

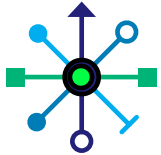
Lee **Wilkins.**

Community Leader, Educator & Technologist

www.LeeCyb.org  
Hello@LeeCyb.org - 514 717 9700

# Community Leader. Educator. Technologist.

AT A GLANCE: I am a community leader and educator working with teams to share knowledge, information, and technology. I have a background in wearable tech, cybernetics, academic research, and creative tech.



## LEADING

Outreach, fundraising, team building, organization, community building, diversity and inclusivity, event planning, volunteer coordinating, mentorship, coaching, facilitation, team growth and development.



## TEACHING

Curriculum design, undergraduate teaching, youth outreach, technical workshops, design thinking, feminist pedagogy, accessibility, popular education, Inquiry and based teaching.



## MAKING

Digital Fabrication: Laser cutting, 3D Printing, CNC, electronics, Arduino, welding, wood working, shop safety, soldering, wearable technology, soft circuits, Adobe CS Augmented/Virtual reality.



## PROGRAMMING

HTML5, CSS3, JavaScript, jQuery, React.js, Ember.js, Angular.js, PHP, C++, Unity, UDK, Processing, P5.js, Arduino, Wordpress, OpenFrameworks, Twine, Python, C#, Node,

## Leadership

**Artist In Residence** - 2022-2023 Department of Design and Computation Arts, Concordia University CONCORDIA.CA

**Head of Strategic Initiatives** - Milieux Institute, Concordia University  
2021- 2022 .Creating and expanding on community initiatives and opportunities.  
MILIEUX.CONCORDIA.CA

**Open Hardware Summit Chair** - Open Source Hardware Association  
2021-PRESENT. Leading the organization of the annual open hardware summit with a small team OSHWA.ORG

**Senior Manager** - R&D, Sheertex  
2020-2021. I led a team of fibre scientists, designers and engineers in doing experimental polymer science in Montreal working on the world's first unbreakable hosiery. SHEERTEX.COM

**Co-Executive Director & Co-Founder,** Little Dada  
2014-2021. Co-leading a small no profit, running events, writing grants, managing teams. LITLEDADA.CA

**Senior Technical Lead,** Ryerson Library Colaboratory  
2017 - 2018. Designing lab and maintaining digital fabrication tools for the first faculty research lab led by the Ryerson University Library. RYERSON.CA/COLAB

**Director of Education,** STEAMLabs Makerspace  
2015 - 2018 I led a team of creative technologists in building an education program and physical location for this large Makerspace in Toronto from the ground-up.  
STEAMLABS.CA

**Prototyping Manager,** Make Works,  
2017 Produce functional prototypes for clients using digital fabrication methods.  
MAKEWORKS.CA

## Education

### PhD Candidate: Faculty of Information.

University of Toronto. 2018 - present. Dissertation subject is outer space infrastructure and feminist STS.

Advisor Dr Sarah Sharma

### PhD student: Social Justice Education

OISE University of Toronto, 2017 - 2018

### Masters of Fine Art (MFA) in Digital Futures

OCAD University, 2012 - 2014.

Advisor Simone Jones

### BFA Computation Arts Specialization.

Concordia University, 2009-2011

### DEC Visual Arts,

Dawson College. 2006-2008

**Social  
Entrepreneurship  
Bootcamp** - Growth,  
Centre for Social  
Innovation, 2016

**Laser Safety  
Training  
ANSI Z136.1-2014**  
University of  
Toronto, , 2019

**Canadian Film  
Centre Media Lab.**  
2013

**WHMIS  
CERTIFICATION**  
Renewed 2020

# Academic Teaching

I teach a variety of technical and theory based classes to both graduate and undergraduate students. My classes build theory and practice together, centering the existing experience and knowledge of learners in the discovery process. Collaborative, iterative, and explorative processes are used to engage students on topics from basic electronics, to wearable design concepts, critical theory, and programming.

**Creative Computation 1** Concordia University, 2022-2023. p5.js and creative computation concepts for screen based media, introduction class. CART 253

**Creative Computation 2** Concordia University, 2022-2023. p5.js and creative computation concepts for screen based media, advanced class. CART 263

**Physical Computing** OCAD University Digital Futures, 2016 - 2021. Arduino and basic electronics for artists, both technical and creative implementation of electronics. DIGF 2002

**Emerging Media Practices: Cybernetics and Body Centric Technologies** Ryerson University, New Media 2018 - 2022  
Theoretical and hands-on exploration of cybernetics, the current, and future wearable technology industry and scene. RTA 968

**Wearable Electronics** Ryerson University School of Fashion 2018 - 19. Wearable electronics integration from a fashion apparel perspective FSN 599

**Wearable Electronics Studio** OCAD University Digital Futures 2017 - 2020. Smart fabrics, DIY sensors, and smart materials exploration of industry and art for interdisciplinary students. DIGF 2016

**Wearable Computation** OCAD University Digital Futures 2019. Integrating microcontrollers and e-textile materials with traditional craft-based electronics with interdisciplinary students. GDES 3015

**Computational Studio** Sheridan College, Interaction Design 2017. Technical thesis class for undergraduate students, covering a variety of topics tailored to student projects.

**Interactive Objects 2** Sheridan College, Interaction Design 2017. Physical computing and electronics, wireless networking and cross platform systems.

**Interactive Objects 1** Sheridan College, Interaction Design 2016 Basic electronics and physical computing for interactive media students, Arduino, electronics theory.

**Digital Media Principles** Sheridan College, Interaction Design 2016 Web programming for creative students using 3JS and basic JavaScript concepts, object oriented programming and procedural.

**Game Design Fundamentals** Sheridan College, Game Design 2015. Introduction to game design concepts.

**IMC Programming basics** Sheridan College, Game Design 2015. Programming for artists using Processing and basic object oriented code.

# Community Teaching

**Magnetic Fields** 2021 at **Youth Class Facilitator** School Of Machines, Making and Make Believe, Toronto Tool Library 2015. **Maker Bootcamp** 2016 STEAMLabs, TorontoToolLibrary.com

**Squishy Futures & Body Centric Electronics** at Inter/Access, 2019 **Facilitator - Curiosity Sessions. Studio[y]** collaborator, 2014

**iSkills Workshops:** 3D Printing, Arduino, Soft Circuits at KMDI Maker space, 2018-19

**Wearable Tech Workshops** Toolbox, 2020

**Curriculum Designer** Zero To Startup, 2015 - 2016

**New Media Instructor: Wearable tech, Radio design, intro to soldering** Design Exchange, 2016-2017. www.dx.org

**Research / Educator** IDRL York University, 2016-2017 www.irdl.info.yorku.ca

**Electronics Masterclass** Design Exchange

**3D Printing Masterclass** Design Exchange

**Unity Programming** Interaccess

**Augmented Reality Programming** Interaccess

# Conference Organization

**Open Hardware Summit** 2022-2023 VIRTUAL - Summit FChair

**The Future Of Making**, 2019 TORONTO, CANADA. Co-organizer

**Digital naturalism Conference** 2019 - 2022 GAMBOA, PANAMA. Conference Chair and conference organisational group.

**Make Change** 2015-2018 LITTLE DADA . Coordinated a conference and showcase with Maker Festival Toronto about critical engagement with Maker culture.

**Southern Ontario Maker Space Conference** (SoOnCon) 2015. Organizing and developing the Southern Ontario Maker Space Conference. SOONCON.CA

**Different Games Toronto** 2017. Project manager and coordinator for Toronto branch of the Different Games conference.

## Tech & Research

### **Creative Technologist Consulting**

2014 - PRESENT. Building installation and physical computing projects, for artists, companies, and non profit organizations.

### **Researcher, Outer Space and the City**

2022-2023  
Research assistant and ongoing technology/art projects with Dr. Marie Pier Boucher.

### **Researcher, KMDI / Semaphore**

2018 - 19.  
Research assistant in the Makerspace, and ongoing technology projects with Dr. Sara Grimes.

### **Etherium Bridge #ARTPROJECT**

2018. Designing and building interactive Digital Fabricator & installations connected with Etherium blockchain

### **Owner ZAP! Laser Cutting & Fabrication Services**

, 2014 - 16.  
Laser cutting & digital fabrication services & consultation in downtown Toronto using large format CNC laser cutters.

### **Front-End Developer**

(Specialization), Crowd Twist.  
2011 - 2012. crowdtwist.com

### **Full Stack Developer,**

Learning Modules Project  
York University. 2016-2017  
Institute for research on digital learning. irdl.info.yorku.ca

## Awards & Residences

**Animating Torontos Parks**, 2019 Toronto Art's Council Grant

**Animating Torontos Parks**, 2018. Toronto Art's Council Grant

**Artist In Residence**  
Social Body Lab, 2017

**Dames Making Games 2016 GDC Scholarship**  
Recipient

**Innovator In Residence**  
Toronto Public Library

**Younger Than Beyonce Gallery Artist Residency**  
Resident

**OCADu Graduate Scholarship** 2012 & 2013. Recipient

## Interviews

**Opposible Thumbs Podcast**, 2021

**The Agenda (TVO)**  
Cyborg Panel, 03/04/20

**Tapestry CBC**  
On being a Cyborg  
(April 2018)

**Hackaday HackChat**  
(01/21/18)  
Being a Cyborg

**What She Said SiriusXM** (03/08/16)  
Women, Diversity & Tech

**Metro Morning CBC**  
Star Wars "Rey Day"  
Hackathon (02/15/16)

**The Current CBC**  
Panelist "The Right to Tinker"  
(08/19/15)

**A Users Guide to Cheating Death** (S2, E5)

## Peer Reviewed Articles

L M Wilkins, **E-Textiles: Power and Restance**  
Journal of Virtual Creativity, April 2020

R P Gál, L M Wilkins, Y Zhang, M P Boucher, T Karppi, J Packer, **Space Media**,  
Canadian Journal of Communications, September 2021

## Freelance Publications

Published in **Supplyframe Hardware**. Freelance writer  
2018-2019

**Pandemic Fashion** - Lee Wilkins on April, 2019  
**Who is buying and certifying the voting machines for the 2020 election?**

Lee Wilkins on September 5, 2019

**The future of implantable technology**

Lee Wilkins on March 27, 2019

Published in **Make Magazine**. quarterly microcontroller columnist 2021-PRESENT

**Clothes Minded**, Lee Wilkins MAKE 63 May 2018

**Wearables Whats What**, Lee Wilkins in MAKE 80,  
February 2022

**Inductive Adornments**, Lee Wilkins in MAKE 81, May 2022

**Portable Solar Power**, Lee Wilkins in MAKE 82, August 2022

Published in **The Prepared**. regular contributor 2019-PRESENT

**2022-08-26**, Guest Editor, Lee Wilkins

**2022-01-06**, Guest Editor, Lee Wilkins

**2021-07-26**, Guest Editor, Lee Wilkins

**2021-09-27**, Guest Editor, Lee Wilkins

**2019-07-22**, Guest Editor, Lee Wilkins and Hillary Predko

**Building the Feminist Cyborg Revolution.**

Misc Magazine. L. Wilkins. June, 2016

## Self published

**All About Wires** L. Wilkins, 2020

**Love LEDs** L. Wilkins, 2020

**An instructive appreciation of buttons and switches**  
L. Wilkins, 2020

**L4 Society**. Little Dada. H Predko, L. Wilkins. S Yee June, 2020

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## Communications & Consulting

### Communications Consultant,

Aplenglow Industries  
Brand identity, social media, and content creating consultant  
2021 - PRESENT.  
APLENGLOWINDUSTRIES.COM

### Communications Consultant,

informal  
2021 - PRESENT.  
INFORMAL.CC

### Maker Buddies: Education Curriculum Design Project

Toronto Catholic District School Board. 2017

### Community Manager,

Hackaday.io,  
Creating and designing social media campaigns and community management for Instagram and Twitter.  
2018 - 2021. .HACKADAY.IO

### Innovator In Communities,

Toronto Public Library,  
2014 - 2015. A teaching series throughout Toronto's community centres on Arduino, web development and coding.

## Advising

Talking Back Feminist Media Conference Steering committee, 2019  
Textile Museum of Canada Selection Committee,  
Residency for Artists, educators and curators, Fall 2019  
Centre for Media Culture and Education (CMCE) Advisory Board 2018  
Fashion Communications, Ryerson School of Fashion Undergraduate Program Invited capstone judge 2019  
Digital Futures, OCADU Graduate Program. Invited awards panelist 2019  
Creators Grant 2019 Selection Committee for Creators Grant at Ryerson University

## Community Leadership

### Secretary, Board of

**Directors.** PleasureDome,  
2021 - PRESENT.  
PDOME.ORG

### Treasurer, Board of

**Directors.** Open Source Hardware Association , 2021 - PRESENT. OSHWA.ORG

### Treasurer, Board of

**Directors.** Doctoral Student Association , 2019- 2021 - PRESENT.

### Chair, Board of Directors,

Site 3 CoLaboratory,  
2013 - 2019. SITE3.CA

### Organizational team

**member,** BioHacking Village (DEFCON) 2020-Present

### Satellite Events Team,

**Maker** Festival Toronto, 2016.  
Coordinating 100+ events around Maker Festival with over 12,000 attendees

### Make Friends Monthly

**Co-Founder,** Little Dada, 2015 - 2018.  
MAKEFRIENDSMONTHLY.COM

**Education Officer,** Site 3 coLaboratory, 2012-2014

**CoFounder,** Adventure Box Collective, 2017 - 2019. Arts and technology collective in Toronto, Ontario.

**Artist In Residence Program Coordinator** SITE 3, 2015 - 16.

**LGBTQ Shop nights Co-Founder,** Site 3 coLaboratory 2014 - 2019. Organization and leading of weekly LGBTQ inclusivity community events.

**Site Bee Popup Shop Co-Founder,**  
Summer 2014.

## Select Collaborators, Projects & Events

### Justin Eddie and teh Great

**Cosmic Crisis** - 2021. Interactive prop design, Little Dada

### The L4 Society Workshop -

Event -2020  
Seeding Utopias (Artists in Libraries, Toronto Arts Council)

### Long Exposure Festival,

Organizer & Artist. Funded by Toronto Arts Council 2018-19.  
LongExposureFestival.com

### Skylab Revolution

Animating Historical Sites Fund by Toronto Arts Council / Hand Eye Society, 2019

### Stupid Shit No one needs & terrible ideas hackathon

**Toronto** 2016 - 2018 & 2020  
Stupidhackathontoronto.com

### A Lab of One's Own International Women's

**Day** event, Little Dada, 2016-17

### Photon Gallery

Site 3 Colaboratory  
Scotiabank Nuit Blanche Exhibit 2015-2018

### Festival Of Curiosity

**Technical lead on Wearable Technology runway show.**  
2016-18

### How Bright Is OUR Future With Design Workshop Architects, Exhibited at

IDS 2018, Technical lead

### Make Friends Meetup,

**Organizer.** Ongoing workshops on technology, 2015-16.  
MakeFriendsMeetup.com

### Rey Doll Hackathon 2016

**Anemoia Nigh Parade.** Scotia Bank Nuit Blanche 2015 (Collaboration with Len Predko)

### Punk Prism Power 2016

punkprismpower.com

### Site 3 Ridiculous

**Auction** 2014 & 2018

### Pedal Powerd Parts

**Washer** (Collaboration with Charlies Freewheels) 2014

### Toastraits 2015

Maker Festival Toronto

THESE ARE ONLY SOME OF THE COLLABORATORS I'VE WORKED WITH TO DEVELOP PROGRAMMING: Make Fashion, Festival Of Curiosity, INTEL, The Maker Bean, Maker Festival Toronto, Design Exchange ,Design Workshop Architects, Toronto Tool Library, Toronto Public Library, Site 3 Colaboratory, InterAccess, STEAMLabs, Ryerson University, Ryerson Library, KMDI/Semaphore, Institute for Research on Digital Learning (YorkU), Social Body Lab (OCAD U), MakeWorks, Dames Making Games, & Hand Eye Society.

## Selected Talks

**Outer Space and the City: Provocations for the Urbanization of Space Technology.** Panelist, Ars Electronica 2021

**Research-Creation: Milieus without Borders.** Panelist Society for Social Studies of Science (4S), 2021

**“Outer Space / Media / Power.”** Roundtable at the Annual Conference of the Canadian Communication Association, June 2021

**“Manufactured Ad-Scapes”**, video presentation at Reprise de Vues, 2021

**Artist Talk Lee Wilkins,** at Art&&Code:Homemade, 2021 Invited speaker

**What makes an effective mask?** at Can't Touch This, 2020

**Merging Mindsets Wearables.** 2020 Creative Manitoba

**Moderator: Extensions, prosthetics and symbiosis** 2019 - moderator, Inter/Access

**Making Art With Machines** 2019, Cybrog Futures at Inter/Access

**DMG Speaker Social** 2018, Into the void HackChat 2018, **Being a Cyborg**

Toronto Comic Arts Festival, 2017, **The Science of Superheros**

HelloCon 2017 **Invited Keynote Speaker**

**Critical Maker Education** Speaker 2016 ITP NYU

DigiFest 2016 **FUTURE5 Speaker**

**Reconstructing Resilience** 2016 Speaker, OCADU

**Different Games Conference** 2016, Speaker

**Toronto Design Offsite Festival Speaker** 2016 MaRS Discovery District

**Indigecade, DMG 2015** Speaker 2015, Bento Miso

**Atomic Lollipop** 2014, Speaker, Ontario Science Centre

**TEDx 2013** Speaker TEDx OCADU.

**Dames Making Games 2013.** Speaker

## Selected Exhibits

**Chimera - In The Middle**, Milieux Institute 2022, Exhibitor  
Void

**Matrix of Mobility: Networks of Objects and Exchange.** T6 2021, Exhibitor  
Void

**LIMINAL,** Bever Hall Gallery 2020, Exhibitor  
Void

**Mergin Mindsets Conference** 2020, Exhibitor - Void

**Digital Futures Open Show** 2019, Exhibitor - Void

**Winter Lights Ontario** Place 2018, Earth Resist

**ETHDenver 2018** Exhibitor

**Etherial NYC 2018** Exhibitor

**Bit Bazaar 2018,** Voids & Artisinal Plugins

**UrbaniT 2018,** Android Apparatus

**AndroidTO** 2018, Android Apparatus

**Hand Eye Society Ball** 2018, The Organ

**Missisagua Winter Festival** 2018, Light Organ

**Ontario Centre for Excellence.** 2017, Exhibitor

**InStore** 2017, RE: Familiar

**EDIT Festival** 2017, LOL memory

**Make Fashion** 2017, RE: Familiar

**Cirque-it** 2017 Cyborg Armor

**Grow Op** 2017, Gladstone Hotel

**Hand Eye Society Ball** 2016 Annual General Mischief

**Nuit Blanche** 2016, Orbs

**Space Jam** YTB Gallery, Jan.2016, Exhibitor

**Indiecade** 2015, Exhibitor

**The Anthropologists Market,** 2015

**Maker Festival Toronto** 2015, Hustle Bustle

**GradEx** 2014, OCADU Exhibitor

**Light** 2014, OCADU Exhibitor

**IGDA Eat Play Mingle** Exhibitor

**Level Up** 2013 Exhibitor

**Social Engineer,** OCADU Graduate Gallery 2013

**Possibility Spaces** 2011 Exhibitor

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## References

Dr Sarah Sharma  
UNIVERSITY OF TORONTO  
sarah.sharma@utoronto.ca

Dr Marie-Pier Boucher  
UNIVERSITY OF TORONTO  
mariepier.boucher@utoronto.ca

Dr Emma Westecott  
OCAD UNIVERSITY  
ewestecott@faculty.ocadu.ca

**CUPE LOCAL 3904, UNIT 1 CONTRACT LECTURER ASSESSMENT FORM**

<b>CONTRACT LECTURER'S NAME:</b> Lindy Wilkins				<b>TERM AND YEAR:</b> Winter 2019			
<b>ASSESSOR'S NAME:</b> Grahame Lynch							
<b>DEPARTMENT/SCHOOL:</b> Fashion							
<b>CLASS:</b> Special Topics: Wearable Technology				<b>DATE OF ASSESSMENT:</b> March 19, 2019			
<b>COURSE NUMBER (IF APPLICABLE):</b> FSN 599							
<b>CLASS FORMAT:</b> Lecture <input type="checkbox"/> Studio <input checked="" type="checkbox"/> Lab <input type="checkbox"/>							
<b>OTHER (Please specify):</b> _____							
<p>The Assessor is required to assess the Contract Lecturer by completing this form. The primary purpose of this assessment shall be to assist with the professional development of the Contract Lecturer. To complete the evaluation both the Assessor and the Contract Lecturer must sign and date the form, after a discussion has taken place. Please use the following guide to rate the Instructor's performance in each of the areas.</p> <p>N/A = Not applicable  1 = Unacceptable  2 = Needs Improvement  3 = Satisfactory  4 = Good / accomplishes tasks diligently and well  5 = Excellent / accomplishes all tasks at a high level</p>							
<b>A) SCHOLARSHIP</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
1. Demonstrates knowledge of subject matter						x	Lindy has extensive knowledge of materials and their properties and interaction in the context of design.
2. Integrates current developments/research findings into the content						x	Brought examples of experiments, samples and finished works for the students to engage with. This helped them understand the use and interaction of particular technologies with clothing, bodies and electronics in fashion, art, costume and performance contexts
3. Shows relevance and appropriateness of course content						x	Lindy is providing an excellent hands-on introduction to the integration of technologies in fashion.
4. Provides appropriate source material and references.						x	Course notes and presentations are shared on D2L. Links to all sources are included.

5. Refers students to additional source material where appropriate						x	Provides numerous options for sources. Students were researching options on their phones quickly and also shared these in class
<b>B) METHODS OF PRESENTATION</b>							
1. Is well prepared and presents material in a well-organized manner.						x	
2. Demonstrates appropriateness and effectiveness of teaching techniques/methods (specific to course objectives).						x	Lindy's teaching methods place value on gaining knowledge through material and technical exploration. The small scale of this studio has facilitated hands-on engagement and sharing of knowledge.  Notably the peer-to-peer review of ideas and work in progress encouraged students to be problem solvers with each other and to suggested solutions that could directed the development of the design project
<b>B) METHODS OF PRESENTATION</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
3. Presentation demonstrates professional/discipline competence.						x	
4. Evidence of placing the presentation in context (such as course goals, school mission, overall curriculum).						x	Also placed this within the context of FCAD and interdisciplinary activities between schools.
5. Handouts/power point are legible, with appropriate, current and accurate information with appropriate referencing and no copyright violations.						x	
<b>C. COMMUNICATION AND INTERACTION</b>							
1. Encourages student inquiry/class discussion.						x	Students were actively engaged in discussion. Many questions were related to materials and technical issues. These later transitioned to issues of design and function
2. Exhibits enthusiasm and interest with students.						x	So much enthusiasm !!!



3. Expresses ideas clearly and audibly. Responds clearly to student questions.						x	Every question was met with a thoughtful response often beginning with "That's a really great question because..."
4. Responds to student needs and incorporates feedback.						x	During the peer-to-peer session, Lindy brought forth issues students encountered in previous projects indicating how they could serve as a foundation to solve problems in the final project. The tone is always supportive and constructive
5. Deals fairly with students.						x	
<b>D. LEARNING</b>							
1. Stimulates critical thinking and analysis.						x	
2. Adjusts to individual and group needs.						x	
3. Meets student needs through a range of teaching styles.						x	
4. Demonstrates respect for alternative points of view.						x	
<b>E. APPROACHABILITY</b>							
1. Open to suggestions from students.						x	Lindy's teaching methods actually foster these suggestions
2. Exhibits a positive attitude to all students.						x	
3. Treats students with respect.						x	

**F. USE THIS SPACE FOR ADDITIONAL/GENERAL COMMENTS.**

If you have concerns about the physical space impeding effective teaching, please forward these separately to your Chair/Director – they are not part of the evaluation process.

Lindy,

Thank you for allowing me to attend FSN 599 Wearable Technology on March 19, 2019

The session began with what I have heard you describe as a ‘tech buffet’ of smart materials. This was an overview of numerous materials and processes all with physical samples and demonstrations. You’ve noted that not all students will make use of everything, but that this opens up possibilities for experimentation, play and discovery, and it often sparks ideas that shape their designs.

With some of the demonstrations, specifically the thermochromatic fabrics with high resistance conductive thread, and the speaker made of conductive thread and magnets, students were very excited. One student excitedly commented, “There’s magic happening in front of me!”

During the peer-to-peer discussion of projects, you challenged students to “stop thinking about computers, materials and clothing the way we usually do”, and encouraged them to think as problem solvers. Their ideas ran the gamut from functional garments to theatrical costumes with performative goals. In response to your direction students suggested ideas that could help affect the design or implementation of tech in each other’s projects. In one case, I noted that you would hold off on providing possible solutions too early thus allowing the students to begin considering issues such as the tactility location, usability and implementation of particular tech, then you further guided them to consider specific concerns that arose from discussion.

**G. STRENGTHS AND RECOMMENDATIONS**

Overall your class was an absolute pleasure to attend. You are clearly an inventive thinker and you convey your knowledge in an approachable and relatable manner with thorough materials to support.

I can’t wait to see what your students come up with!

Great work Lindy.

**H. CONTRACT LECTURER'S RESPONSE**

CONTRACT LECTURER'S SIGNATURE: 

DATE: March 25 2019

**I) SIGNATURES:** Both the Assessor and the Contract Lecturer shall sign this form to indicate that a discussion took place.

ASSESSOR'S SIGNATURE:  DATE: November 30, 2018

CONTRACT LECTURER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Note: Pursuant to Article 18 of the CUPE Local 3904 Unit 1 Collective Agreement any ongoing discussions regarding this evaluation shall be with the Contract Lecturer and the Chair/Director.

- Copies:
- Contract Lecturer
  - Chair/Director
  - Service Record File
  - CUPE Local 3904 Unit 1

**CUPE LOCAL 3904, UNIT 1 INSTRUCTOR ASSESSMENT FORM**

**INSTRUCTOR'S NAME:** Lindy Wilkins

**TERM AND YEAR:** Winter 2018

**ASSESSOR'S NAME:** Ali Mazalek

**DEPARTMENT/SCHOOL:** RTA School of Media

**CLASS:** Emerging New Media Practices

**DATE OF ASSESSMENT:**

**COURSE NUMBER (IF APPLICABLE):** RTA 968

**CLASS FORMAT:**           Lecture                       **Studio**                       **Lab**       

**OTHER (Please specify):** \_\_\_\_\_

The Assessor is required to assess the Instructor by completing this form. The primary purpose of this assessment shall be to assist with the professional development of the Instructor. To complete the evaluation both the Assessor and the Instructor must sign and date the form, after a discussion has taken place. Please use the following guide to rate the Instructor's performance in each of the areas.

- N/A = Not applicable
- 1 = Unacceptable
- 2 = Needs Improvement
- 3 = Satisfactory
- 4 = Good / accomplishes tasks diligently and well
- 5 = Excellent / accomplishes all tasks at a high level

<b>A) SCHOLARSHIP</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
1. Demonstrates knowledge of subject matter						X	Experienced and well versed with subject matter
2. Integrates current developments/research findings into the content						X	Yes, nicely done
3. Shows relevance and appropriateness of course content						X	Good work contextualizing the technologies in the practice
4. Provides appropriate source material and references.						X	Yes – good
5. Refers students to additional source material where appropriate						X	Yes – good
<b>B) METHODS OF PRESENTATION</b>							
1. Is well prepared and presents material in a well organized manner.						X	Clear and well organized presentation materials
2. Demonstrates appropriateness and effectiveness of teaching techniques/methods (specific to course objectives).						X	Good job providing rationale for the methods and activities

<b>B) METHODS OF PRESENTATION</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
3. Presentation demonstrates professional/discipline competence.						X	Good job
4. Evidence of placing the presentation in context (such as course goals, school mission, overall curriculum).					X		Seems well planned within the broader course context
5. Handouts/power point are legible, with appropriate, current and accurate information with appropriate referencing and no copyright violations.						X	Yes, good job
<b>C. COMMUNICATION AND INTERACTION</b>							
1. Encourages student inquiry/class discussion.						X	Nice job trying to elicit critical perspectives from students
2. Exhibits enthusiasm and interest with students.						X	Shows lots of enthusiasm
3. Expresses ideas clearly and audibly. Responds clearly to student questions.						X	Good job
4. Responds to student needs and incorporates feedback.						X	Provides good feedback
5. Deals fairly with students.						X	
<b>D. LEARNING</b>							
1. Stimulates critical thinking and analysis.					X		Good job
2. Adjusts to individual and group needs.	X						N/A for the class I observed
3. Meets student needs through a range of teaching styles.	X						N/A for the class I observed
4. Demonstrates respect for alternative points of view.	X						N/A for the class I observed
<b>E. APPROACHABILITY</b>							
1. Open to suggestions from students.						X	
2. Exhibits a positive attitude to all students.						X	
3. Treats students with respect.						X	

**F. USE THIS SPACE FOR ADDITIONAL/GENERAL COMMENTS.**

The class I observed discussed possible technological approaches for students' final interactive art projects and each student did a short work-in-progress presentation. Lindy approached the topic with enthusiasm and did a great job trying to get students to critique each other's works in a constructive way. Lindy responded to questions and gave feedback throughout the session and kept the students engaged.

B

**G. STRENGTHS AND RECOMMENDATIONS**

Lindy is clearly knowledgeable about the material and has a great deal of practical experience that she can share with the students. She also does a good job at contextualizing the practical decisions that students need to make and trying to elicit critical reflection. As such she is well suited as an instructor for this course. I don't have any changes to recommend.

v

**H. INSTRUCTOR'S RESPONSE**

INSTRUCTOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**I) SIGNATURES:** Both the Assessor and the Instructor shall sign this form to indicate that a discussion took place.

ASSESSOR'S SIGNATURE: \_\_\_\_\_ DATE: 04/05/2 \_\_\_\_\_

INSTRUCTOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Note: Pursuant to Article 18 of the CUPE Local 3904 Unit 1 Collective Agreement any ongoing discussions regarding this evaluation shall be with the Instructor and the Chair/Director.

Copies: Instructor  
Chair/Director  
Service Record File  
CUPE Local 3904 Unit 1

**CUPE LOCAL 3904, UNIT 1 CONTRACT LECTURER ASSESSMENT FORM**

CONTRACT LECTURER'S NAME:

TERM AND YEAR:

ASSESSOR'S NAME:

DEPARTMENT/SCHOOL:

CLASS:

DATE OF ASSESSMENT:

COURSE NUMBER (IF APPLICABLE):

CLASS FORMAT:      Lecture                       Studio                       Lab  
 Online                       Hybrid/Flipped                       Other (specify): \_\_\_\_\_

The Assessor is required to assess the Contract Lecturer (CL) by completing this form. The primary purpose of this assessment shall be to assist with the professional development of the CL. **As such, the assessor and the CL must first have a conversation prior to the assessment in order to clarify the nature of the class format/delivery and to identify areas of specific focus, if applicable.** Following the actual evaluation, both the Assessor and the CL must sign and date the form, after a discussion has taken place. Please use the following guide to rate the CL's performance in each of the areas:

- N/A = Not applicable
- 1 = Unacceptable
- 2 = Needs Improvement
- 3 = Satisfactory
- 4 = Good / accomplishes tasks diligently and well
- 5 = Excellent / accomplishes all tasks at a high level

A) SCHOLARSHIP (demonstrated through lecture or classroom/online discussion or resource materials developed for course. Note that if material is online, the assessor is expected to view it prior to the class assessment)	N/A	1	2	3	4	5	SPECIFIC COMMENTS
1. Demonstrates knowledge of subject matter						<input checked="" type="checkbox"/>	
2. Integrates current situational examples, developments, and/or research findings into the content						<input checked="" type="checkbox"/>	
3. Provides relevance and context for course content					<input checked="" type="checkbox"/>		
4. Includes appropriate resource material and references with no copyright violations.						<input checked="" type="checkbox"/>	
5. Refers students to additional resource material, where appropriate						<input checked="" type="checkbox"/>	

<b>B) COURSE DELIVERY</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
1. Is well prepared and organized.						<input checked="" type="checkbox"/>	
2. Is effective in facilitating/maintaining a positive class learning environment.						<input checked="" type="checkbox"/>	
3. If using, audio-visual tools (e.g. ppt, visio, etc.) are clear, effective and enhance learning.					<input checked="" type="checkbox"/>		
<b>C) LEARNING</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
1. Stimulates critical thinking and analysis through lecture, discussion, online or in class activities.					<input checked="" type="checkbox"/>		
2. Assists students to connect course content with prior learned knowledge.					<input checked="" type="checkbox"/>		
3. Actively engages students in the learning process through discussion, questions and/or in class activities.					<input checked="" type="checkbox"/>		
4. Provides opportunities for students to learn from one another through discussion or in class activities.						<input checked="" type="checkbox"/>	
5. Adjusts pedagogy to individual and/or group needs, as appropriate.						<input checked="" type="checkbox"/>	
<b>D) COMMUNICATION &amp; INTERACTION</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>SPECIFIC COMMENTS</b>
1. Expresses ideas clearly and audibly.					<input checked="" type="checkbox"/>		
2. Exhibits enthusiasm and a positive attitude toward students.						<input checked="" type="checkbox"/>	
3. Encourages student inquiry/class discussion/ student engagement.						<input checked="" type="checkbox"/>	
4. Is open to alternate viewpoints from students.	<input checked="" type="checkbox"/>						
5. Responds to student questions and incorporates feedback.						<input checked="" type="checkbox"/>	
6. Treats students fairly and with respect.						<input checked="" type="checkbox"/>	



**E. USE THIS SPACE FOR ADDITIONAL/GENERAL COMMENTS.**

If you have concerns about the physical space impeding effective teaching, please forward these separately to your Chair/Director – they are not part of the evaluation process.

**F. STRENGTHS AND RECOMMENDATIONS**

**G. CONTRACT LECTURER'S RESPONSE**

CONTRACT LECTURER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**H) SIGNATURES:** Both the Assessor and the Instructor shall sign this form to indicate that a discussion took place.

ASSESSOR'S SIGNATURE: *Albert Steinhilber* DATE: Feb. 6, 2020

CONTRACT LECTURER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Note: Pursuant to Article 18 of the CUPE Local 3904 Unit 1 Collective Agreement any ongoing discussions regarding this evaluation shall be with the Contract Lecturer and the Chair/Director.

Copies: Contract Lecturer  
Chair/Director  
Service Record File  
CUPE Local 3904 Unit 1