

# Shifting and Shaping how we Teach and Learn: Introducing Business and Chemistry Students to Equity, Diversity, and Inclusion Issues via Global and Inter-disciplinary Group Projects

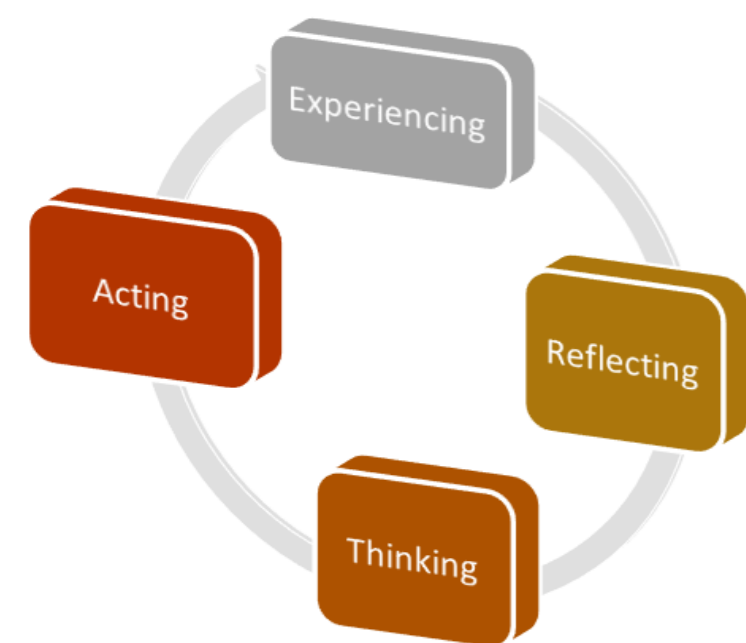
Nirusha Thavarajah<sup>1</sup>, Phanikiran Radhakrishnan<sup>1</sup>, Jaffa Romain<sup>1</sup>, Vanshika Agarwal<sup>1</sup>, Rajshree Ghosh Biswas<sup>1</sup>, Ceara Khoramshahi

<sup>1</sup>University of Toronto (Scarborough) 1265 Military Trail, Scarborough ON Canada, <sup>2</sup>Ontario Institute for Studies in Education (OISE) University of Toronto, 252 Bloor St W, Toronto, ON, Canada



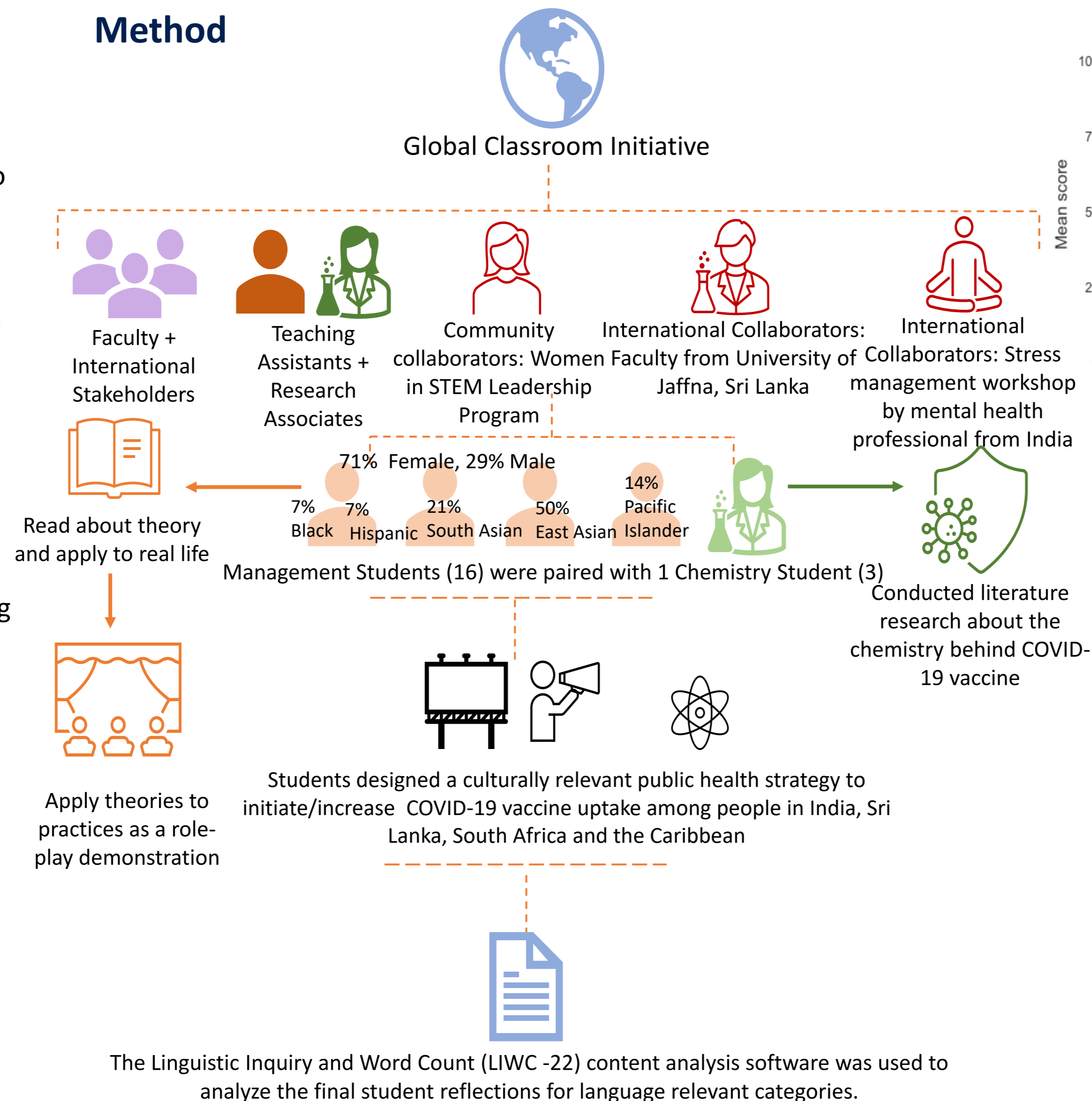
## Introduction

- Experiential learning assignments enhance student learning by providing them with "hands-on" opportunities to apply course-relevant knowledge to solve a problem in the real world.<sup>1,2</sup>
- In the Fall of 2021, a novel interdisciplinary, global classroom initiative, connecting Management and Chemistry undergraduate students was launched with the support of the UofT International Relations Office.
- Students worked in interdisciplinary teams alongside global partners to research the chemistry of the COVID-19 vaccine and systemic factors contributing to vaccine hesitancy in disadvantaged communities within 4 major global regions.



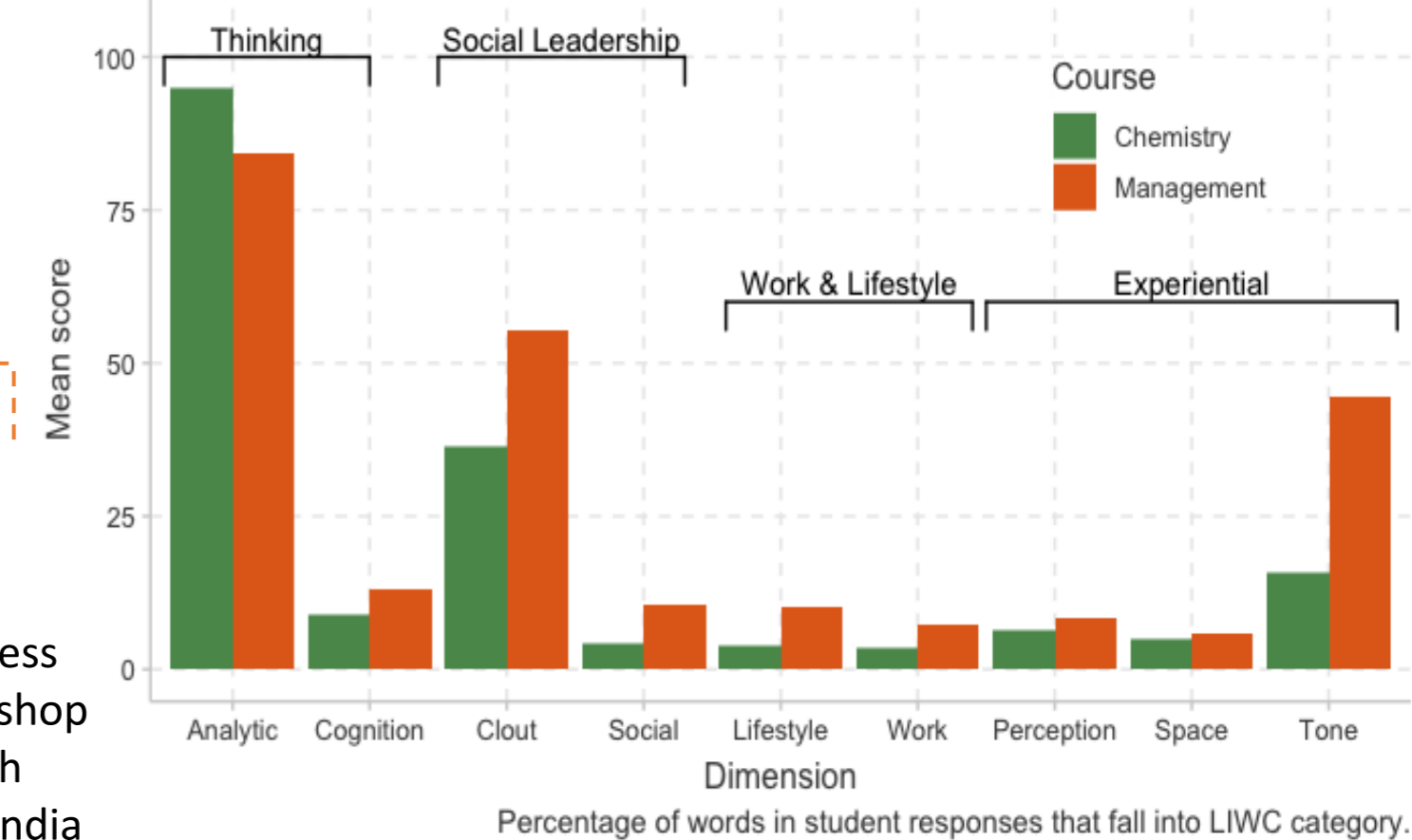
**Figure 1:** Stages of the Experiential Learning Cycle

## Method

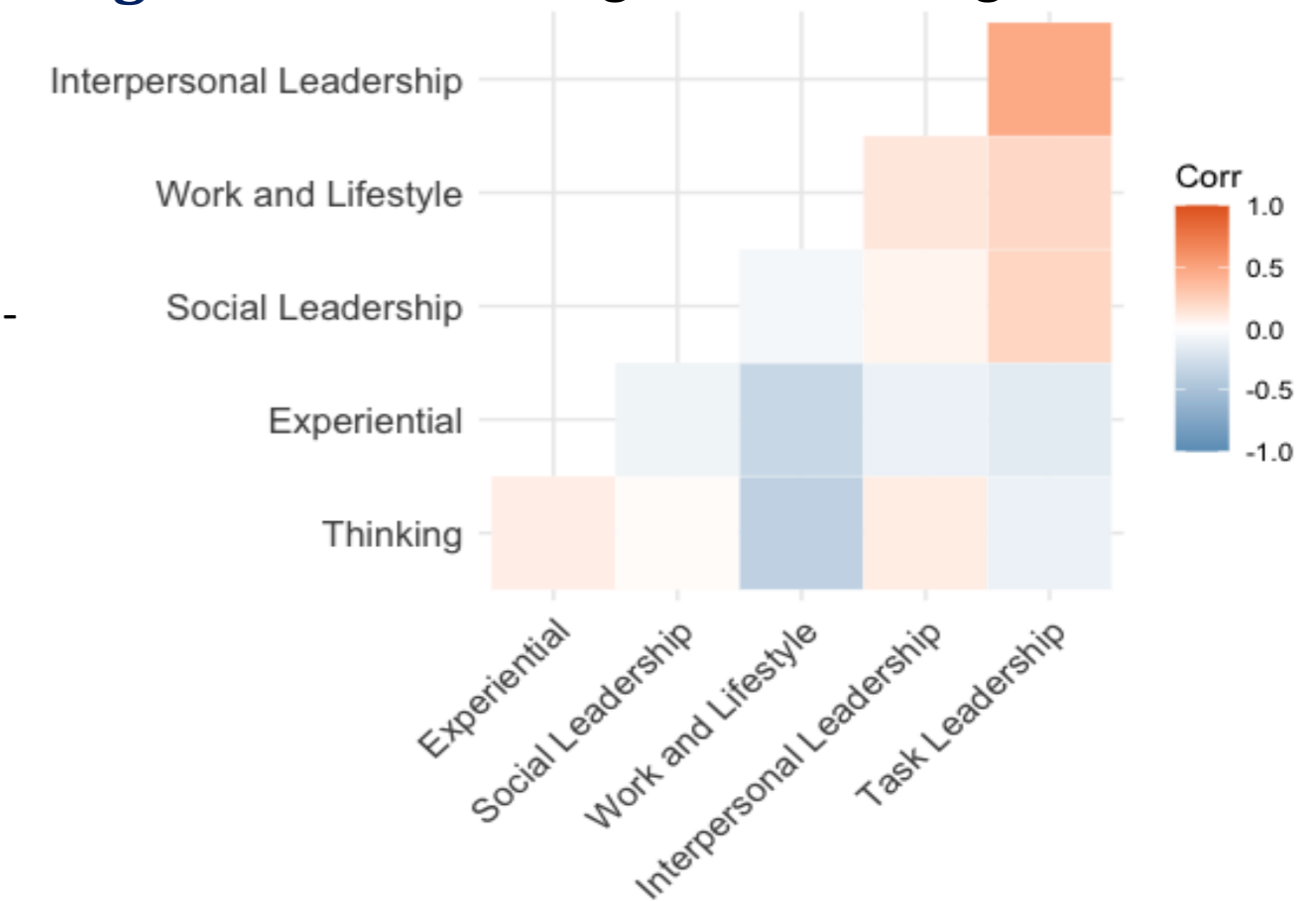


**Figure 2:** Global Classroom Project Structure

## Results & Discussion



**Figure 3:** Work-integrated Learning Scores



**Figure 4:** Correlation of LIWC and Leadership Scores

"Overall, this entire project process provided me the opportunity to address a simulation of a real-world problem by incorporating research aid from the management students, from myself a chemistry student....to make a real-world decision...."

1. Boyd, R. L., Ashokkumar, A., Seraj, S., & Pennebaker, J. W. (2022). The development and psychometric properties of LIWC-22. Austin, TX: University of Texas at Austin. <https://www.liwc.app>

2. Millenbah, K. F., & Millspaugh, J. J. (2003). Using Experiential Learning in Wildlife Courses to Improve Retention, Problem Solving, and Decision-Making. *Wildlife Society Bulletin (1973-2006)*, 31(1), 127-137. <http://www.jstor.org/stable/3784366>