



**Chartered
Institute of
Housing**
Canada

Training: Knowledge Mobilisation in Housing

Those involved in advocating, researching, developing policy and programs, and delivering housing solutions are not aligned within one sector. Various health, social services, industry and service sectors, community organizations and others that are experiencing the impacts of the current housing system are often challenged to articulate these with clear and understandable terms and measures. This course will help those who want to advance evidence and research based solutions to complex housing issues by aligning research, findings, input, and solutions through clear and concise messages, plans, with measurable value and impact.

Training details

Meeting times



Tuesday February 22, 12 noon to 2:30 pm ET

Wednesday February 23, 12 to 2:30 pm ET

Optional: Friday February 25, 12 noon – 1:00 pm ET (open discussion)

Total course time commitment: 10 hours

All meetings will happen on zoom

Instructor



Prof. Michael Buzzelli, B.A. (Hons.), M.A., M.Ed., Ph.D.

Director, Centre for Urban Policy and Local Governance

Associate Professor, Department of Geography and Environment

Western Teaching Fellow

The University of Western Ontario

Chair, DIAAC - Diversity, Inclusion and Anti-oppression Advisory Committee, City of London

Course description



This course will help you to (1) develop your ability to synthesise literature and evidence from a variety of sources and (2) communicate knowledge and insights to a range of audiences by alternative means. The course centres on in-meeting active learning pedagogies that are collaborative and interactive. Exercises include a choice of either a written policy brief or a short grant writing exercise. A professional development reflection exercise and presentation completes the course. By the end of this course, you will be able to identify relevant evidence and understand the process of bringing that evidence to bear on problems relevant to your professional practice.

Exercises and assessment (distributed at the start of the course)



All course exercises are assessed as pass/fail based on satisfactory completion. Full feedback will be provided however grading is restricted to complete/incomplete. Successful completion of the course is based on all of the components below.

1. Attendance and participation
2. Policy brief OR grant writing exercise (approximately 1.5 pages for either).
Due Wednesday March 2.
3. Professional development reflection (includes short 'Pecha Kucha' presentation to the whole group)

Everyone who completes the training will receive a formal Certificate of Completion from CIH Canada.

About the instructor:

Michael Buzzelli, B.A. (Hons.), M.A., M.Ed., Ph.D.
Director, Centre for Urban Policy and Local Governance
Associate Professor, Department of Geography and Environment
Western Teaching Fellow
Chair, DIAAC - Diversity, Inclusion and Anti-oppression Advisory Committee, City of London

After completing graduate work at McMaster University, I held academic appointments at UBC and Queen's. I have been at Western since 2007. Along the way I have taught undergraduate and graduate courses and supervised students at all graduate/postdoctoral levels. In terms of scholarship and practice, I have led several national and international research projects on a range of issues and developed and supervised applied graduate policy training programmes. My current work focuses on higher education institutional and system policy and planning, including research on teaching and learning.

In addition to these rewarding experiences, I have also held visiting appointments at the Universities of Melbourne (Australia, Summer 2007), Glasgow (Scotland, Summer 2008), UBC (Vancouver, Summer 2011) and Bologna (Italy, January – June 2016). Among the most important things I have done professionally is serve on the Board of Directors of the London and Middlesex Housing Corporation, the largest social housing provider in the London region (Member 2014-17, Chair, 2017-18). Since 2019 I have served on the City of London's Diversity, Inclusion and Anti-oppression Advisory Committee (DIAAC) and the London Community Foundation's Social Finance Committee.

Notes on professionalism and participation

Guidelines for Communicating in Online/Professional Contexts

The notes below provide guidance on appropriate ways of interacting with your peers, teaching assistants, and instructors in online and professional contexts. It applies to email, online discussion groups, and online chats (as well as in-person interaction).

Treat others with respect

- Use correct professional titles, particularly when meeting someone for the first time.
- Use the preferred names of your peers. If someone signs their name as “Melanie,” don’t address them as “Mel” in your response.
- For those individuals who have indicated preferred pronouns (such as “he,” “she,” or “they”), use those preferred pronouns when referring to them.
- Do your part to maintain a professional environment. For example, if your instructor has you use an online tool where you can make up your own username, don’t create a username that is silly or offensive. Use your real name or something similar and appropriate.
- Be respectful of others’ opinions. Being open to new perspectives is one of the objectives of academic discussions. However, if someone writes something that you think is genuinely offensive or hateful, immediately draw it to your instructor’s attention.
- Before you write something, ask yourself: “Would I say this out loud in class?” If not, don’t write it.
- If you’re angry about something, wait a day (to cool off) before you communicate with the person or persons who’ve angered you. This is a good idea in the real world, too!

Observe the conventions of professional writing

- Write in a clear and concise manner. Write in sentences, not fragments.
- In professional communications, you should endeavour to use correct spelling and grammar.
- Avoid using short forms such as “u” instead of “you.” Those abbreviations are fine when texting friends but not in a professional context. Likewise, avoid abbreviations such as “ROFL” and “WTF.”
- Avoid using all caps because it can be interpreted as YELLING.
- Be careful about responding with humorous or ironic statements: they might be misinterpreted and cause offence. If you do inadvertently offend someone, apologize immediately.

Discussion Groups

- In discussion groups (and email), make your subject line specific and descriptive: “Next Wednesday’s midterm” is a better subject line than “Question.”
- Stay on topic. If the topic of a given thread is “Napoleon’s rise to power,” don’t bring in the movie “The Fast and the Furious” (unless you are making a genuine and thoughtful connection).
- Don’t reply to someone’s post with just “I agree.” Instead, explain why you agree, or explain why you mostly agree but have a slightly different perspective on certain aspects of the topic.

- It's become acceptable to use common emoticons such as a smiley face or sad face. Such emoticons can help convey the tone of your statement. But avoid overusing them, and avoid using outlandish ones (like a winking badger).
- Don't share personal information pertaining to others (and be prudent about the personal information you share about yourself).

Email

- Don't start an email to an instructor with "Hey" or similar informalities.
- If you need to email your instructor or teaching assistant, use your university email address (e.g. abc@uwo.ca) not a personal email address (e.g. funky_poodle@gmail.com).
- It is often a good idea provide some brief context for what you are emailing about, such as, "I'm in your Tue/Thu Stats course. Last Thursday I asked you after class about bivariate distributions. I have a follow-up question..."
- Use a standard font such as Ariel, Calibri, or Times New Roman. Avoid "silly" fonts like Comic Sans. As for font size, choose 12 pt. or 14 pt.

Remember: You are part of a professional learning community. That community is enhanced or undermined by each person's behaviour. Help to enhance it!