



**Changemaker  
Education  
Research Forum**

**FORUM PROGRAM**

**FEBRUARY 29 - MARCH 1, 2024**



**ASHOKACANADA**



**ASHOKA U**



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**Changemaker  
Education  
Research Forum**

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## Welcome to the 2024 Changemaker Education Research Forum

We are thrilled to have you join us for the fourth Changemaker Education Research Forum (CERF) from February 29 – March 1, 2024.

The 2024 Forum will showcase new horizons of social innovation in changemaker education and research. In a rapidly changing world, the ways in which changemaking and social innovation are taught, researched and measured in education are shifting and adapting. Academics and practitioners are forging innovative new paths forward in changemaker education and we look forward to two days of presentations highlighting research on these new horizons and their impacts.

Streams will explore impact measurement within changemaker education, pedagogy, experiential learning and inclusion. Special presentations from three Ashoka Fellows will highlight advances in changemaker education from practitioner perspectives. Each day will close with a networking session between presenters and attendees, creating space for new connections and deeper conversations.

**CERF** is intended to create opportunities for sharing expertise and information, to build bridges between theory and praxis, and to engage in group-learning around changemaking and social innovation. It brings together Ashoka Changemaker Campuses, Ashoka Fellows, academics, researchers, staff and students to encourage deeper collaboration and knowledge-sharing.

If you have any questions about CERF, please contact [researchforum@ashoka.org](mailto:researchforum@ashoka.org).

# CERF Agenda

## THURSDAY FEBRUARY 29

<b>TIME</b> (ALL TIMES IN EST)	<b>ACTIVITY</b> (ALL SESSIONS WILL TAKE PLACE ON ZOOM.)
12:00 – 12:10 p.m.	<b>OPENING ADDRESS</b> Wray Irwin, CERF Chair
12:10 – 12:45 p.m.	<b>SPECIAL PRESENTATION: THE ART OF SCALING DEEP</b> Tatiana Fraser, Ashoka Fellow, Co-Founder and Director, The Systems Sanctuary

### STREAM 1

## Measuring the Impact of Changemaker Education

<b>TIME</b> (ALL TIMES IN EST)	<b>ACTIVITY</b>
12:45 – 1:15 p.m.	<b>LESSONS IN COMMUNITY ENGAGEMENT THROUGH THE LENS OF THE PAIR TOOLKIT</b> Dr. Martha Dow, Director, Community Health and Social Innovation (CHASI) Hub, Associate Professor, School of Culture, Media, and Society, University of the Fraser Valley Susan Mide Kiss, Vice-President, Community Engagement, University of the Fraser Valley
1:15 – 1:45 p.m.	<b>FACILITATING CHANGEMAKING: USING A TOOL DESIGNED TO NURTURE AND MEASURE GROWTH IN SOCIAL INNOVATION SKILLS AND MINDSET</b> Cassandra Forlani, Analytical Lead, Research and Innovation, Georgian College Christopher Robert Michael, Research Associate, Research and Innovation, Georgian College Dale Boyle, Research Associate, Georgian College, Executive Director, Gilbert Centre Dr. Sarah Hunter, Faculty Research Lead, Georgian College Tracy Mitchell-Ashley, Faculty Developer, Centre for Teaching and Learning, Georgian College
1:45 – 2:15 p.m.	<b>ASSESSING EXPERIENTIAL LEARNING: EXPLORING CHANGELAB'S POTENTIAL TO HELP EVALUATE THE IMPACT OF CHANGEMAKING</b> Andrew Carter, Associate Director, Center for Innovation & Change, University of Evansville Dr. Derek Jones, Associate Director, Center for Innovation & Change, University of Evansville Erin Lewis, Executive Director, Center for Innovation & Change, University of Evansville
2:15 – 2:45 p.m.	<b>THE APPLICATION OF STONES' STRONG STRUCTURATION THEORY IN SOCIAL INNOVATION RESEARCH</b> Wray Irwin, CERF Chair Angie Fuessel, Founder and Principal, NovoVigeo Consulting, LLC
2:45 – 3:00 p.m.	<b>BREAK</b>



## STREAM 2

### Pedagogy

TIME (ALL TIMES IN EST)	ACTIVITY
3:00 – 3:30 p.m.	<p><b>FROM LEARNING TO IMPACT: HARNESSING MICRO-CREDENTIALS FOR SOCIAL CHANGE</b></p> <p>Charmaine Lyn, Director, Changemaker Education, Ashoka Canada            Dr. Zoë MacLeod, Associate Vice-President, Professional and Continuing Studies, Royal Roads University</p>
3:30 – 4:00 p.m.	<p><b>BUILDING COLLECTIVE CAPACITIES FOR CHANGEMAKING: PILOTING AN ORGANIZATIONAL LEARNING PROGRAM</b></p> <p>Anna Monhartova, Adjunct Lecturer and Research Fellow, Tulane University            Julia Lang, Professor of Practice, Associate Director for Career Education and Life Design, Taylor Center for Social Innovation and Design Thinking, Tulane University            Maille Faughnan, Professor of Practice, Associate Director for Social Innovation, Taylor Center for Social Innovation and Design Thinking, Tulane University            Rebecca M Otten, Professor of Practice and Director of Strategy &amp; Engagement, Tulane University</p>
4:00 – 4:30 p.m.	<p><b>WEJUMP: CULTIVATING CHANGEMAKERS THROUGH DIGITAL AND CROSS-CULTURAL COLLABORATION</b></p> <p>Dr. Guydeuk Yeon, Director, Centre for Digital Innovation, Centre for Korean Studies, CHRIST University            Dr. Sujin Yoon, Center for Social Innovation Education, Seoul Women’s University, South Korea</p>
4:30 – 4:40 p.m.	<p><b>CLOSING ADDRESS</b></p> <p>Charmaine Lyn, Director, Changemaker Education, Ashoka Canada</p>
4:40 – 5:00 p.m.	<p><b>VIRTUAL NETWORKING SESSION</b></p>

# FRIDAY MARCH 1

TIME (ALL TIMES IN EST)	ACTIVITY (ALL SESSIONS WILL TAKE PLACE ON ZOOM.)
12:00 – 12:05 p.m.	<b>WELCOMING REMARKS</b> Wray Irwin, CERF Chair
12:05 – 12:30 p.m.	<b>OPENING ADDRESS FROM ASHOKA U: MEASURES OF SUCCESS IN CHANGEMAKER CAMPUSES</b> Eidi Cruz-Valdivieso, Director, Strategy and Engagement, Ashoka U Leticia Ivonne López Villarreal PhD., Director of the Center for Solidarity and Philanthropy, Universidad de Monterrey, Mexico
12:30 – 1:00 p.m.	<b>SPECIAL PRESENTATION: UNVEILING INSIGHTS: EXPLORING THE READING JOURNEY OF BLACK CHILDREN IN CANADA</b> Camesha Cox, Ashoka Fellow, Founder and Executive Director, The Reading Partnership

## STREAM 3

### Experiential Learning

TIME (ALL TIMES IN EST)	ACTIVITY
1:00 – 1:30 p.m.	<b>COLLABORATING WITH HEALTH ORGANIZATIONS TO BRING A WORK-INTEGRATED LEARNING EXPERIENCE INTO THE CLASSROOM</b> Erin Hogan, GreenHouse Programs Manager, United College at the University of Waterloo Diane Williams, Faculty Member, Associate Director for Undergraduate Studies, School of Public Health Sciences, University of Waterloo Jennifer Yessis, Faculty Member, School of Public Health Sciences, University of Waterloo Tania Del Matto, GreenHouse Director, United College at the University of Waterloo
1:30 – 2:00 p.m.	<b>TRANSFORMING CHANGEMAKER EDUCATION IN BUSINESS THROUGH B IMPACT TEAMS</b> Dr. Kristin E. Joys, Director, Social Impact & Sustainability Initiative & Social Entrepreneurship Lecturer, University of Florida, Chair of Teaching & Curriculum Innovation, B Academics Rachel Haynes, Program Manager, Business Sustainability Collaborative, Poole College of Management, NC State University Dr. Saheli Nath, Assistant Professor, College of Business, University of Central Oklahoma, Vice-Chair of Teaching & Curriculum Innovation, B Academics
2:00 – 2:15 p.m.	<b>BREAK</b>

## STREAM 4

### Empathy & Inclusion

TIME (ALL TIMES IN EST)	ACTIVITY
2:15 – 2:45 p.m.	<b>EQUITY-FOCUSED, COMMUNITY-CENTERED DESIGN IN CHANGEMAKER EDUCATION AND SUSTAINABLE DEVELOPMENT</b> Dr. Mandy Bratton, Executive Director, UC San Diego Center for Global Sustainable Development
2:45 – 3:15 p.m.	<b>TEACHING EMPATHY IN A BUSINESS SCHOOL</b> Audrey-Anne Cyr, Postdoctoral Fellow, University of North Carolina and HEC Montréal Joé T. Martineau, Associate Professor of Organizational Ethics, Department of Management, HEC Montréal
3:15 – 3:45 p.m.	<b>THE ONE-ROOM SCHOOLHOUSE REIMAGINED: CULTIVATING INTERGENERATIONAL COLLABORATION AND INNOVATION ON CAMPUS</b> Jamieson Cox, Senior Manager, Work Integrated Learning (WIL) Innovation and Continuous Learning, University of Waterloo Judene Pretti, Senior Advisor, Work-Learn Institute, Director, Strategic Enablement Team, Co-operative and Experiential Education, University of Waterloo Lily Viggiano, GreenHouse Senior Project Manager, United College at the University of Waterloo Tania Del Matto, GreenHouse Director, United College at the University of Waterloo
3:45 – 4:15 p.m.	<b>SPECIAL PRESENTATION: INSIGHTS FROM BUILD POWER, SHARE POWER, LEVERAGE POWER</b> Ilona Dougherty, Ashoka Fellow, Managing Director, Youth & Innovation Project, University of Waterloo
4:15 – 4:20 p.m.	<b>CLOSING ADDRESS</b> Wray Irwin, CERF Chair
4:20 – 4:45 p.m.	<b>VIRTUAL NETWORKING SESSION</b>







## Presentation Descriptions & Presenter Information

Presentations are listed below in the order they appear on the **CERF** Agenda. A presentation description is followed by presenter biographies.

### The Art of Scaling Deep

In recent decades, the focus on social and environmental change has heavily leaned towards business-orientated growth strategies - scaling up policies and replicating solutions widely. Yet, this growth-centric approach overlooks a crucial aspect: Scaling Deep, this often neglected dimension emphasizes the slow, intentional work of building relationships, considering context, fostering community connections, and prioritizing inner healing—a practice we believe holds the key to lasting impact amidst the urgency for quick fixes. In our quest to better understand the dynamics of social innovation and systems change, The Systems Sanctuary and Ashoka Canada collaborated to shine a spotlight on “Scaling Deep” as a powerful and often underappreciated practice within the realm of systems change. Tatiana Fraser will share the key findings from this research including- what scaling deep looks like: practices, methods and strategies; the barriers to scaling deep and the highest potential; and trends and patterns.



#### **Tatiana Fraser**

Ashoka Fellow, Co-Founder and Director, The Systems Sanctuary

Tatiana is an author, speaker and systems change leader. She is Co-Founder and Director of The Systems Sanctuary. With Rachel Sinha, The Systems Sanctuary is designed to be a ‘refuge for systems leaders’. Recognizing the very real challenges associated with leading systems change work and particularly for women leading this work in the world. She was selected as an Ashoka Fellow for her work and recognized as one of Canada’s Top 100 Most Powerful Women by the Women’s Executive Network. She has served on numerous Boards and Advisory Committees including The UN Commission on the Status of Women, The Carol Institute, Food Secure Canada, Exeko and Actua among others. A thought leader, she coined the phrase ‘Scaling Deep’ in juxtaposition to the silicon valley-esq frameworks ‘Scaling-up’ and ‘Scaling-out’. This came from her own experience working with feminist groups who were creating significant impact at root level; personal, relational and cultural change. In collaboration with Ashoka Canada, Tatiana authored ‘The Art of Scaling Deep’ report.



# Lessons in Community Engagement through the lens of the PAIR Toolkit

The development of the PAIR Toolkit signified a major advance in UFV's community engagement. This evidence-informed decision matrix assesses the strengths of projects in four categories: partnership, agency, inclusion, and recognition, or PAIR. Not only did the toolkit's development kick off the journey to greater community impact and accountability, this cocreative effort between the Office of the Vice-President of Community Engagement (OVPCE) and the UFV Community Health and Social Innovation (CHASI) Hub was itself an exercise in community engagement. This presentation will examine how the PAIR Matrix is used in practice and why it is important for such projects to be measured using a consistent and user-friendly methodology.



## Dr. Martha Dow

Director, Community Health and Social Innovation (CHASI) Hub,  
Associate Professor, School of Culture, Media, and Society, University of the Fraser Valley

Dr. Martha Dow is the Director of the Community Health and Social Innovation (CHASI) Hub and an Associate Professor in the School of Culture, Media, and Society. Dr. Dow's work emphasizes action-oriented research, community collaboration, and evidence-based decision-making. She completed her BA and MA in Sociology at the University of Western Ontario and her PhD in Educational Studies at the University of British Columbia. Dr. Dow has worked on a variety of program and policy development projects in relation to public safety, health, education, and vulnerable populations and has presented her work internationally. She has worked with all levels of government, the United Nations, and a variety of non-governmental organizations collaborating on community-driven projects, academic papers, book chapters and reports. Dr. Dow is a recipient of the UFV Teaching Excellence Award (2016) and the Angus Reid Applied Sociology Award (2022).



## Susan Mide Kiss

Vice-President, Community Engagement, University of the Fraser Valley

Susan Mide Kiss is the Vice-President, Community Engagement at the University of the Fraser Valley (UFV). Joining the UFV community in September 2022, Susan brings a wealth of community and post-secondary experience to this new role and senior zportfolio. With a career spanning nearly three decades in both B.C. and Alberta, Susan spent 15 years working with the University of Calgary, most recently serving as Senior Director, Community Engagement. Currently pursuing a Doctor of Social Sciences from Royal Roads University, Mide Kiss holds a Master of Arts in Leadership from RRU and a Bachelor of Arts in English and Political Science from the University of Victoria. Skilled in social action, strategic planning, philanthropy, and policy development, Mide Kiss's work has been recognized nationally and internationally by organizations including the Council for Advancement and Support of Education (CASE) and the Canadian Council for the Advancement of Education (CCAEE).



# Facilitating Changemaking: Using a Tool Designed to Nurture and Measure Growth in Social Innovation Skills and Mindset

This session will showcase a collaboratively-constructed changemaking tool and accompanying resource for educators that helps them identify, nurture and begin to measure student growth in the skills and mindsets associated with changemaking.



## Cassandra Forlani

Analytical Lead, Research and Innovation, Georgian College

Cassandra is the analytical lead in the Research and Innovation department at Georgian College which involves data analysis and administrative duties. Cassandra has her B.Math from Waterloo University and a B.Ed from Western University. Cassandra incorporates her joy of collaboration to find ways for changemaking and innovation within her past and current roles.



## Christopher Robert Michael

Research Associate, Research and Innovation, Georgian College

Christopher is a Research Associate working at Research and Innovation, Georgian College, conducting various qualitative and quantitative research. He completed his MSc in psychology and has previous experience as an educational psychologist. He started his journey at Research and Innovation by becoming a changemaker.



## Dale Boyle

Research Associate, Georgian College, Executive Director, Gilbert Centre

Dale Boyle (He/Him) is a Research Associate at Georgian College, a Georgian College Alumni from the School of Business, a Board Member at New Path Youth & Family Services, and the Executive Director of the Gilbert Centre. Dale brings a diverse range of experiences changemaking perspectives to the research project.



## Dr. Sarah Hunter

Faculty Research Lead, Georgian College

Sarah (she/her) is a faculty research lead at Georgian. Her doctoral work examined sustainable approaches to supporting student success, and she has since led multiple funded studies on resiliency, burnout, mindfulness and now, changemaker education. Sarah works full-time as a senior manager for the Ontario Government.



## Tracy Mitchell-Ashley

Faculty Developer, Centre for Teaching and Learning, Georgian College

Tracy is a Faculty Developer in Georgian's Centre for Teaching and Learning and a co-researcher on the Growing a Region of Changemakers project. As a long-term educator in communications, she is keenly interested in supporting faculty growth so they can support student growth. She is committed to the belief that colleges have the responsibility and ability to graduate students who are agents of change, amazing practitioners and engaged members of their communities.



# Assessing Experiential Learning: Exploring ChangeLab's Potential to Help Evaluate the Impact of Changemaking

At the University of Evansville, students do not have to wait to turn theory into practice. Through ChangeLab curriculum, students can take interdisciplinary, variable credit, repeatable, project-based courses that bring together students, faculty coaches, and community leaders to address social problems. These courses, which students take for credit towards degrees, help bridge the theory/action gap and produce students with future ready skills. As ChangeLab has grown exponentially, its complexity and scale have made evaluating it challenging. As the network works to develop meaningful assessment tools, the University of Evansville will conduct a case study on ChangeLab, exploring how we can evaluate the impact of experiential learning in several ways.



## Andrew Carter

Associate Director, Center for Innovation & Change, University of Evansville

After 13 years in UE's marketing and communications office, Andrew transitioned to the Center in September 2022. He earned his Bachelor's (Creative Writing) and Master's (public service administration) from the University of Evansville, and brings a unique skillset for strategically operationalizing the Center's significant project demands with multiple constituencies. He also plays the violin for the UE Symphony Orchestra, is a trail and ultra-runner, and is a peanut butter and jelly enthusiast.



## Dr. Derek Jones

Associate Director, Center for Innovation & Change, University of Evansville

Dr. Jones has served as Director of Field Innovation for the Center for Innovation & Change since August 2023. Prior to that, he directed the Cognitive Science program at the University of Evansville, joining the Center as Faculty Director in June 2021. He received the College of Arts and Sciences Dean's Teaching Award in 2019. In his current role, he develops Changemaking-centered educational programming for audiences ranging from elementary schoolers to university administrators. Dr. Jones graduated from the University of Evansville with a BA and a BFA in 2003. He served in the military after graduating, going on to earn an MA from the University of Houston in 2007 and a PhD in Philosophy from Indiana University in 2013



## Erin Lewis

Executive Director, Center for Innovation & Change, University of Evansville

Erin joined the Center for Innovation & Change in June 2015 as a program director, became interim director in 2019, and was appointed executive director in 2021. Prior to joining the Center, she served as former United States Supreme Court Justice Sandra Day O'Connor's Director of Outreach at iCivics, directing its national field networks, communications, and partnerships. She also served as a Research Assistant at the Indiana University Public Policy Institute, Indiana's Director of Civic Education for six years, and is a former United States Marine, having completed Officer Candidate School in Quantico. She obtained her Masters of Public Affairs in Policy Analysis with Honors from the School of Public and Environmental Affairs at IUPUI. She received her B.S. in Political Science and Psychology from the University of Evansville in 2001 and is a competitive ballroom dancer.

# The Application of Stones' Strong Structuration Theory in Social Innovation Research

Despite a growing interest in the field of social innovation, a lack of definitional clarity, conceptualisation, and empirical research to inform practice remains. This presentation presents an exploration and assessment of Stones' (2005) Strong Structuration Theory's quadruphite model of structuration as an innovative methodology in the study of social innovation. It describes two case studies, one in the USA and one in the UK, both which applied Stones' model to social innovation within social mission organisations. It further explores how the model was applied, assesses the value of the model, and raises questions about the role of the model in future research.



## Angie Fuessel

Founder and Principal, NovoVigeo Consulting, LLC

Dr. Angie Fuessel is a scholar-practitioner and founder and Principal of NovoVigeo Consulting, LLC. She brings 25 years' experience fostering effectiveness and transformation amongst individuals, organizations, and systems. She has supported organizational development and transformation from both external and internal perspectives, having been a former management consultant with both Booz Allen Hamilton and Booz & Co; Advisor in the Government of Abu Dhabi; and Director with Ashoka U. Angie holds an MBA from Oxford University and doctorate in Human and Organizational Learning from George Washington University. She is the co-editor and lead author of *Becoming a Changemaking Institution*; served as Ashoka U's coordinator and editor for Stanford Social Innovation Review's series "Innovating Higher Education for the Greater Good"; and has written and presented in both academic and practitioner venue.



## Wray Irwin

CERF Chair

Wray has worked in the social sector for the last 20 years as a practitioner, policy adviser, and strategist. He has worked on social impact measurement methodologies since early 2000, working in partnership with the New Economics Foundation (NEF) on their Prove and Improve tool kit on social impact measurement. As chair of Social Enterprise East Midlands (SEEM) he commissioned further research on social return on investment (SOIR) methodologies and provided support to social enterprises on measuring their impact. Over the last 10 years, Wray has worked within the higher education sector promoting social entrepreneurship, the role of universities as civic actors, and social innovation. He has led on the Knowledge Exchange Framework, Teaching Excellence Framework and introduced a metrics approach to social impact measurement within universities. Wray's doctorate is in social innovation as organisational change in complex social organisations, and was awarded the Queen's life time achievement award in enterprise promotion in 2014 for his work in social enterprise.





# From Learning to Impact: Harnessing Micro-Credentials for Social Change

This presentation will explore the “Leading Social Impact in Post-Secondary” micro-credential program, a new approach to accelerating social innovation and social impact in post-secondary education. Grounded in over a decade of Ashoka U experience in identifying and designating Changemaker Campuses, this program was designed to empower individuals and institutions with changemaking competencies and mindsets, illuminate connections between social impact concepts and institutional strategic priorities and value, and shift leadership practices and cultures within post-secondary institutions. This presentation will share the framework for the micro-credential, discuss the needs to which it seeks to attend, and examine its implications and potential to drive meaningful change in post-secondary education.



## Charmaine Lyn

Director, Changemaker Education, Ashoka Canada

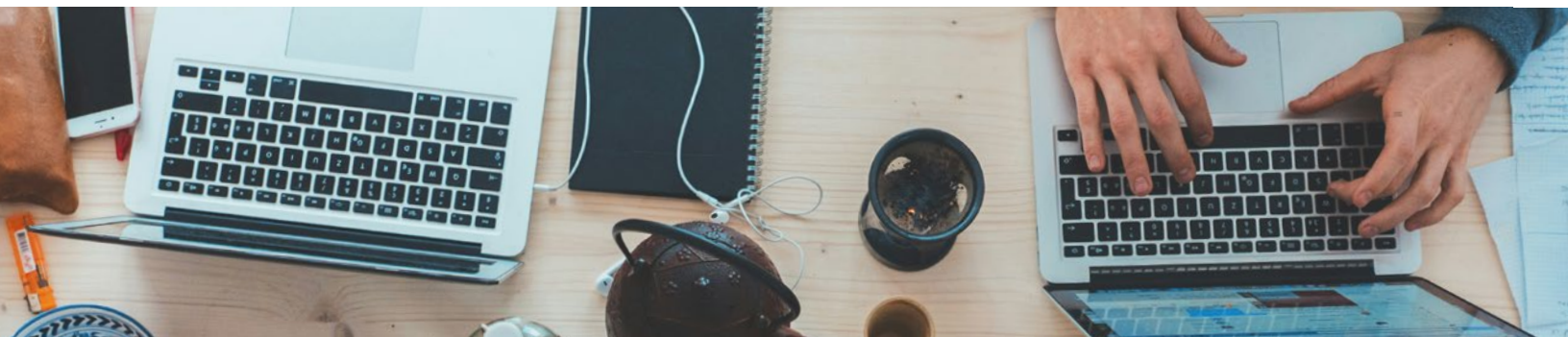
Charmaine Lyn (she/her) is Ashoka Canada’s Director of Changemaker Education. In this role, she works alongside leaders in universities and colleges to anchor and accelerate social innovation education and social impact in Canadian post-secondary institutions. Charmaine specializes in equity, diversity, and inclusion-informed systems change. She previously worked at Concordia University in Montreal as Senior Director of the Office of Community Engagement and Special Advisor to the Provost on Indigenous Directions; and at McGill University’s as Director of Admissions, Equity & Diversity (Faculty of Medicine) and Assistant Dean, Admissions & External Relations (Faculty of Law). Born in Jamaica and raised in Tio’ tia:ke (Montreal), Charmaine is a first-generation university attendee who holds B.A., BCL, and LL.B./JD degrees (McGill University). She works in English and French.



## Dr. Zoë MacLeod

Associate Vice-President, Professional and Continuing Studies, Royal Roads University

Dr. Zoë MacLeod (she/her) is currently Associate Vice-President, Professional and Continuing Studies at Royal Roads University where she leads a team of brilliant people working tremendously hard to serve students, partners, and organizations in their pursuit of professional development and lifelong learning. She is passionate about helping people and organizations to cultivate creative intelligence, focus on strengths and awaken to the possibility of happier, healthier and more productive work environments. Zoë has developed a myriad of graduate-level certificates and degrees, professional certificates, and micro-credentials and is responsible for the development of an alternative credentials strategy at RRU. Zoë holds a Master of Arts in Leadership and Training from Royal Roads University, a Master of Arts in Human Development and a PhD in Organization Development and Change from Fielding Graduate University.



# Building Collective Capacities for Changemaking: Piloting an Organizational Learning Program

To facilitate spaces for social learning, our social innovation center is piloting a new program with mission-driven partners. In “Krewe School,” we invite organizational units to participate in a year-long cohort learning experience to collectively develop their skillsets in design thinking, systems thinking, and equity and inclusion while they gain greater insight into their problem context, deepen their vision for impact, experiment with mission-aligned activities, and practice new approaches to social change. Through this program, we also aim to better understand how (and what) new knowledge is created among social innovation actors in an applied learning experience. In this presentation, we will share early findings on this experimental changemaker education program.



## Anna Monhartova

Adjunct Lecturer and Research Fellow, Tulane University

Anna Monhartova, Ph.D., has been part of the Tulane faculty teaching classes on social innovation, international development, and service learning for 15 years. Her diverse experience includes community engagement, social entrepreneurship, and non-profit leadership and management. Dr. Monhartova has combined education and practice throughout her career, teaching at Tulane University while being actively engaged in community service via a youth development organization. Her background uniquely positions her to work with students interested in social issues and solving complex problems. Dr. Monhartova has received numerous awards for her community work.



## Julia Lang

Professor of Practice, Associate Director for Career Education and Life Design, Taylor Center for Social Innovation and Design Thinking, Tulane University

Julia Lang is a Professor of Practice and the Associate Director for Career Education and Life Design and at the Taylor Center for Social Innovation and Design Thinking at Tulane University. In 2016, Lang created Taylor Your Life, a changemaking career development lab, which has since scaled to reach hundreds of students across the university. Her first-year course, Taylor Your Tulane, supports first year students in designing their college experience. Lang’s life design curriculum has reached over 12,000 learners worldwide. At Tulane, Lang also runs the Changemaker Institute, incubating social ventures in the Tulane community. Lang has a B.S. in Human Development from Cornell University, and a M.S. in Education from Oregon State University, where she helped launch the Center for Civic Engagement.



## Máille Faughnan

Professor of Practice, Associate Director for Social Innovation, Taylor Center for Social Innovation and Design Thinking, Tulane University

Máille Faughnan has been a social innovation educator and scholar at Tulane University for nearly 10 years, where she also received a PhD in International Development. She is a Professor of Practice and Associate Director for Social Innovation at the Phyllis M. Taylor Center for Social Innovation and Design Thinking. In her role, Faughnan connects the Center’s mission of cultivating changemakers to thought leadership in the evolving field of social innovation education. Faughnan is also a passionate supporter of learning communities as an organizer of Tulane’s White Anti-Racist Learning Community and a contributing member of the global Action Research Plus Foundation.





### **Rebecca M Otten**

Professor of Practice and Director of Strategy & Engagement, Tulane University

Rebecca Otten is a Professor of Practice and the Director of Strategy & Engagement at the Taylor Center. Otten, as part of the founding team that introduced social innovation education to Tulane in 2009, launched and has continued to influence its co-curricular and curricular offerings over the last decade. Otten incorporates her diverse interests in youth development, systems theory, and social impact in higher education, examining the ways in which communities and structures can encourage inclusion and equity. Otten teaches “SISE 2010: Introduction to Social Innovation and Social Entrepreneurship” and the TIDES course “Cultivate your Inner Changemaker.” Otten is a Change Leader with the Ashoka U Changemaker Campus Consortium and served as Network Advisory Committee Leadership in 2018-2020. Otten holds a BS in Anthropology, BSM in Management, and master’s in public health from Tulane University.

## **WeJump: Cultivating Changemakers through Digital and Cross-Cultural Collaboration**

This presentation delves into the WeJump program, a visionary initiative fostering global changemakers by enhancing digital competencies and key changemaker skills such as teamwork, collaborative problem-solving, empathy, and leadership. WeJump is a program designed and operated collaboratively by the Centre for Digital Innovation at CHRIST University in India and the Center for Social Innovation Education at Seoul Women’s University in South Korea. The methodology of this study involved detailed oral and written interviews with participants, offering deep insights into their experiences and perceptions. This study posits WeJump not only as a social innovation project with a transformative impact on underserved children but also as an efficacious model for nurturing a new generation of globally aware, socially responsible changemakers.



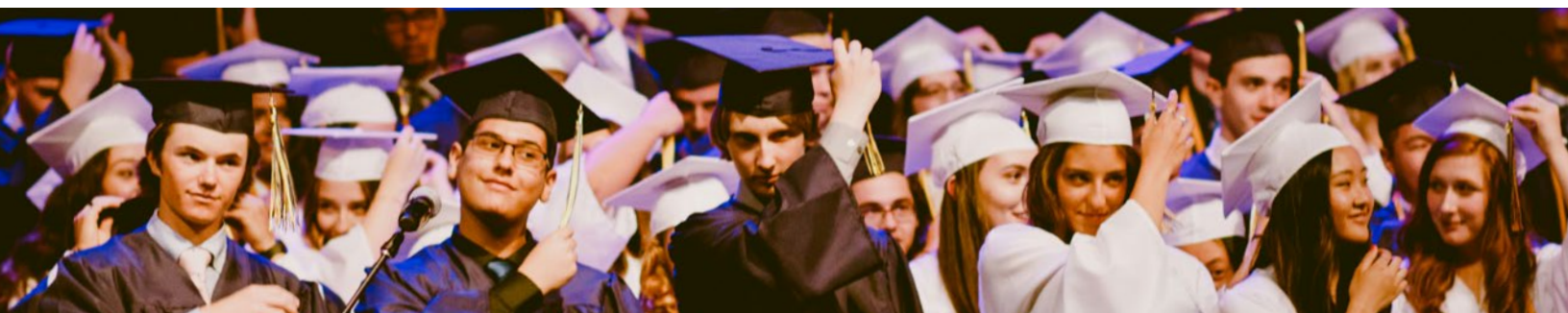
### **Dr. Guydeuk Yeon**

Director, Centre for Digital Innovation, Centre for Korean Studies, CHRIST University

Dr. Guydeuk Yeon is the Director of the Centre for Digital Innovation and the Centre for Korean Studies at CHRIST University, India. In 2021, embodying the vision of Connect, Collaborate, Create, and Change, he founded WeJump.org. Committed to nurturing underserved children into future global leaders, WeJump equips them with digital competence and social mindfulness. WeJump extends its reach to rural schools in India and beyond, bringing together university volunteers from around the world under its motto, “WeJump Together and Grow Together.”

### **Dr. Sujin Yoon**

Center for Social Innovation Education, Seoul Women’s University, South Korea



## Measures of Success in Changemaker Campuses

What are the definitions of success that are being cultivated and nurtured at Ashoka U Changemaker Campuses? How are they different to the definitions of success that our society dictates and how are they instrumental in building a better future for all? Through the example of a Changemaker Campus strategy integrating the use of a self-assessment tool, the Ashoka Changemaker Index, we explore what is at the intersection of higher education and social innovation and how this offers new measures of success.



### **Eidi Cruz-Valdivieso**

Director, Strategy and Engagement, Ashoka U

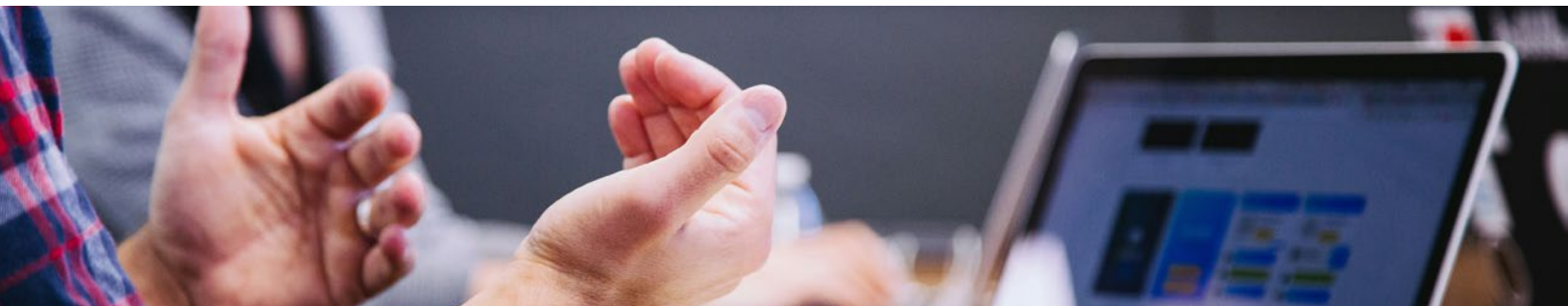
For over 15 years, Eidi Cruz-Valdivieso worked in community-driven development within marginalized communities in urban and rural settings in Mexico, co-creating programs that encouraged communities to find their own priorities and solutions, and providing educational opportunities for all. Eidi also worked at the London School of Economics consulting on intellectual capital and co-creation processes within small and medium enterprises. For several years Eidi also directed a global prize awarded to high-impact social innovators, significantly amplifying its reach to 70 countries. Eidi is a licensed psychologist by background, following undergraduate studies at the Universidad Iberoamericana in Mexico. She holds masters degrees from the London School of Economics in Organizational and Social Psychology and the University of Cambridge in Social Innovation. Eidi loves the performing arts and is a Fellow and Connector of the Royal Society of Arts in the UK. She lives in Washington, DC.



### **Leticia Ivonne López Villarreal PhD.**

Director of the Center for Solidarity and Philanthropy, Universidad de Monterrey, Mexico

Leticia holds a bachelor's degree in marketing, a master's degree in education with a specialty in Teaching-Learning Processes, and a PhD in Social Sciences from the Tecnológico de Monterrey in Mexico. She also holds master's degree in Cultural, Social and School Services Management from the University of Florence in Italy. She has taught humanities, spirituality, social sciences, entrepreneurship and social responsibility at secondary, post-secondary levels at the Mater Institute, Universidad Tecmilenio, Tecnológico de Monterrey and at the Universidad de Monterrey. She has collaborated in the development and consolidation of different social projects and initiatives and founded the organization of Little Mexican Giants A.C., that protects the rights of girls, boys and adolescents who live at Casas Hogar in the state of Nuevo León, Mexico. She is currently Director of the Center for Solidarity and Philanthropy at the University of Monterrey. Leticia is also the founder of the Mexican Service Learning Network and is part of the Uniservitate Academic Council, a global service learning movement. Leticia is a Change Leader and serves at the Network Advisory Committee (NAC) for Ashoka U.





## Unveiling Insights: Exploring the Reading Journey of Black Children in Canada

This insightful presentation will unveil preliminary findings from the groundbreaking research project, “Teaching our Kids to Read: Exploring the Reading Journey of Black Children in Canada.” Engaging with over 100 Black parents, caregivers, and service providers across 10 diverse communities, the study delves deep into the challenges and triumphs these families face in teaching their children to read. The presentation will provide an in-depth exploration of the preliminary findings, shedding light on the proposed solutions that have emerged from the perspectives of these families and their community support networks. Furthermore, the presentation will showcase The Reading Partnership’s commitment to innovation in addressing the specific needs of Black caregivers. This presentation is not just a dissemination of findings; it’s an opportunity to contribute to an important dialogue on inclusive literacy practices, ensuring that the needs of Black families in Canada are not only heard but also addressed in meaningful ways.



### Camesha Cox

Ashoka Fellow, Founder and Executive Director, The Reading Partnership

Camesha Cox is a multi-award-winning change agent, community connector and education-sector trailblazer. She has over a decade of experience designing and delivering local and international school and community-based literacy intervention programs and educational resources. As founder and executive director of The Reading Partnership, her leadership, community development and advocacy have garnered notable global acclaim. In 2023, she was recognized as an Ashoka fellow - the largest global network of social changemakers. Camesha is an Ontario-certified teacher with a BComm and BEd from University of Windsor; an MEd from OISE, University of Toronto; a Graduate Diploma in Social Innovation from the University of Waterloo; and a certificate in Executive Nonprofit Leadership from Stanford University’s Graduate School of Business

## Collaborating with Health Organizations to Bring a Work-Integrated Learning Experience into the Classroom

This presentation will provide insights into a collaboration between instructors from the School of Public Health Sciences, GreenHouse, a social impact incubator, and eight health organizations. This collaboration involved bringing a work-integrated learning experience into the classroom, where students engaged in a design sprint featuring real world social innovation challenges presented by health organizations. In this fourth-year capstone course, students reflected on the competencies they developed throughout their undergraduate degree and applied their knowledge in health sciences and public health in a collaborative team environment. Supported by workshops in problem definition, collaboration, stakeholder engagement, ideation, prototyping, and pitching, students engaged with health organizations, enhanced their understanding of social innovation challenges, refined their creative and problem-solving skills, and presented their ideas and plans for further development. We will discuss how and why this collaboration came about and what goals it was designed to meet; how we engaged with and framed the social innovation challenges with the health organizations; and how the design sprint was integrated into the course content.



### Erin Hogan

GreenHouse Programs Manager, United College at the University of Waterloo

Erin Hogan is the Programs Manager at GreenHouse, a social impact incubator at the University of Waterloo. In her role, Erin manages many of GreenHouse’s relationships with faculty and instructors, external partners, and student participants. She has an interest in experiential and place-based education and youth engagement. Erin graduated from the University of Waterloo with a Bachelor of Knowledge Integration and a specialization in Collaborative Design. She also holds a certificate in Adventure Tourism from the Westcoast Adventure College.



### **Diane Williams**

Faculty Member, Associate Director for Undergraduate Studies,  
School of Public Health Sciences, University of Waterloo

Diane Williams is a faculty member and Associate Director for undergraduate studies in the School of Public Health Sciences at the University of Waterloo. She spends most of her time teaching students interested in health sciences and public health with a biohealth focus. In her teaching, Diane helps her students to enhance their critical thinking skills to uncover common misconceptions about health, disease, and disease risks. She incorporates an experiential learning approach to enhance student engagement with an emphasis on scientific communication and health information literacy. Diane enjoys communicating her passion for science and human health and exchanging knowledge and ideas with her students and colleagues.



### **Jennifer Yessis**

Faculty Member, School of Public Health Sciences, University of Waterloo

Jennifer Yessis is a faculty member in the School of Public Health Sciences at University of Waterloo. She is a researcher and evaluation specialist focused on implementation science and evaluation research. She has a strong interest in partnership development with organizations and communities to ensure that evaluation results are relevant and integrated into strategy, advocacy and programs. Jennifer teaches using a “learn by doing” philosophy where students interact with their environment to adapt and learn. Prior to that coming to Waterloo she worked for over twenty years in a variety of settings including academic, for profit and government organizations as a researcher and evaluator.



### **Tania Del Matto**

GreenHouse Director, United College at the University of Waterloo

Tania Del Matto is Director of GreenHouse, a social impact incubator hosted at United College at the University of Waterloo for students to create and launch ventures that tackle pressing social and environmental problems. In the past, she co-founded and operated a social venture with a national mandate to help organizations adopt more sustainable consumption and production practices. Tania is currently pursuing a PhD in Higher Education from the University of Toronto at the Ontario Institute for Studies in Education. Her research focuses on how students assimilate the knowledge, skills and values gained through their social entrepreneurship education into their personal and professional identities and how graduates perceive their social entrepreneurship education in relation to their career choices.



# Transforming Changemaker Education in Business Through B Impact Teams

Our work elucidates on the critical role of student sustainability consulting, where teams work with actual companies to implement more socially and environmentally responsible practices, in cultivating ecological literacy and promoting the competencies of societal impact leaders (as defined by AACSB) necessary to transition our economic system towards more sustainable lifestyles. Specifically, we elaborate on how faculty can create, manage, and evaluate B Impact Teams in business schools that allow students to consult with local businesses using the B Impact Assessment to benchmark and enhance their positive impacts on both the Sustainable Development Goals as well as the five impact areas (governance, workers, community, environment, and customers) of the B Impact Assessment, recognizing each as key stakeholders. We detail case studies from North Carolina State University and the University of Florida where participating in B Impact Teams improved students' understanding of issues related to both sustainability and impact issues, while exposing them to ventures working to become certified B Corps.



## Dr. Kristin E. Joys

Director, Social Impact & Sustainability Initiative & Social Entrepreneurship Lecturer, University of Florida, Chair of Teaching & Curriculum Innovation, B Academics

Dr. Kristin Joys is an educator and impact strategist with over 25 years of experience educating & empowering changemakers. Kristin has spent more than two decades enthusiastically educating and empowering people to create strategic impact & positive change. She teaches courses on Social Entrepreneurship & Sustainable Business at the University of Florida. In 2005, brought Social Entrepreneurship to UF where she co-founded and directs the Social Impact & Sustainability Initiative in the Entrepreneurship & Innovation Center. In 2019 she launched the UF Business for Good Lab: Sustainable Business Consulting course. She serves as Chair of Teaching & Curriculum Innovation for B Academics, Director of Impact Strategy & Senior Advisor for Academic Partners for Florida for Good (Florida's B Local) and is a member of We the Change (women B Corp leaders). In summer 2023 Kristin was among the first cohort of 20 B Lab Trained B Consultants.



## Rachel Haynes

Program Manager, Business Sustainability Collaborative, Poole College of Management, NC State University

Rachel Haynes is a Program Manager at the Business Sustainability Collaborative, Poole College of Management at NC State University. She is also a part-time Operations Director at the nonprofit B Academics which is a global community focused on advanced research, teaching and engagement on B Corps and benefit corporations. Her mission is to help educate the next generation of leaders through innovation in business education. She holds an MBA from the NC State Jenkins program and a BA in International Studies and Economics from the University of Wisconsin - Madison.



## Dr. Saheli Nath

Assistant Professor, College of Business, University of Central Oklahoma, Vice-Chair of Teaching & Curriculum Innovation, B Academics

Dr. Saheli Nath is an Assistant Professor in the College of Business at the University of Central Oklahoma, and a Board Member of B Academics. She obtained her doctorate from the Kellogg School of Management at Northwestern University in Management and Organizations and Sociology. Her primary research interests lie at the intersection of organizations and social problems. By analyzing connections between various business practices and their societal and environmental impacts, she endeavors to contribute to the research on re-imagining capitalism to address pressing challenges. She is passionate about engaging students on the importance of responsibly leading and managing purpose-driven organizations.



## Equity-Focused, Community-Centered Design in Changemaker Education and Sustainable Development

For nearly twenty years, the University of California San Diego Global TIES program has partnered teams of undergraduate changemakers with communities and community organizations to address “wicked problems,” such as those represented by the UN Sustainable Development Goals. The presentation will outline Global TIES’ Equity-Focused, Community-Centered Design approach in which students learn about historic and structural inequities and collaborate with under-resourced communities to co-create social innovation solutions to facilitate sustainable development. This presentation will describe Equity-Focused, Community-Centered Design and its similarities and differences with Human-Centered Design. It will explore its application to adaptive challenges: complex problems that require collaboration and new learning. Finally, it will illustrate Equity-Focused, Community-Centered Design in action through a case study illustrating the work of successive Global TIES teams in the rural Philippines, where they are helping a village harness solar energy to reduce dependence on an expensive and unreliable grid.



### Dr. Mandy Bratton

Executive Director, UC San Diego Center for Global Sustainable Development

Dr. Mandy Bratton serves as the Executive Director of the UC San Diego Center for Global Sustainable Development. The Center is home to the award-winning Global TIES and Global Changemaker Scholars (NAE Grand Challenge Scholars) programs. Dr. Bratton is also a Founding Director of the UC San Diego Changemaker Institute. She is an Ashoka U Change Leader and was instrumental in making UC San Diego an Ashoka U Changemaker Campus. She served as the Principal Investigator for SISTERS, an NSF-funded project to design and study the impact of an after-school STEAM program for 5th and 6th-grade girls facilitated by undergraduate mentors majoring in STEM. vDr. Bratton earned a Ph.D. in Counseling Psychology from the University of Texas at Austin and served as a senior faculty member in Psychology and Human Development and Interim Associate Dean at Prescott College for the Liberal Arts, the Environment, and Social Justice. Dr. Bratton has also earned a Public Leadership Credential from the Kennedy School of Government at Harvard University. She has sailed around the world three times with the Semester at Sea Global Studies Program and serves as president emeritus of its alumni association and as an advisory member of its Board of Trustees. She holds a faculty appointment as a Continuing Lecturer. Her primary interests as a scholar, teacher, practitioner, and global citizen include sustainable development, gender, leadership, ethics, and advancing social and environmental justice..

## Teaching Empathy in a Business School

Teaching organizational ethics and associated soft skills at the higher education level is both crucial and complex. This presentation introduces and assesses a unique pedagogical initiative known as the SpaceJam framework. The primary objective of this framework is to cultivate empathic dispositions, a fundamental soft skill recognized for fostering ethical decision-making and conduct within organizations. Our hypothesis posits that the SpaceJam framework offers a platform to amalgamate diverse learning environments with varied social and material circumstances conducive to distinct learning methodologies. These methodologies include the dialogic teaching method, pedagogic catharsis, service-learning, and sensory pedagogy. Each of these approaches engages students in diverse learning styles and employs artistic elements to enhance the development of empathic dispositions. This presentation unveils the findings of a qualitative action research study on the SpaceJam framework, confirming not only its efficacy in nurturing students’ empathic dispositions but also underscoring the instrumental role of the arts in anchoring and expanding these essential soft skills.



### **Audrey-Anne Cyr**

Postdoctoral Fellow, University of North Carolina and HEC Montréal

Audrey-Anne Cyr holds a Ph.D. in administration specializing in the management of family businesses from HEC Montréal. She currently serves as a postdoctoral fellow at both the University of North Carolina in Charlotte and HEC Montréal. Drawing on a diverse academic background that spans from theater studies to administrative research, she dedicates her research to exploring the strategic impact of leaders' interpersonal skills and examining the intergenerational management of social relations within entrepreneurial families. Her research also encompasses work on pedagogical innovations designed to cultivate responsible relational skills in organizational environments.



### **Joé T. Martineau**

Associate Professor of Organizational Ethics, Department of Management, HEC Montréal

Joé T. Martineau is Associate Professor of organizational ethics in the Department of Management at HEC Montréal. Her research and teaching interests focus on ethics and governance issues affecting private, public and health sector organizations. Her work has led her to reflect on the composition and effectiveness of ethics programs and the diversity of ethics management practices in organizations, on the various factors that influence the ethical reflection and behavior of organizational actors, and on the ethical issues related to the digital transition and the development and deployment of artificial intelligence in organizations. She is an associate member of the Pragmatic Health Ethics Research Unit at the Montreal Clinical Research Institute (IRCM), a regular member of the Institute of Applied Ethics (IDEA), Laval University, and a regular member of the International Observatory on the Societal Impacts of AI and Digital Technology (OBVIA).

## **The One-Room Schoolhouse Reimagined: Cultivating Intergenerational Collaboration and Innovation on Campus**

How might we explore opportunities to pursue age-integrated learning and collaboration experiences at the University of Waterloo? This presentation will provide insights into a collaboration between Co-operative and Experiential Education (CEE) at the University of Waterloo and GreenHouse (a social impact incubator) at United College. In fall 2023, CEE and GreenHouse teamed up to pilot a design sprint to encourage intergenerational collaboration on social innovation challenges. The pilot engaged post-secondary students and midlife “Evolvers” to collaboratively tackle real-world climate issues, together with community stakeholders. The panelists will cover lessons learned in recruitment, team formation, and creating community pathways, highlighting experiences from students, partners, and instructors. We will also explore new pedagogical approaches for intergenerational collaboration and methods for sourcing social innovation challenges from community stakeholders.



### **Jamieson Cox**

Senior Manager, Work Integrated Learning (WIL)  
Innovation and Continuous Learning, University of Waterloo

Jamieson Cox leads special projects that expand access to WIL, reach new groups of learners, and experiment with alternative pedagogies and delivery formats. His experience in program development includes virtual training programs for co-op students supporting transitions to online learning and WE Accelerate, a project-based alternative to traditional work terms for co-op students at the University of Waterloo. Jamieson holds a BAsC in Chemical Engineering with a specialization in Management Science (2014) from the University of Waterloo.



## Judene Pretti

Senior Advisor, Work-Learn Institute, Director, Strategic Enablement Team,  
Co-operative and Experiential Education, University of Waterloo

With more than 25 years of experience in the post-secondary sector, Judene leads a department that supports the operation of co-op and WIL programs at the University of Waterloo. She is a senior advisor to University of Waterloo's Work-Learn Institute, president of Cooperative Education and Work-Integrated Learning Canada (CEWIL Canada), and an associate editor for the International Journal of Work-Integrated Learning.



## Lily Viggiano

GreenHouse Senior Project Manager,  
United College at the University of Waterloo

Lily Viggiano is driven by a profound belief in fostering an accessible, equitable and just society for all. As GreenHouse's Senior Project Manager, Lily created and leads Changemaker Labs, a program that invites changemakers from across the Waterloo Region to come together and take climate action. This initiative is aligned with Canada's goal of achieving net zero emissions by 2050 and operates an intergenerational participation model. In her previous role at the Halton Youth Initiative, she empowered over 300 young leaders to make meaningful community contributions. With a focus on developmental relationships and leveraging assets, Lily mobilized a dedicated group of adult allies that played a vital role in the project's success. A recognized expert in youth engagement, she was seconded by Volunteer Canada to develop a youth engagement curriculum for the Canada Service Corps. Lily has a Bachelor of Public Relations from Conestoga College.



## Tania Del Matto

GreenHouse Director, United College at the University of Waterloo

Tania Del Matto is Director of GreenHouse, a social impact incubator hosted at United College at the University of Waterloo for students to create and launch ventures that tackle pressing social and environmental problems. In the past, she co-founded and operated a social venture with a national mandate to help organizations adopt more sustainable consumption and production practices. Tania is currently pursuing a PhD in Higher Education from the University of Toronto at the Ontario Institute for Studies in Education. Her research focuses on how students assimilate the knowledge, skills and values gained through their social entrepreneurship education into their personal and professional identities and how graduates perceive their social entrepreneurship education in relation to their career choices.





## Insights from Build Power, Share Power, Leverage Power

Young people are at the forefront of social and environmental movements, but despite their important role in these movements, a report commissioned by the Ashoka Canada's Foundation Academy for Collaboration on Youth Allyship found that young people do not feel supported by funders and adult-led non-profits, and as a result, young leaders are experiencing burnout and mental health distress and are leaving the social and environmental change movements they care deeply about. In this presentation Ilona will share the findings of the report and explain what you can do to support bold intergenerational action that centers youth voice.



### Ilona Dougherty

Ashoka Fellow, Co-creator & Managing Director,  
Youth & Innovation Project, University of Waterloo

Ilona is an award-winning social innovator and a regular voice in the Canadian media advising business, civil society and government on how they can tap into the value and unique abilities of young people. She has extensive leadership and governance experience having co-founded several successful organizations. In 2004, she Co-founded Apathy is Boring, a non-partisan social enterprise that educates Canadian youth about democracy and encourages them to vote. Ilona is a PhD student in political science at the University of Waterloo, a speaker with the Speaker Spotlight agency and an Ashoka Fellow.

## Ashoka Organizing Team



### Charmaine Lyn

Director, Changemaker Education  
Ashoka Canada

[clyn@ashoka.org](mailto:clyn@ashoka.org)



### Heather MacCleoud

Chief Network Officer  
Ashoka U

[hmaccleoud@ashoka.org](mailto:hmaccleoud@ashoka.org)



### Rebecca Klaassen

Network Engagement Manager  
Ashoka Canada

[rklaassen@ashoka.org](mailto:rklaassen@ashoka.org)



### Eidi Cruz-Valdivieso

Director of Higher Education Engagement  
Ashoka U & Ashoka US

[ecruz@ashoka.org](mailto:ecruz@ashoka.org)



### Wray Irwin

CERF Chair  
Ashoka Canada

[wray.irwin@cantab.net](mailto:wray.irwin@cantab.net)



## CERF Community Norms

We invite all attendees to join us in co-creating a vibrant learning space in which all participants feel welcome and respected. Please read through the following community norms before joining **CERF**.

**We value the respectful exchange of ideas**, recognizing that safety looks and feels different for different people depending on – among other things - power, social location and privilege.

**We encourage you to participate however is comfortable for you.** This may mean taking breaks outside of the scheduled breaks, turning your video off at times, having certain food or drinks on hand, or prioritizing caretaking responsibilities as needed.

**We value sensitive and mature listening.** Whenever possible, please practice active listening and respect the work that presenters have put into their research and presentations.

**We do our best to share space.** The **CERF** Chair will facilitate sessions and ask attendees to be mindful of how much space and time you are taking during discussion periods.

# Tech Information and Zoom Links

Zoom Links: **CERF** will be held on Zoom. There is a different link for each day; please use the links below to join. Please do not share these links publicly. Only those who have registered will be admitted from the Waiting Room.

## zoom

### February 29

<https://us02web.zoom.us/j/82806210154>

(Meeting ID: 828 0621 0154)

### March 1

<https://us02web.zoom.us/j/85166801435>

(Meeting ID: 851 6680 1435)

### Waiting Room

You will enter the Zoom Waiting Room upon joining and will be let into the meeting space when the day begins. If you leave the Zoom call during the breaks, you can rejoin using the same link. The Waiting Room will be monitored throughout the event.

### Video & Audio

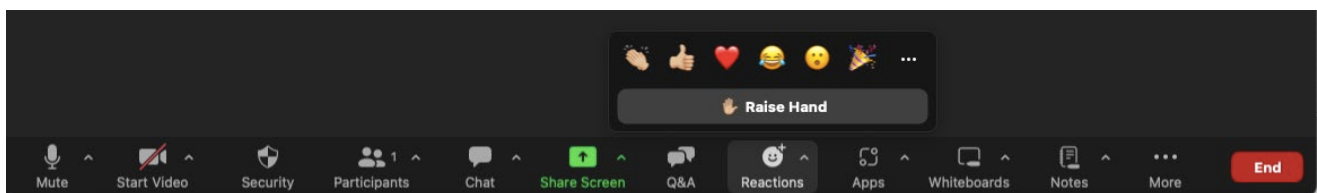
Attendees are encouraged, but not required, to be on video to contribute to an interactive learning space. Please keep yourself muted unless you are speaking during a discussion period (note that a moderator may mute you if needed).

### Tech Difficulties

If you have any technical difficulties, please use the Zoom chat box and send a message to Tech Support and we will do our best to support you. You can also visit the Zoom Help Centre to try to find the answer to your question.

### Q&A/Discussions

**If you would like to participate during a Q&A/discussion period**, please use the **'Raise Hand'** feature (found in the bar on the bottom of your Zoom screen by clicking **"Reactions"**; see image below). When you have finished asking your question, lower your hand using the same button.



**If you would like the moderator to read your question**, please enter it into the **Q&A box** (found in the bar on the bottom of your Zoom screen; see image below). **The Zoom Chat box** (found in the bar on the bottom of your Zoom screen; see image below) can be used at any time for general comments and to connect with other participants.







## Frequently Asked Questions

### Is registration still open?

Registration for CERF will be open until the day of the Forum (February 29).

► Please [register here](#) if you have not done so already.

### Is there a hashtag to post about CERF on social media?

Yes, we encourage you to share your experience and learnings from **CERF** on social media! Please use the hashtag **#CERF2024** and tag **@Ashoka Canada** and **@Ashoka U** on LinkedIn, Facebook and/or X (formerly Twitter).

### Will CERF be interactive?

Yes. Each presentation will include a question and answer period with the presenter(s). A networking session will take place at the end of each day, where presenters and attendees are encouraged to stay online to connect and engage in further discussion. Please note that not all presenters will be in attendance at the networking sessions.

### If I'm not able to attend all the sessions, am I still welcome at CERF?

Absolutely! Please join the sessions that you can. You can enter/leave the Zoom space as needed. The Waiting Room will be monitored throughout the event.

### Will CERF sessions be recorded and distributed after the Forum?

Yes, **CERF** sessions will be recorded and shared with registrants after the Forum, with the exception of any presenters who have requested their presentation not be recorded and shared. Please note that you must have **registered for CERF** in order to receive the recordings.

### How do I make an accessibility request for my participation in CERF?

We strive to make **CERF** as inclusive and accessible as possible. To make an accessibility request, please make a note **when registering** or email [researchforum@ashoka.org](mailto:researchforum@ashoka.org).

Thanks to our partners **RBC Future Launch** for their continued support of CERF and Changemaker Education



If you have additional questions, please contact

[researchforum@ashoka.org](mailto:researchforum@ashoka.org)



**ASHOKA CANADA**



**ASHOKA U**

**FEBRUARY 29 - MARCH 1, 2024**



[www.ashokacanada.org](http://www.ashokacanada.org)