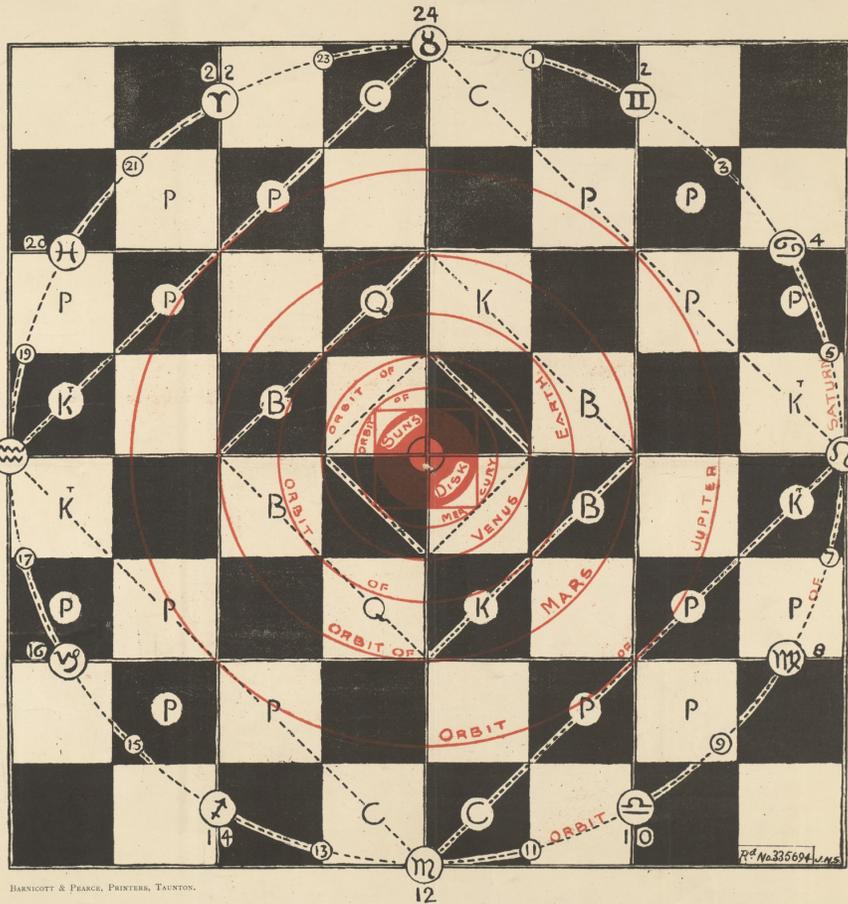
This Chess Board suggests the origin and meaning of the game. It is the ordinary one of 64 squares, within which a circle is described with its circumference, a dotted line, divided into 12 equal parts to represent the Zodiacal Circle.

The 16 main divisions of the Board are emphasized by means of double lines; and it will be seen that these lines, forming the Board into 16 divisions, are connected with the 12 divisions of the inscribed circle. Thus a relationship is established between the 16 equal divisions of a square and the 12 equal divisions of the circumference of the largest circle that can be drawn within such square.

The next sub-division of which these 16 squares are capable, so as to produce squares, is that which makes 64, the complete number of the Chess Board; and the lines which divide the square into 64 equal parts also divide the circumference of the circle into 24 equal parts; just as the lines dividing the square into 16 equal parts divide the circumference of the circle into 12 equal parts. These 12 main divisions and 12 sub-divisions are numbered 1 to 24 on the Board.

The other dotted lines show three squares set diagonally to the square of the Board, the first being the largest that can be formed diagonally within the outer square, and it contains just half the area of the Board or 32 of the 64 squares; then the largest square with sides parallel to the Board that can be formed in it is shown by double lines and contains 16 squares. The largest square that can be set diagonally in the latter square is the second square shown by the dotted lines and contains 8 squares, and in this a square containing 4 squares of the Board is formed parallel with the sides of the Board, while the centre and smallest of the diagonal squares shown by dotted lines contains 4 half squares equal to 2 of the 64 squares of the Board. The Board, therefore, divided by the dotted lines of the diagonal squares and the other squares containing the diagonal squares themselves, has 6 squares arranged in geometrical progression, as denoted by the number of the small squares contained in each, *viz.*, 2, 4, 8, 16, 32, 64. In other words, if the largest circles possible are respectively inscribed in the squares containing 64, 32, 16, 8, and 4 of the small squares of the Board, then the largest squares that can be formed within such circles contain just one half the area of the squares enclosing the circles, *viz.*, 32, 16, 8, 4, and 2, respectively, of the small squares of the Board.

Having connected the circle containing the Signs of the Zodiac with the squares of the Board, a connection may also be traced between many of the chessmen and such ancient figures as are shown upon tablets discovered in recent times, e.g., some of the Assyrian tablets now in the British Museum: the king and queen and two bishops of the chess-board corresponding to the king and queen and two priests of Dagon, with their mitred head-dress; while the king in his chariot with his driver, or the king and queen in their chariot with led horses, suggest the horse (knight) and chariot (castle) of



BARNICOTT & PEARCE, PRINTERS, TAUNTON.

PRICE ONE SHILLING UNMOUNTED.

The Author is indebted to the Rev. A. E. GRIMALDI, M.A., for the following quotation from a poem attributed to Pamphilus Mantrianus, which gives the origin of the six orders of pieces—

" Rex (King) est Sol, pedes (Pawns) est Saturnus, Mars quoniam miles (Knight),
Regis (Queen) virgo Venus, Alpinus Episcopus (Bishop) ipse est Juppiter, et Roccus (Castle) discurrens Luna."
—*Antiquitates, lib. vii. c. xlv.*

To illustrate the origin of their moves let the 7 concentric circles, 6 of which have since been added to the above diagram, enclosed in the 7 squares, represent the Sun and the orbits of 6 planets. Place the King upon the Sun's disc, and the Queen, Knight, Bishop, and Pawn upon the orbits of Saturn, Mars, Jupiter, and Saturn respectively, and the Castle representing the Moon on one of the corner squares between the orbit of the Earth and the orbit of Mars.

Move the Queen around the Sun's disc, on the orbit of Venus, and in doing so 4 queen's moves will be effected.
Move the Knight on the orbit of Mars and in following the circle 4 knight's moves will be performed.
The Castle, in 4 moves, would execute a square and in so doing cross the Earth's orbit twice in each move, which the Moon also does in every lunation.

The diagonal square enclosing the orbit of Jupiter suggests 4 bishop's moves; while the Pawns in 24 steps would perform the circuit of the board, on the outer circle, corresponding to the orbit of Saturn, and the 24 divisions of the Zodiacal circle.

see Jan. 1899.

J.H.S.

THE ZODIACAL CHESS BOARD—continued.

the chess-board. The planets known to the ancients, Jupiter, Saturn, Venus, Mercury, and Mars, were connected by them with deified mortals. Jupiter was regarded as the prince of light, to whom white was supposed to be sacred; while Saturn, a divinity of the nether world, was, consequently, connected with black. The frequent association of early heroes with the stars, and other facts, tend to show that the circle of the Zodiac was intertwined with early religious beliefs and ceremonies, with the sun as the centre of such circle; while in the case of a square, as illustrated by the camp of the Israelites, with their tribal signs derived from the Zodiac, the centre, which was occupied by the Tabernacle, would again be the most important position.

Regarding Chess as based upon a tetragram as well as a military foundation, we now see in combination upon the board a circle of the heavens and a square connected with the earth, having a common centre, towards which, in the sense indicated, the most serious sentiments of the early races of mankind would be drawn. Let us apply in detail the ideas which have been suggested; then the smallest diagonal square shown by the dotted lines would represent a square altar in the centre of a square enclosure upon the earth, corresponding to the position of the sun, in connection with the circle, as the centre of our solar system.

Set the two kings, the two queens, and the four priests (bishops) on the dotted lines of the next diagonal square, near the four corners of the altar, as shown on the Board, the remaining 24 pieces being placed on the 24 divisions and sub-divisions of the circumference of the Zodiacal circle, as marked and numbered 1 to 24, corresponding to the hours of the day and night, in connection with the daily revolution of the earth on its own axis, and to the months and half months of the year in association with its annual course around the sun, the knights occupying numbers 6, 7, 18, and 19, and the castles numbers 12, 13, 24, and 1.

The four quarters of main divisions denoted by the figures 24, 6, 12, 18, would, in connection with the horses and chariots, suggest the horses and chariot of the sun and correspond to the signs Taurus, Leo, Aquila, and Aquarius, regarding Taurus as the beginning of the celestial defined primal year, and Aquila as taking the place of Scorpio, which, according to Jewish tradition, was the tribal sign of Dan.

Imagine a sacrifice to have been offered by the two orders of priests representing Good and Evil, Light and Darkness, White and Black, to their respective gods, "all the host of heaven," who must be supposed, in answer to their entreaties, to leave the circle of the heavens and to take up a position upon a square upon the earth, as denoted by the dotted lines of the largest diagonal square on the Board; sixteen pieces filling the lines of the square, and the remaining eight pieces taking up positions as near the square as possible in the next line, the white being on one half of the Board and the black on the other as usual.

This operation having been completed the horses (knights) would each make one move, and the chariots (castles) consequently begin to roll into their respective positions, the king and queen retiring at the same time, when the horses (knights) by a second move would reach their proper positions, and the priests (bishops) each in one move take their places by the side of the king and queen.

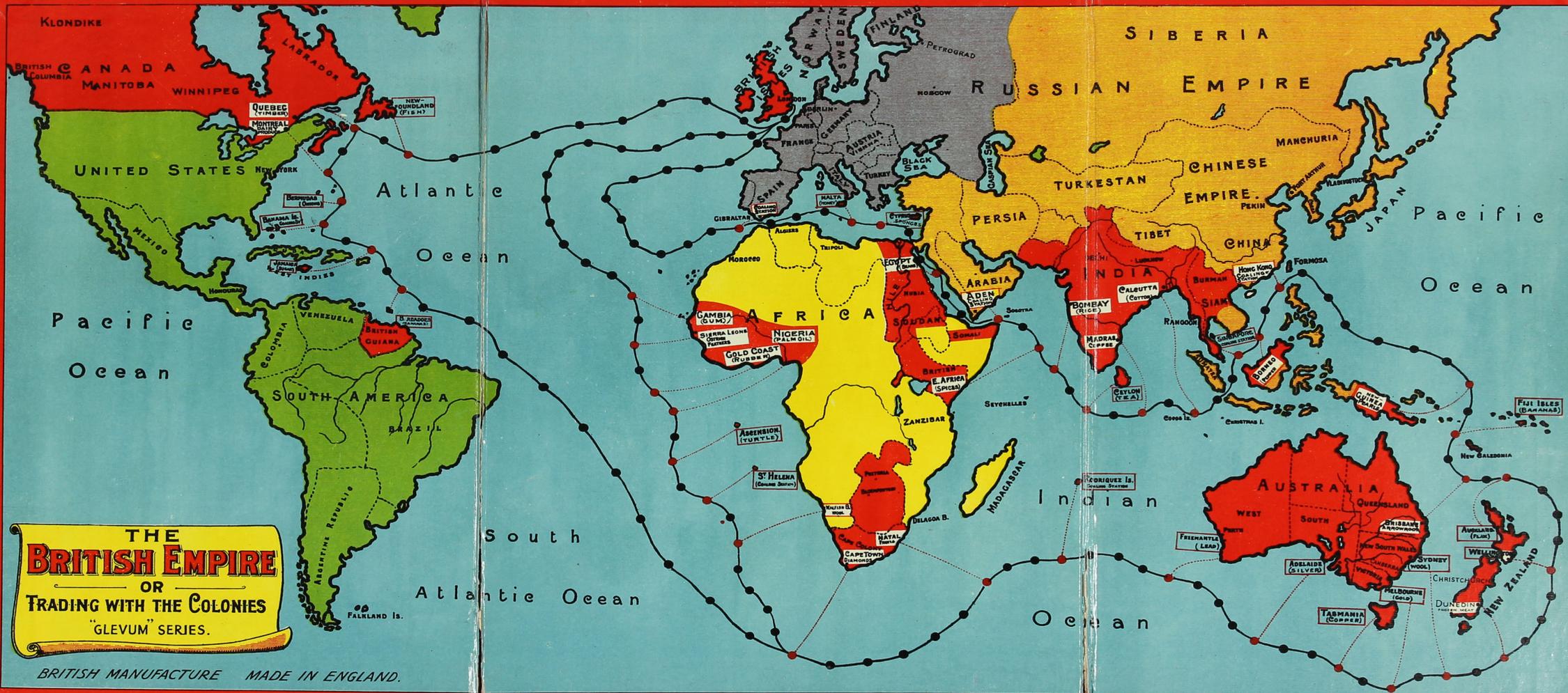
Although this is accomplished by a series of moves, the idea of concerted action would require that the moves of the king and queen with their horses (knights) and chariots (castles) should be simultaneous. The attendant pawns (pawns) should then rapidly close in before the king and queen; and in 32 movements altogether, 16 on each side, the 32 pieces would occupy their usual positions on the chess-board as at the beginning of a game, ready to begin the contest in the symbolical sense indicated.

22ND MARCH, 1899.

J. H. S.

We all know what this implies about international society...





BRITISH EXPORTS.

Cutlery	Carpets	Ironware
Cotton and Woollen Goods	Machinery	Salt
Earthenware	Fancy Goods	Jewellery

Cut through the Dotted Lines.

BRITISH EXPORTS.

Cutlery	Carpets	Ironware
Cotton and Woollen Goods	Machinery	Salt
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Cut through the Dotted Lines.

Sierra Leone
Outrich Feathers
2

Malta
Honey
3

New Guinea
Pecis
6

Gold Coast
Rubber
5

“Declaring Rights in a Diverse World”

For POLI388 Human Rights and Int’l Justice

Simulation group selection

Volker Türk, the United Nations High Commissioner for Human Rights, has issued a call to update and renew the UDHR for the challenges of the 21st Century. After closed nominations and deliberations, the UN Human Rights Council has invited these 15 groups to submit proposals for additions or amendments to the UDHR and to international rights treaties, dealing specifically with challenges and opportunities of a world that has changed greatly since 1948.

Given your experience with the challenges and possibilities of international human rights governance, you have been called in to serve as special advisors to one of several key entities/organisations. Your job is to help them: (1) craft several new articles for the new declaration; and (2) build a coalition with other groups in support of those articles. All proposals are welcome, but only a small number will be put forward to the UNHRC and the General Assembly for ratification by all nations of the world. Proposals should thus be daring, but also likely to succeed on a chaotic world stage.

For your first meetings on Thursday 9 November, you are asked to: sign up for a group, to look into its background, interests, & actions, and to begin brainstorming proposals for an updated "Declaration of Human Rights for the 21st Century". These rights should be universal, but also timely; speaking to urgent concerns of all people in an era of new challenges.

NB — *I've set group caps at 5 for temporary overflows, but request that **if groups are already at 4** you explore other options until all have some representation. This will work better with the full range of organizations, and I may re-shuffle membership to ensure this if we reach Thursday with some organizations under-represented.*

Create a download link for group data file (CSV)

Manage groups

[Click to edit](#)

Médecins Sans Frontières
Doctors Without Borders/Médecins Sans Frontières (MSF) is an international emergency founded by doctors and journalists in 1971. Our teams go where people's needs are greatest and independent emergency healthcare to people affected by disaster, disease, conflict, and violence, amplifying patient and staff experiences and speaking out to bring abuses and inequities into the light. Around 68,000 people work for MSF in over 77 countries. More than 80 per cent of our staff are local people in which we work. We offer basic healthcare, perform surgery, address epidemics, rehydrate, carry out vaccination campaigns, operate radio, and train local health staff. We work with communities and often work, and our medical staff are able to offer first aid. <https://www.doctorswithoutborders.org/>

Electronic Frontier Foundation
The Organisation of Islamic Cooperation (OIC) is an intergovernmental organization of 57 states spread over four continents, with the aim of safeguarding and protecting the interests of the various peoples of the world. Key issues: defense of the rights of Uyghurs. <https://www.oic-oci.org/home/?language=ar&location=cairo&declaration.html>

Oxfam International
Oxfam is a global movement of people who believe in a world where everyone has the opportunity to live a healthy, productive life. Households in about 70 countries, with thousands of people, are struggling to protect their lives and livelihoods. We work to protect human rights, reduce the inequalities that keep people locked in poverty, and campaign for genuine, durable change. <https://www.oxfam.org/>

Refugees International
Refugees International advocates for lifesaving solutions to displacement crises. Our experts help people face, develop policy solutions, mobilize resources, and ensure that people experiencing displacement must be given the space for refugee and local leadership. Refugees International was started in 1981 in Jordan, and Laos. Since then, we have expanded our work to over 40 countries where refugees are at risk. <https://www.refugeesinternational.org/>

Save the Children
We believe in a world where every child grows up in a future filled with joy and hope. But right now, 450 million children are living in deep poverty. Today, children are being born into a world where the negative trend of inequality is about to be reversed. We are about repairing the broken and unequal system. <https://www.savethechildren.net/about>

International Alliance of Women
The International Alliance of Women (IAW) is a global network of women's human rights organizations. It was founded in 1946 at the UN Economic and Social Council's Commission on the Status of Women. <https://www.womenalliance.org/>

Survival International

Survival International is a human rights organization that campaigns for the rights of indigenous tribal and un-contacted peoples. The organization has more than 50 years of experience in international lobbying and campaigning, mostly focusing on the desire of tribal people to keep their ancestral lands. The organization considers tribal people as "some of the most vulnerable on earth". Therefore, its goal is to change perceptions on misconceptions that are usually used to justify human rights violations. The organization also publicizes the risks that tribes face from actions of states and corporations. Thus, it actively works in partnerships with tribes to raise their voices on the global stage and help foster their self-determination. <https://survivalinternational.org/>

The Bill and Melinda Gates Foundation

Our mission is to create a world where every person has the opportunity to live a healthy, productive life. Key issues: public health, rights of women and girls, research and development into addressing the challenges that affect the poorest people in the world. <https://www.gatesfoundation.org/about>

The Bishop of Rome

As the Bishop of Rome and the head of the Catholic Church, Pope Francis has a uniquely singular position of moral leadership in the beliefs of over a billion Catholics worldwide: living across six continents, but concentrated heavily in the global south. In his time as pontiff, Francis has shifted the church's global messaging to a focus on the poor and marginalized, but from a distinctly Catholic foundation, rather than one of liberal secularism. | Key Issues: Poverty, Climate change, Public health, Rights of the unborn (anti-abortion), A Catholic approach to human rights, equality, and recognition of LGBTQ people. | <http://www.vatican.va/content/vatican/en.html> <https://www.britannica.com/topic/papacy> / <https://www.theguardian.com/commentisfree/2020/oct/22/pope-francis-same-sex-unions-surprise-gay-people>

The International Committee of the Red Cross

The work of the ICRC is based on the Geneva Conventions of 1949, their Additional Protocols, its Statutes – and those of the International Red Cross and Red Crescent Movement – and the resolutions of the International Conferences of the Red Cross and Red Crescent. The ICRC is an independent, neutral organization ensuring humanitarian protection and assistance for victims of armed conflict and other situations of violence. It takes action in response to emergencies and at the same time promotes respect for international humanitarian law and its implementation in national law. <https://www.icrc.org/en/who-we-are/mandate>

The Open Society Foundations

The Open Society Foundations, founded by George Soros, are the world's largest private funder of independent groups working for justice, democratic governance, and human rights. We approach this mission through the illuminating principles of justice, equity, and expression—defining characteristics of any truly open society. <https://www.opensocietyfoundations.org/who-we-are>

Amendment 7: Art.30 Threats to Democracy

"Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein."

Modifications :

Any state that represents a threat to democracy

Define what being a threat to democracy actually means

Destruction or any harm done in respect to the integrity of said rights

A right does not have to be destroyed in order to be infringed

In relation to OXFAM International, women like any other human beings have a right to personal sovereignty yet they do not have the right to make their own decision regarding abortion. For this minority,

What does destruction even mean and what degree should represent an infringement?

Category A

Sponsors : OXFAM International & Freedom House

Amendment 6: Earthkind Amendment to Article 22

Everyone, as a member of Earthkind, has the right to social security and is entitled to realization, through national effort at the service of international collaboration and in accordance with the organization and resources of Earth, of the economic, social and cultural rights indispensable for his dignity and the free development of all kin.

Every being has the right to make equitable use of, access, and profit from these natural resources in a responsible and moderate manner to ensure the livelihood, safety against forced displacement and general welfare of both the current and upcoming generations.

Category A (An Amendment to the UDHR)

Sponsors: Bishop of Rome, Greenpeace, Electronic Frontier Foundation (EFF) & International Committee of the Red Cross (ICRC)

Amendment 9: Art. 31: Act Protecting Vulnerable Persons During Times of Conflict

All members of civilian populations, with particular emphasis on the vulnerability of children, shall enjoy the inherent right to exist in an environment free from assaults, bombings, chemical and bacteriological weapons, and the infliction of immeasurable suffering.

Every child, without exception, shall be immune from repression and cruel, inhuman treatment arising from an armed conflict. Such protections include but are not limited to, safeguards against imprisonment, torture, gunfire, mass arrests, the destruction of habitations and forced displacement, persecution, punitive actions, as well as any form of degrading treatment and violence.

In times of emergency and armed conflict, or when pursuing peace, self-determination, national liberation, and independence, individuals, especially children and refugees, shall not be denied access to shelter, sustenance, medical assistance, or other fundamental rights. This principle extends to those residing in occupied territories, ensuring their unimpeded access to essential resources.

In periods of conflict or war, children inherently possess the right to specialized safeguards, psychological assistance, and educational opportunities designed to recognize and confront the difficulties and traumas prevalent in their surroundings. Member nations are obligated to guarantee the availability of secure environments, mental health support systems, and educational initiatives tailored to the specific needs of children impacted by conflict.

After periods of armed conflict or war, vulnerable civilian populations, including children, shall be owed justice and reparations for unlawful acts of violence. Nations must take the necessary action to prosecute perpetrators of convicted war crimes and punish them proportionately and according to the notions of restorative justice.

UDHR

Sponsors: Doctors without Borders, Refugees International

Amendment 5: New article on Gender-Based Violence

No past rights given to women should be lost due to new decisions and rights implemented by the government. All individuals are entitled to live free from gender-based violence, recognizing such violence as a form of discrimination that impedes the enjoyment of the rights and freedoms set forth in this Declaration.

Category A (UDHR)

Sponsors: International Alliance of Women, OXFAM

Voting

- Each original delegation shall cast 1 ballot, irrespective of coalitions formed or number of delegates.
- Mark your top five choices in descending order of preferences (no ties).
- First choice will receive 5 votes, second 4, third 3... etc.
- Voting is done regardless of category, but tabulation will be done within each category. Only 3 UDHR amendments and 2 treaty amendments may be ratified.
- All delegates must name and sign their ballot sheets.

Final proposals.

#	Name	Votes	Adopted?
1	OIC Amendment (article 23)	11	
2	Art 25 incl. safe access, sexual & reproductive health, environment & sanitation, measure to protect children	26	✓
3	Accessible, Inclusive, Safe & Beneficial Technological Advancements, Tools & Spaces	12	
4	Inclusive Kinhood, A Multispecies Alliance	20	
5	New article on Gender-Based Violence	12	
6	Earthkind Amendment to Article 22	24	✓
7	Art.30 Threats to Democracy	16	
8	Art. 14, incl. asylum, IDPs, host country protections	23	✓
9	Art. 31: Act Protecting Vulnerable Persons During Times of Conflict	20	

Double use:
205 Intro IR ratification activity.

Teaching < Not Secure — jamesashleymorrison.com



James Ashley Morrison

Research

- book
- publications
- talks & media
- in progress

Teaching

- pedagogy
- experience
- syllabi
- simulations
- adventures

Historical IPE

- methods
- advice for PhDs
- workflows
- IHAP newsletter

Simulation Sharing

The following are select simulations that I have developed, particularly for my course “Great Thinkers and Pivotal Leaders.” They touch on a range of practical topics, including: trade negotiations; a global public health crisis; military confrontation; self-determination and human rights; and crafting grand strategy. They should work quite well for students in any number of courses in politics, international relations, diplomacy, etc.

Why am I sharing these materials?

I make these available here for the reference of prospective students and fellow teachers. Teachers who would like to use or borrow from these simulations are warmly invited to do so. I hope it will advance a diverse engagement with these questions that I find so important and challenging.

Also, I rely heavily on Free and open-source software ([FOSS]) (https://en.wikipedia.org/wiki/Free_and_open-source_software). Indeed, I use it as much as possible; and I strongly encourage you to do the same. In part, this is my way of contributing back to the community, albeit using my [comparative advantage](#).

What can you do?

First, if you do use these materials, please contribute “upstream”—meaning, offer feedback and suggestions of your own.

Second, perhaps the best thing you can do is to contribute your own materials and ideas to our community.

“Games and stories are imitations of life, ways of playing at life, sometimes ways of learning how to live. Some of the rules may appear both cruel and arbitrary. But if you want to play the game, or live the life, you have to follow them.”

— Ursula K. Leguin
(*Apocrypha*?Attr “The Ones Who Walk away from Omelas”)



Alice Isac

Part-time Faculty, Education

Angela Kross

Assistant Professor,
Geography, Planning and Environment



Experiential learning assessments

Angela Kross

Overall assessment structure

Learning objectives

Assessment

Theory / concepts (~50%)

Understanding of concepts

Multiple choice midterm (400 - memory aid)

Understanding and application of concepts

In-class application exercises, [Final exam](#) (400 - open book)

Practice (~50%)

Immediate application of a few learned concepts (computer, in the field)

Labs for points (individual, or groups of 2)

Application of concepts covered in multiple labs (computer)

Assignments (individual, or groups of 2)

Answering a question of interest using all the learned concepts and skills

Term project (individual, or groups of 2-4)

- Oral presentations
- Term project report
- Poster presentations

Activities

Labs and assignments



Activities

Term project

- Posters (presented or not)
- Reports
- Oral presentations

Introduction

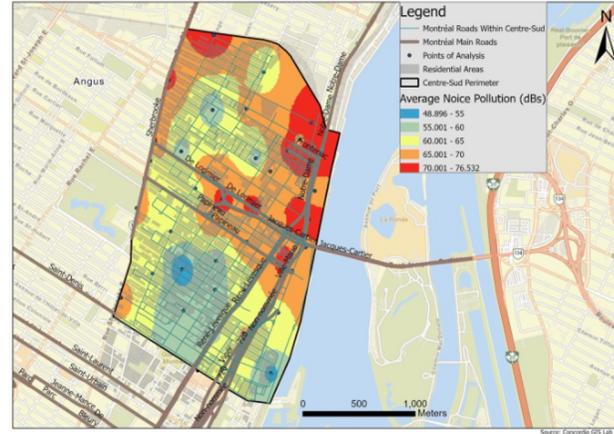
As climate change such as air and noise pollution is becoming more commonly related around the world, the city of Montreal is leaning more towards an eco-friendly environment. With severe weather conditions, it's important to realize the importance of a good clean carbon-neutral city. With good quality air helps slow climate change and keeps polluted cities cooler in the summer. Not to mention, air pollution can cause cardiovascular and respiratory diseases as well as cancer. As far as noise pollution, levels of 55 decibels and lower is what the World Health Organization recommends that people not be exposed to (CBC News). The negative impacts of noise on one's social, emotional, or physical health can include well-being; annoyance; interference with communication; disturbance of rest, sleep, and concentration (Canada 2020). The city of Montreal's objectives for climate change is to reduce greenhouse gas emissions by 55 per cent between now and 2030, and to become a carbon-neutral city in 2050. (Montréal, V. de.) For this project, our main interest is in the Ville-Marie borough specifically in the Centre-Sud area in collaboration with them. Identifying areas that are mostly polluted in terms of noise and air can enable us to establish soundproofing measures for buildings in certain sectors and new urban planning measures by the city. It's important to recognize the importance of areas that are most polluted in order to decrease air and noise pollution.

Objectives

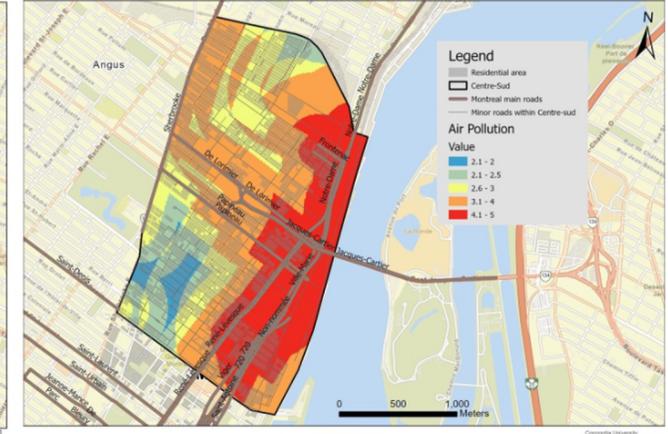
We are looking for areas that are most exposed to air and noise pollution in Centre-Sud. Our objective is to display the noise level ranging from low to high and to display suitable and unsuitable areas in terms of air quality. Based on the results of our analysis, we will provide recommendations on areas in which it's safe to live in and most exposed to pollution. Based on this information, we can assess which areas are more exposed to noise and low air quality and therefore, need improvement and attention from the city. The results could help to better understand the air and noise pollution level in the area. It can therefore help to make more informed decisions about the land use, infrastructure, and transportation systems development.

Results

Noise Pollution in Centre-Sud



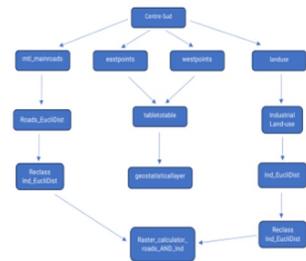
Air Pollution From Factories and Roads in Centre-Sud



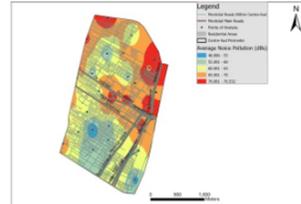
Methods

Firstly, We used two different Multi-Criteria Decision Analysis (MCDA) to display both noise and air pollution using ArcGIS Pro. In order to receive actual noise data, we collected 40 noise data by scattering in the Centre Sud using a sound decibel noise reader machine. We divided the points east and west in relation to the Jacques Cartier bridge. Each point is required to record the noise level for approx. 5 mins and then find the average in decibels for each point. The readings were taken every second and were transferred to an excel sheet where we were able to find the average decibels for each of the points. We then converted the excel sheet with all the data to a table for it to be compatible with ArcGIS. We used Google Earth to map the points of our analysis and converted the KML file to a layer with ArcGIS. Since we divided the points, we had to use the merge tool to combine east and west of Centre-Sud. In order to display all the datasets we gathered for noise pollution, we used an interpolation method using Inverse Distance Weighted because it was the best tool to calculate the value of the un-sampled location as it's inversely proportional to its distance from the calculated value. This generated the final map for noise pollution showing the results of the average noise pollution.

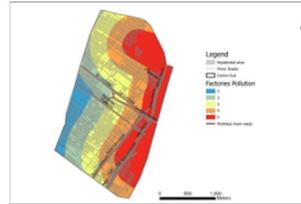
To measure the Air pollution in Centre-Sud, we relied on two criteria: Industrial Land-use and Major Roads. Factories and automobiles often emit greenhouse gases, particulate matter, and other pollutants into the atmosphere. Since major roads tend to accommodate high traffic, they considerably contribute to the pollution of the atmosphere. In ArcGIS Pro, we first extracted the industrial land-use data from the Montreal land-use file and calculated the Euclidean distance from major roads and the industrial land-use. This result gave us a fuzzy view of the areas that are more or less exposed to air pollution from roads or factories. We then reclassified both layers into five classes to better assess the polluted areas and combined them together using the raster calculator. The result shows us the most and least polluted areas based on factories and major roads data.



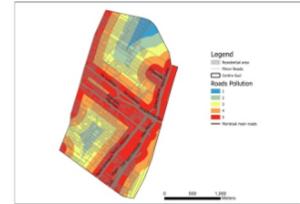
Noise Pollution in Centre-Sud



Air Pollution From Factories in Centre-Sud



Air Pollution From Roads in Centre-Sud



Conclusion

In conclusion, the Centre-Sud area has both suitable and unsuitable areas in terms of noise and air pollution. Noise and Air pollution are tightly linked, as the results are showing, the areas near factories and major roads turned out to be also the noisiest. Therefore, most of the noise is produced by the automobile and industrial activity. However, these areas contain some residential land-use that is highly unsuitable for people to live in. We also observe on the map that the areas that are further from major roads and factories, have a better air quality but also are much less exposed to noise pollution.

This research exposes the residential areas that requires critical attention and action to help reduce the effects of noise and air pollution, by, for example implementing more green spaces and creating more useful barriers.

References

Montréal, V. de. (n.d.). Climate change Montreal.ca. Retrieved December 3, 2023, from <https://montreal.ca/en/topics/climate-change/#~:text=Our%20objective%20is%20to%20redu>

Canada, H. (2020, November 20). Noise and your health. [www.canada.ca](https://www.canada.ca/en/health-canada/services/noise-your-health.html)

City of Montreal to address high levels of noise pollution | CBC News. (n.d.). CBC. <https://www.cbc.ca/news/canada/montreal/city-of-montreal-to-address-high-levels-of-noise-pollution-1.2681141>

<https://www.concordia.ca/research/cities-institute/initiatives/cityschool.html>

City School Concordia

(Maude Lecourt)

CDC Centre-Sud,
Table de quartier Peter-McGill,
Table de concertation du
faubourg Saint-Laurent;
Comité logement Ville-Marie



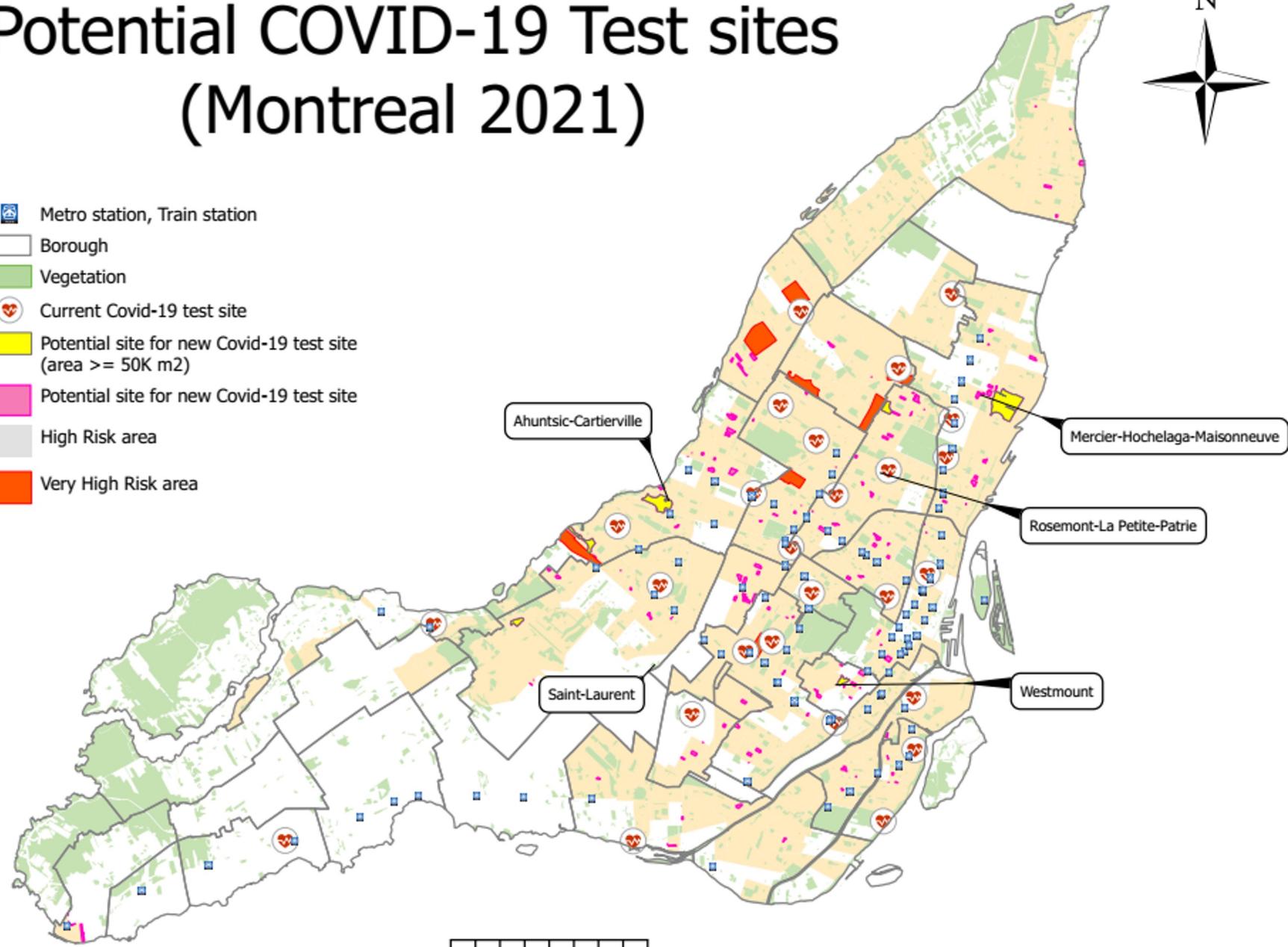
Assessment

Final maps

Potential COVID-19 Test sites (Montreal 2021)



-  Metro station, Train station
-  Borough
-  Vegetation
-  Current Covid-19 test site
-  Potential site for new Covid-19 test site (area $\geq 50K$ m²)
-  Potential site for new Covid-19 test site
-  High Risk area
-  Very High Risk area



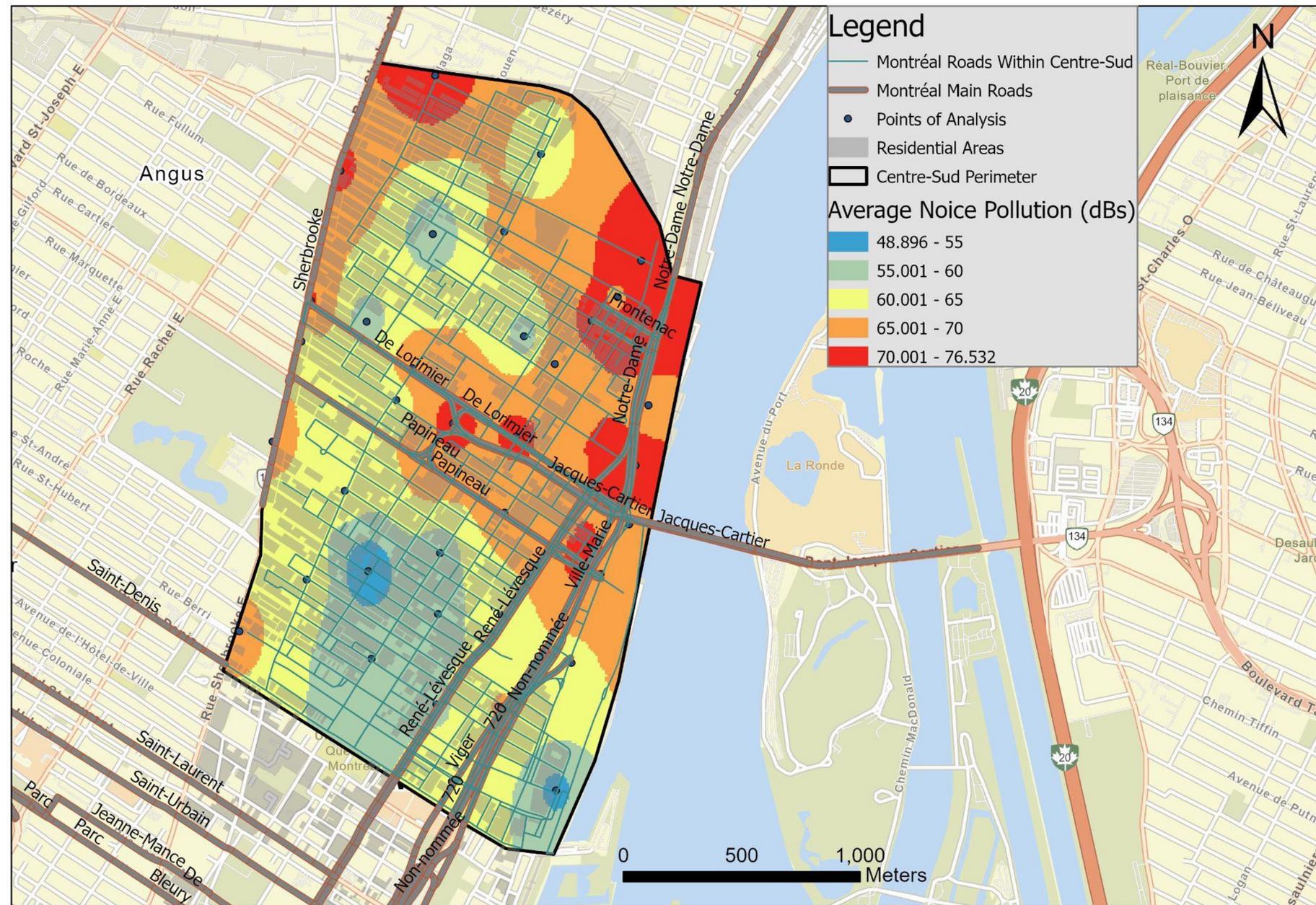
0 2.5 5 10 Kilometers

Data source: Concordia GIS Lab, 2021

Noise Pollution in Centre-Sud

Assessment

Final maps



Urban Heat Island Ville-Marie Montreal

Google Earth Perspective Analysis I

Final vulnerability map overlaid on 3-D representation of Ville Marie to identify blind walls and new green alleys



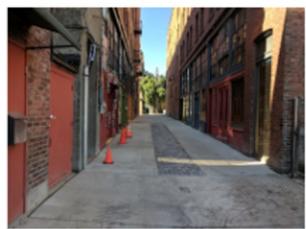


Recommendations

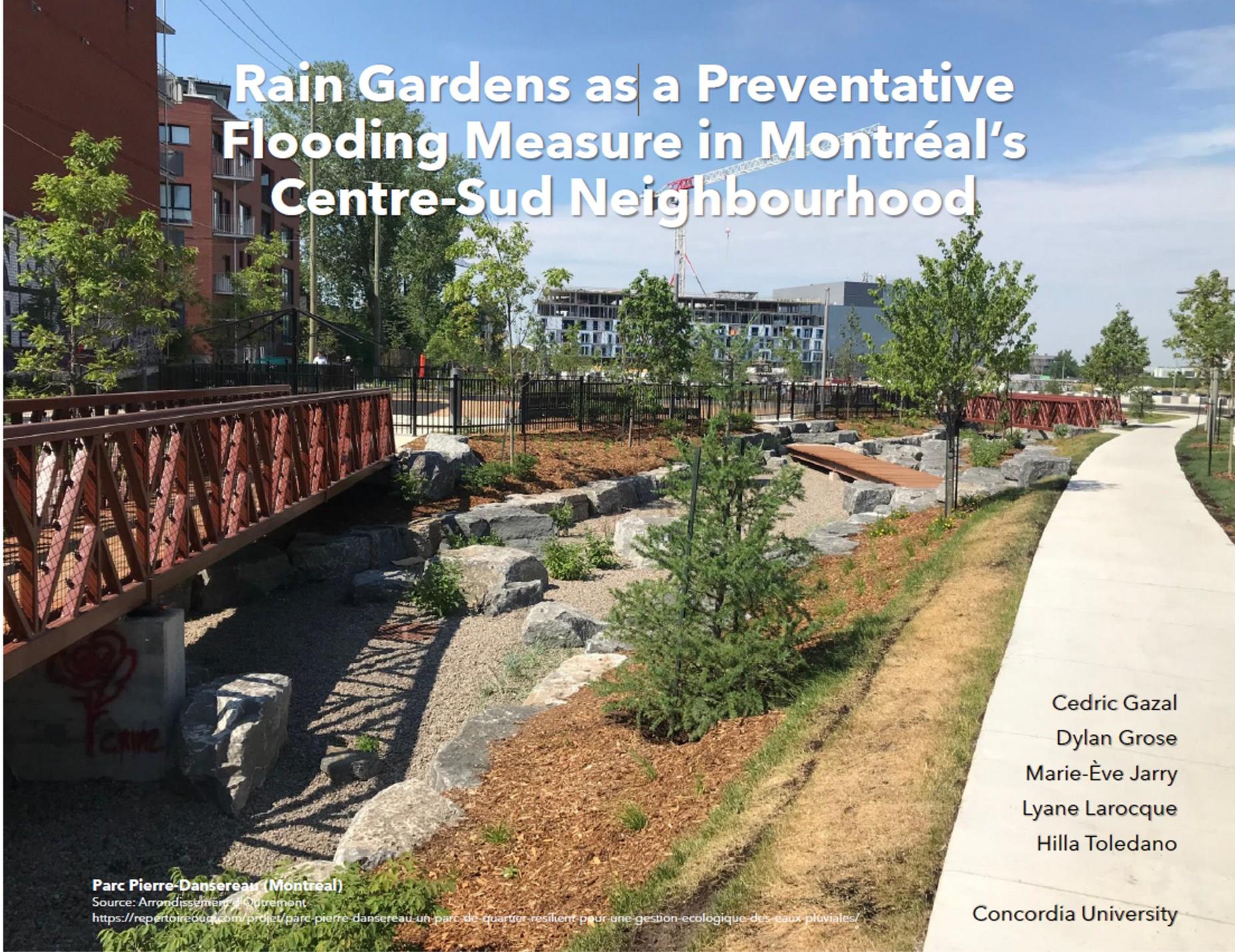
White Roofs

Green Alleys

Vining Blind Walls



Rain Gardens as a Preventative Flooding Measure in Montréal's Centre-Sud Neighbourhood



Cedric Gazal
Dylan Grose
Marie-Ève Jarry
Lyane Larocque
Hilla Toledano

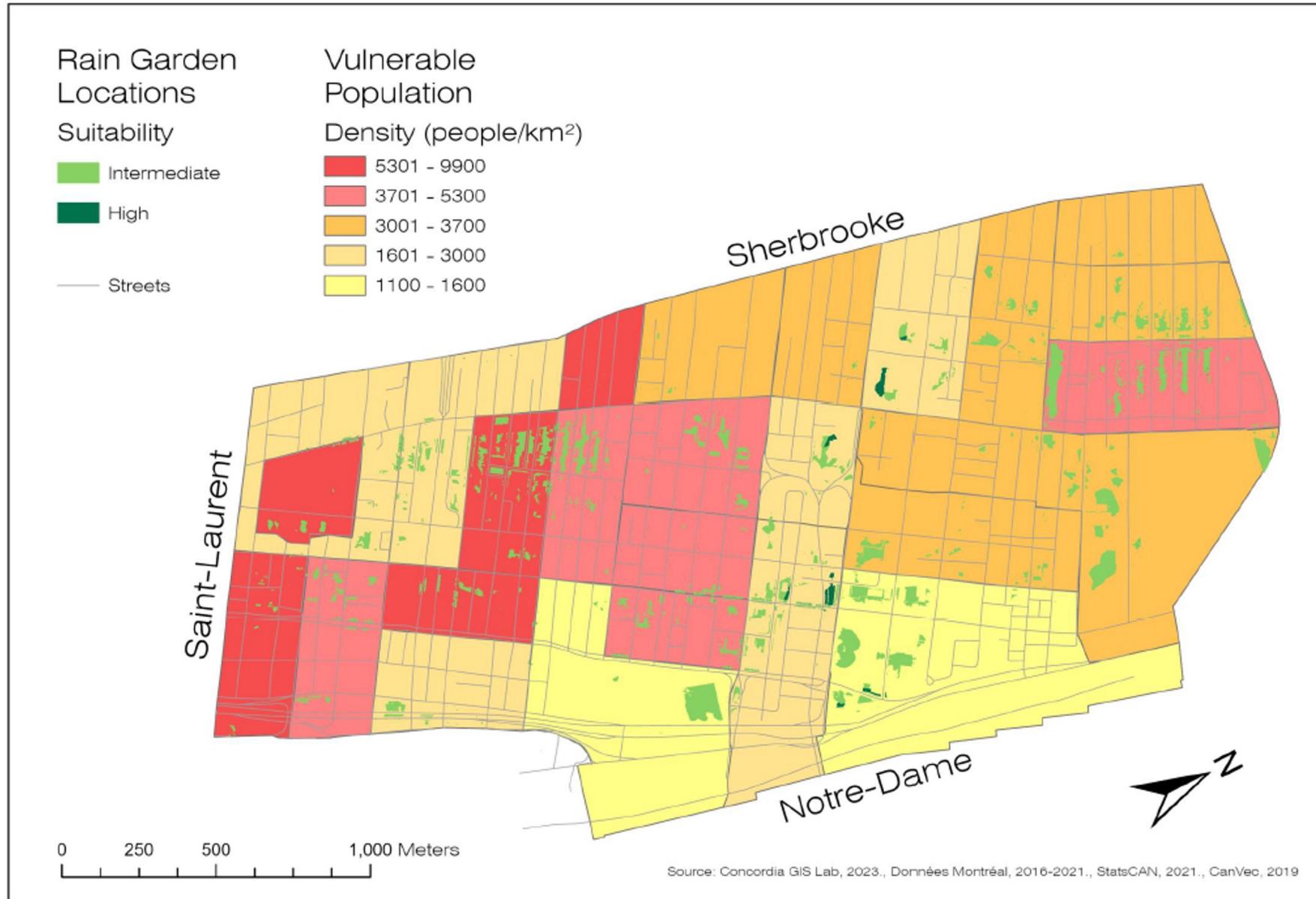
Concordia University

Parc Pierre-Dansereau (Montreal)

Source: Arrondissement d'Outremont

<https://repertoireout.com/projet/parc-pierre-dansereau-un-parc-de-quartier-resilient-pour-une-gestion-ecologique-des-eaux-pluviales/>

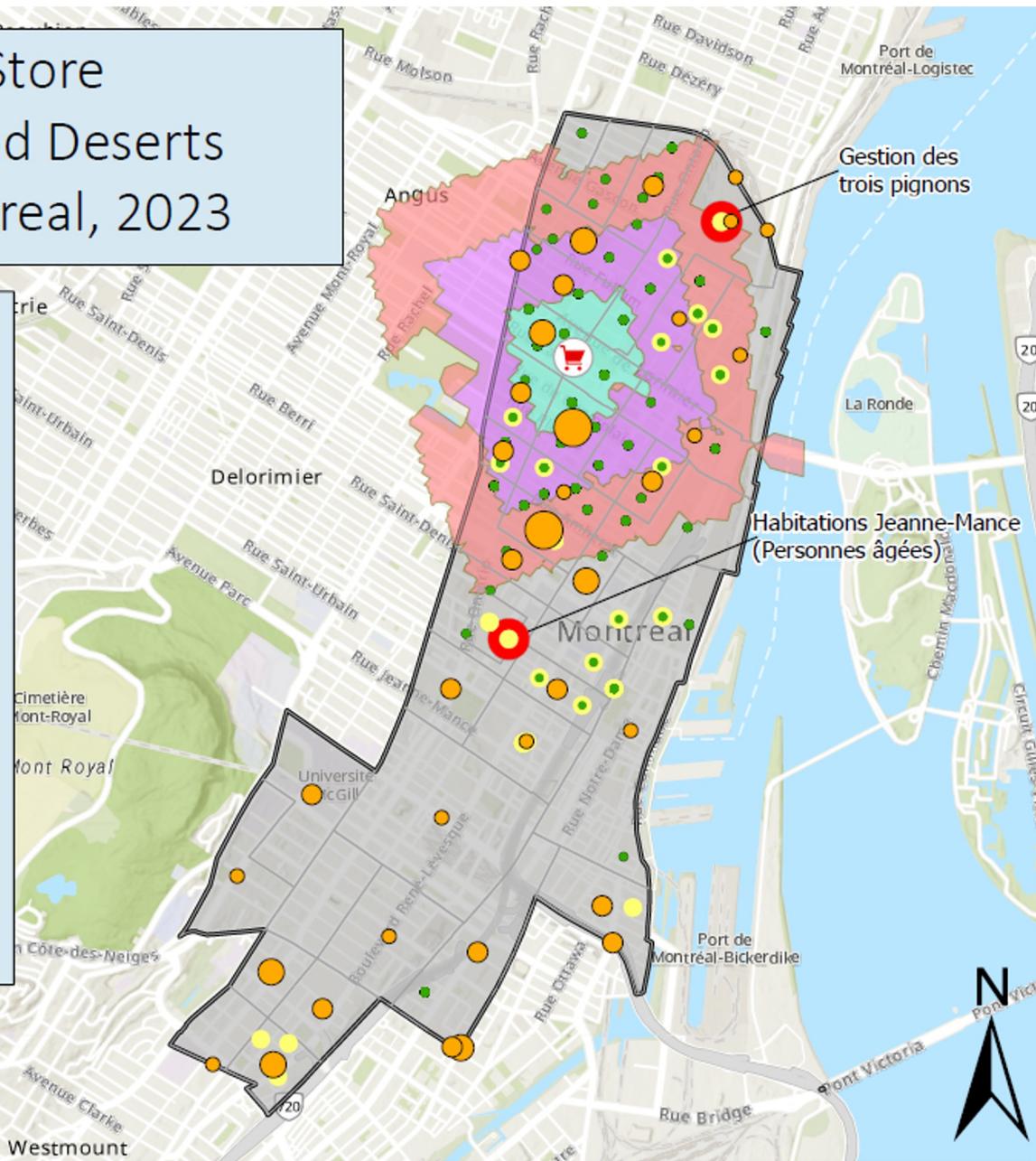
Best Locations for Rain Garden in Centre-Sud



Latin Grocery Store Service Areas & Food Deserts in Ville-Marie, Montreal, 2023

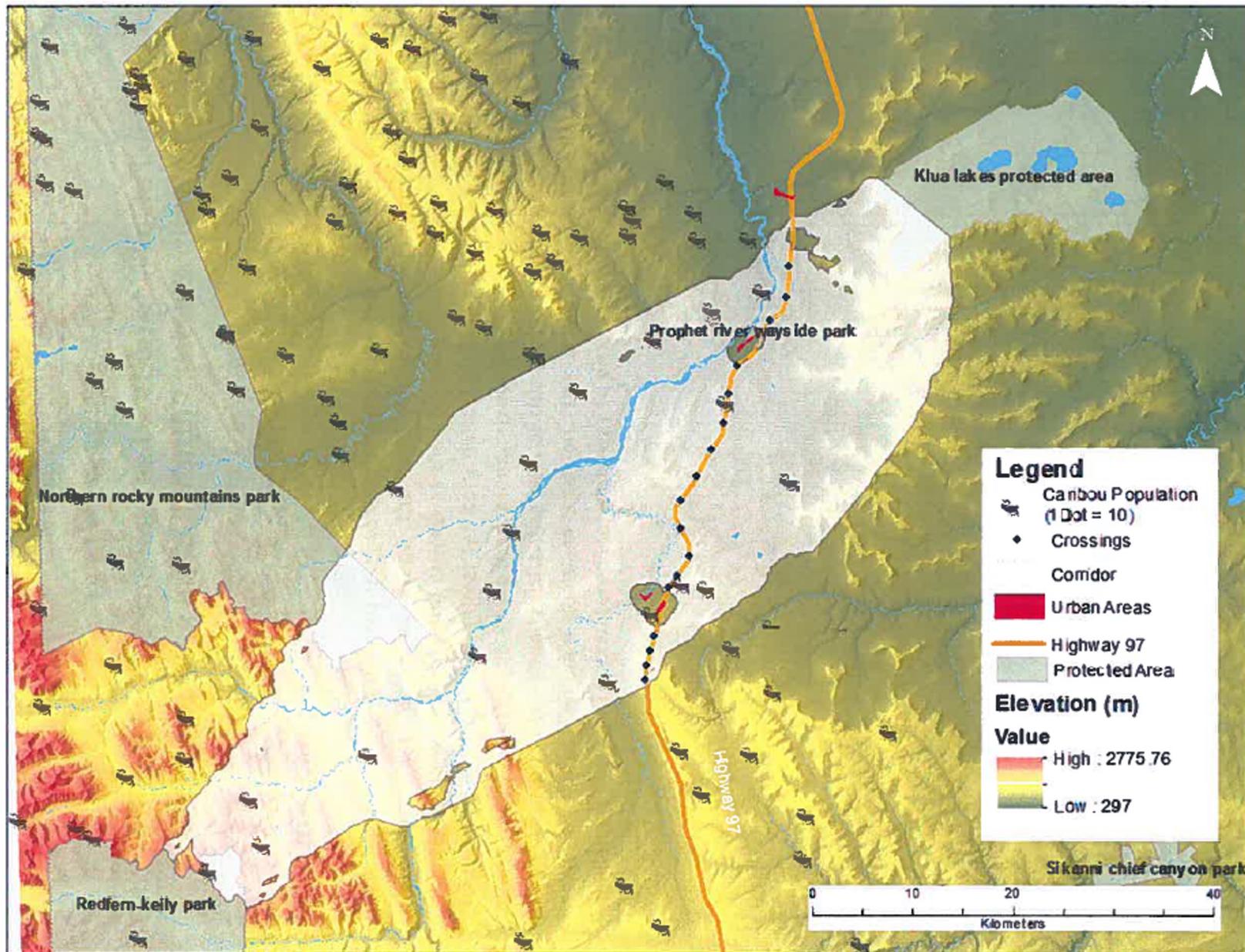
Legend

- Food Deserts
 - Area of Interest in Ville-Marie
 - Latin Grocery Stores
- | | |
|---------------------------------|-----------------------------------|
| Latin Population Density | Low-Income Housing Program |
| Population/KM ² | Number of Units |
| 0.0 - 76.0 | 1.0 - 47.0 |
| 77.0 - 158.0 | 47.1 - 210.0 |
| 159.0 - 250.0 | 210.1 - 782.0 |
| 251.0 - 357.0 | |
- Walking Distance**
 - 1000 - 1500m (~15 minute walk)
 - 500-1000m (~10 minute walk)
 - 0-500m (~5 minute walk)



Source: Concordia GIS Lab 2023, Peter-McGill Community Table, Google, McGill Resources, Ville de Montreal, Esri Canada, Esri, HERE, Garmin, SafeGraph, GeoTechnologies, Inc, METI/NASA, USGS, EPA, NPS, US Census Bureau, USDA, NRCAN, Parks Canada

Figure 4: Wildlife Corridor Between Klua Lakes Protected Area and Redfern-keily Park



Source: Environment Canada, 2013; Department of Natural Resources, 2010 and 2015, Government of British Columbia, 2008 and 2011.

Panel discussion period

Winterfest 2024 schedule

- **Workshop: Designing authentic, experiential learning assessments**
 - In-person, Wednesday, February 14, 1:30–3:30 PM
- **Workshop: Integrating reflective learning into courses**
 - Online, Thursday February 15, 1:30–3:00 PM



Indigenous Decolonization, resurgence and land-based education: Lessons from the Land

The aim of this workshop is to explore what Indigenous Decolonization, Resurgence means within the context of Land-Based education, building trusting collaborative relationships with local Indigenous communities and its implications for faculty development, curricular and pedagogical practices.

Friday, February 23, 2024

11 a.m. – 12:15 p.m.

In person, H-629

NOTE: For Concordia faculty only.



We want your feedback!

Please take a few minutes to complete the form to help us improve on future events like this.

Winterfest 2024 - February 8
Faculty Panel Feedback





Winterfest 2024: Learning by doing

Thank you

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