

TEACHING IN FOCUS (TiF) CONFERENCE

INTENTIONALITY IN YOUR TEACHING:
FROM PRACTICE TO PRAXIS

MAY 15 & 16, 2019

Welcome to TiF from the Teaching Commons

It is with great pleasure that I welcome you to the 7th edition of Teaching in Focus conference at York University.

This year's theme, *Intentionality in Your Teaching: From Practice to Praxis*, encourages us to think about our teaching practice through a reflective lens. How do we know that we experience success in our classroom? How does it happen? When we face a challenge with our instructional methods, how do we adjust? These kinds questions help us search for evidence of learning in our students. Answering them mindfully often offers a window into the principled beliefs that informs our teaching and learning decisions.

The conference starts with our keynote speaker, Dr. Eric Kam, an Associate Professor of Economics at Ryerson spending his upcoming sabbatical year at Glendon as a True Visitor. A former Faculty Teaching Chair and Director of Teaching and Learning, Dr. Kam constantly reflects on his teaching practice and the theories that inform learning. In his talk, he will *compare and contrast the best practices of teaching large lectures to the successes and failures he has experienced over the last 20 years teaching over 25, 000 students in classes ranging from 300 to 1200 students*. After the keynote address, we invite you to explore exciting parallel sessions and come to a panel with the 2018 President's University-Wide Teaching Award winners.

Day 2 of the conference offers parallel sessions, poster presentations, and two plenaries. The first one highlights faculty members - including AIF Category II recipients

- wrapping up their own teaching and learning research as part of their EduCATE project. EduCATE is a one-year program offered by the Teaching Commons for faculty to explore any aspect of teaching and learning by engaging in action research and contributing to the Scholarship of Teaching and Learning (SoTL). The conference will close with an interactive plenary where conference goers will engage in dialogue with others and with themselves to identify promising ideas heard at the conference and articulate strategies for integrating them in their context.

Throughout the conference, our makerspace will feature a brand new portable padcaster studio made available for experimenting with video making and producing digital learning objects. These tools, along with expert advice, can be borrowed from the Teaching Commons, so I hope that you will check them out!

Looking forward to seeing you and wishing you an engaging conference.

Genevieve Maheux-Pelletier

Genevieve Maheux-Pelletier
PhD, PMP
Interim Director, Teaching Commons



Keynote Speaker: Dr. Eric Kam



Dr. Eric Kam is Associate Professor of Economics at Ryerson, and in 2019-2020, will spend his sabbatical as true visitor at Glendon College. Eric holds a PhD in economics from York University. He has been faculty teaching chair, and director of teaching and learning. Eric is a monetary theorist who researches the real effects of monetary changes. He supervised 75 masters and undergraduate theses, been the external examiner for 4 PhD dissertations and is the 2013 recipient of Ryerson's President's Award for Teaching Excellence.

Keynote Description

Searching for Tools for Mass Instruction

"In this presentation, I examine the best practices on the teaching of large lectures and compare and contrast these theories to the experiences I have had teaching over 25, 000 students in classes ranging from 300 to 1200 students. I offer helpful tips to new and seasoned instructors, which are reflections of what has worked and what has failed over 20 years."

2019 TEACHING COMMONS TiF CONFERENCE PROGRAM

Day 1

9:00am-9:30am	Registration	ACE Basement
9:30am-9:45am	Welcomes: Will Gage and Genevieve Maheux-Pelletier	ACE 001
9:45am-10:45am	Eric Kam - Opening Keynote	ACE 001
10:45am-11:00am	Break	

Concurrent Session 1

11:00am - 11:45am			
ACE 002 Programs Supporting Student Success	ACE 009 Tools Designed to Support Student Learning	ACE 004 Activism in the Classroom	ACE006
Agata Stypka, Mazen Hamadeh, Jennine Rawana, Monique Herbert, Chris Ibrahim, Simi Sahota Course Instructors Plus Peer Leaders Equals PASS	Kristine Klement and Sabina Chatterjee Critical Thinking Skills for a Feminist Classroom, Handbook and Toolkit: Teaching and Learning for Critical Consciousness	Tanya Da Sylva, Maija Duncan, Joanna Pearce Treating our Students as People First	MakerSpace

Concurrent Session 2

11:50am - 12:35pm			
ACE 002	ACE 009	ACE 004	ACE006
Abdulkhader Mohammed, Jennine Rawana, Mazen Hamadeh, Hernan Humana, Angelina Batac Bringing Students to the Podium to Create an Intentional Learning Environment	Lisa Endersby, Cassandra Piccoli, Esther Wanduku, Inderpreet Banwait, Zuzana Balazova Passion, Pathways, and Patience: Understanding Student Engagement Through the Eyes of Our Student Consultants on Teaching	Wendy Wong, Marija Bacic, Christine O'Dell, Frank Zhang, Ilze Briede, Helen Han, Egor Sokolov Decolonizing Design Education: Creative Process Teaching and Learning Delivery in a Blended Environment	MakerSpace

12:35pm-1:30pm	Lunch	
1:30pm-2:30pm	PUWTA Panel: Bridget Cauthery, Minha Ha, Ruth Koleszar-Green, Dan Palermo, Reena Shadaan	ACE 001

Concurrent Session 3

2:35pm-3:05pm			
ACE 003	ACE 004	ACE 007	ACE 006
Researching Teaching	Researching Teaching	Researching Teaching	
Dominique Scheffel-Dunand, Nausheen Quayyum, Lisa Endersby Leading from the Middle: Lessons Learned from Developing Awareness of and Competency for Globally Networked Learning among Faculty, Staff, and Students at York University	Hossam Sadek, Franz Newland, Salvatore Paneduro Student Learning in and out of the Classroom: Co-building the Learning Map	Laura Farrugia, Salma Saleh, Alice S.N. Kim, Mandy Frake-Mistak, Genevieve Maheux-Pelletier, Celia Popovic How Can We Best Support Scholarship of Teaching and Learning (SoTL) Researchers?	MakerSpace

Concurrent Session 4

3:10pm-3:40pm			
ACE 004	ACE 003	ACE 007	ACE 006
Researching Teaching	Researching Teaching	Researching Teaching	
Dominique Scheffel-Dunand, Liam Bekirsky, Agnès Lemesre-Valy, Laura Waddell Open Pedagogy as a Creative Process: A Transnational Exploration of Student-Centred Learning Design	Aida Mamuji and Ali Asgary Enhancing Student Learning Through Virtual Worlds: Experiences of York University's Disaster & Emergency Management Program	Alice S.N. Kim, Cassandra R. Stevenson and Lillian Park Investigating the Predictive Utility of Students' Scores on Course Assignments and the Mid-Term Exam on Final Cumulative Exam Scores	MakerSpace

Day 2

9:00am-9:30am	Registration	ACE Basement
9:30am-11:00am	EduCATE Plenary: Julie Conder, Jeffrey Harris, Monique Herbert, Franz Newland, Audrey Pyeé, Danielle Robinson, Hossam Sadek	ACE 001
11:00am-11:15am	Break	

Concurrent Session 5

11:15am-12:00pm					
ACE 002	ACE 003	ACE 004	ACE 007	ACE006	ACE009
UDL	Engaging Students	Supporting Student Learning	Technology Enhanced Learning		
Andrew Molas Addressing the Diversity Issue in Higher Education and Transforming Teaching Through Inclusive Pedagogy and Universal Instructional Design	Lisa Violo Letting Go of Lectures - How to Replace Lecturing with Engaging Instructional Methods in the Classroom	Jennifer Mills Becoming a Great Undergraduate Student Supervisor	Iris Epstein, Kurt Thumlert, James Smith, Melissa Baljko, Lisa Sandlos Using SmART Videos to Teach and Learn Practical Skills	MakerSpace	Posters

12:00pm-1:00pm Lunch and Poster Sessions

Posters	
Amenda Chow	Experiential Education in a Mathematics Discipline via an Experimental Teaching and Learning Space
Claudia Chaufan and Samantha Yoo	Critical Reflection in the Global Health Policy Classroom
Deanna Bartlett, Jennifer Klein & Eva Peisachovich	In Case of Emergency: A Simulated Disaster Event
Eva Peisachovich, Lora Appel, Donald Sinclair, Celina Da Silva	Using an eGame to Educate About Promoting Safe Environments for Persons Living with Dementia
Peisachovich, E., Ramish, D., Luna, J., Hvizd, A., Klein, J., Bishop, A., Brown, L., Delaney-Laupacis, K., Shipley, H., Broderick, S.,	Enhancing Student Staff Development Through a Collaboration Between the Simulated Person Methodology (SPM) Lab the Athletics & Recreation Department, and the Centre for Human Rights, Equity & Inclusion (REI)
Kristine Klement and Sabina Chatterjee	Critical Thinking Skills for a Feminist Classroom, Handbook and Toolkit: Teaching and Learning for Critical Consciousness

Danielle Robinson and Franz Newland	York Capstone Network: The Finishing Year Project
Claudia Chaufan, Rubina Kharel & Samia Shire	Engaging Students in the Politics of Health/Global Health Policy
Franz Newland, Hossam Sadek, James Smith, Lal Samaraskera	Towards Student-Focused Continuous Improvement: Lassonde's Continuous Improvement Process
Kai Zhuang and Franz Newland	Lassonde Futures Lab: Finding the Renaissance Engineering Experience
Kyle Belozarov and Spencer Mukai	Introducing Authentic Inquiry-Based Assignments to Promote Student Engagement in Upper Year Lecture-Only Science Courses
Jeffrey Harris, Maria Miqdadi, Morgan O'Dea, Haaniyah Ali	Ongoing Engineering Education Research

Concurrent Session 6

1:00pm-1:45pm					
ACE 002	ACE 003	ACE 004	ACE007	ACE006	ACE009
Celia Popovic Choose Your Own Adventure	Carolyn Steele and Geneviève Maheux-Pelletier Let's TTTRI, or Triumphs and Tribulation when Teaching Reflection Intentionally	Jon Sufrin Composing Great Essays with Assignment Scaffolding	Natalie Neill Hands On!: How to Use a Throwable Wireless Microphone to Encourage Interactive Learning in 1000 Level Courses	MakerSpace	Posters

Concurrent Session 7

1:50pm-2:35pm					
ACE 002	ACE 003	ACE 004	ACE007	ACE006	ACE009
Lisa Endersby Crowdsourcing Inspirational Solutions to Instructional Challenges	Alexandru Manafu Engaging Students Through Enhanced Oxford-Style Debates	Andrea Valente Identifying and Negotiating Threshold Concepts for Transformative Learning	Wendy Chappel, Ameerah Ali, Deborah Davidson A Novel Approach: Using Graphic Novels and Visual Representation in the Sociology Classroom	MakerSpace	Posters

2:45pm-3:30pm **Concluding Session:**
Geneviève Maheux-Pelletier, Mandy Frake-Mistak

DAY 1

ABSTRACTS - MAY 15, 2019

Course Instructors plus Peer Leaders equals PASS

A. Stypka - Student Success Coordinator, Faculty of Health, Calumet and Stong Colleges
M. Hamadeh - Associate Professor, School of Kinesiology and Health Science and Head of Stong College
J. Rawana - Associate Professor, Dept. of Psychology and Head of Calumet College
Monique Herbert - Assistant Professor, Faculty of Health
Chris Ibrahim, Simi Sahota

Student Success has been identified as one of York University's top 5 strategic priorities. The University highlights that “our students are our biggest source of pride. We ensure that they are provided with an accessible education with a rich learning environment so that they have the support they need to succeed”. The Faculty of Health, and Calumet and Stong Colleges have identified the Peer Assisted Study Sessions (PASS) program as a high impact practice that has been shown to enhance academic success. The PASS program is based on a Supplemental Instruction (SI) program developed at the University of Missouri-Kansas City and is used globally.

This session will introduce the PASS model, share evaluation findings, highlight the collaborative nature between faculty members and PASS Leaders within the program, share faculty members' experience and showcase a mini mock session facilitated by a PASS Leader.

Critical Thinking Skills for a Feminist Classroom, Handbook and Toolkit: Teaching and Learning for Critical Consciousness

Kristine Klement - Course Director in the School of Gender, Sexuality, and Women's Studies
Sabina Chatterjee - Teaching Assistant and Graduate Student in the School of Gender, Sexuality, and Women's Studies

In this session, we will present our co-authored handbook and toolkit for critical thinking pedagogy: Critical Thinking Skills for a Feminist Classroom, Handbook and Toolkit: Teaching and Learning for Critical Consciousness. The handbook proposes a set of critical thinking skills that are not additional to the course material, but fully integrated within it. In the feminist classroom learning to think critically is a form of praxis where we develop the thinking skills necessary to formulate a reasoned and embodied critique of social injustice, economic inequality, historical domination and institutionalized

oppression. This handbook and toolkit serves to facilitate and enhance teaching practices and student learning by explicitly weaving the skills through lecture, tutorials, and assignments and makes a bridge between traditional university skills and teaching and learning for critical consciousness.

We will present an overview of the handbook and toolkit, how it was conceived as a collaborative project, the critical feminist pedagogies that each author brought to the project, and how it has been applied by the Course Director and TAs in the Introduction to Gender and Women's Studies course. Then we will look in depth at one critical thinking skill: “Applying an intersectional analysis” in order to demonstrate how this approach plays out in the classroom.

Treating Our Students as People First

Tanya Da Sylva - Course Director, Faculty of Science and Academic Coordinator, Bethune College
Maija Duncan - Graduate student in Social Science, Liberal Arts and Professional Studies
Joanna L. Pearce - Graduate student in History, Liberal Arts and Professional Studies

Our students come into our classrooms with complex experiences that are often invisible to us. These lived experiences can mean a student must prioritize personal matters over academic concerns. This inability to prioritize academic work does not make a student less capable of learning. Nor do their experiences automatically conflict with academic commitments. It is often our course structures and deliberate instructional choices that cause these conflicts. Yet those instructional choices are often made to maximize learning opportunities and maintain academic integrity and rigor.

So how do we balance academic integrity and treating our students as people first?

We will discuss examples from our own teaching practices and will lead an interactive discussion that will help participants address this issue within their own courses. For example, T. Da Sylva has noticed a decrease in course withdrawals and a marked increase in the number of students taking the final exam by making several simple changes to her 3000-level course structure.

Ultimately, if we allow our students to have complex lives outside of the classroom, we build resiliency in our students and into our course structure.

Bringing Students to the Podium to Create an Intentional Learning Environment

Abdul k. Mohammed - Student Success Programs Coordination, Faculty of Health, Dean's Office
Jennine Rawana - Head of Calumet College
Mazen Hamadeh - Head of Stong College
Hernan Humana - Associate Professor, School of Kinesiology & Health Science
Angelina Batac

York University has identified student success as a strategic priority across all faculties. Calumet and Stong Colleges provide student success programming for undergraduate students in the Faculty of Health. Both Colleges are committed to an engaged student experience through high-quality and collaborative academic support, leadership development and recognition of achievement. This presentation will provide an overview of how our Course Representative Program creates an intentional learning classroom environment, which aligns with our strategic plan. Entering its second year in 2018-2019, the Course Representative Program is implemented in 10 first- and second-year required Health courses, including 16 class sections. Course Representatives (CRs) are Peer Leaders enrolled in Faculty of Health courses who support the transition of their peers through regular classroom announcements, manage a class Facebook group, organize study groups and solicit feedback from students regarding their course experience.

The presentation will include an overview of our Course Representative Program with a focus on sharing strategies and tactics on how incoming CR students can work collaboratively to support Course Directors and Academic Programs, as well as share university resources to their peers. The current session will demonstrate a mock CR (in-class) presentation facilitated by CRs; they will demonstrate strategies and tactics that create an intentional learning environment.

Passion, Pathways, and Patience: Understanding Student Engagement Through the Eyes of our Student Consultants on Teaching

Lisa Endersby - Educational Developer, Teaching Commons
Cassandra Piccoli - Faculty of Education
Esther Wanduku - Faculty of Education
Inderpreet Banwait - Faculty of Education
Zuzana Balazova - Faculty of Education

The Student Consultants on Teaching at York (SCOTAY) program offers faculty the opportunity to see their teaching through the eyes of a student. Upper year students completing their required placement with the Teaching Commons are invited by faculty to observe a lecture and to engage in a pre and post observation discussion to offer feedback and reflections based on faculty's goals for engaging with a consultant.

After almost a full academic year of observations, the four student consultants have begun to compile and reflect on insights that may be of use to other faculty who are interested in improving and reflecting on their teaching practice. In particular, all four consultants have explored multiple perspectives on and strategies for engaging students in the classroom. These insights form the foundation of our session.

This session will centre on a discussion of student engagement from the perspective of our student consultants, including an overview of how these students define engagement based on both their own experiences and learning preferences, as well as their diverse, cross-disciplinary classroom observation experiences. We will then 'flip' our session to emphasize the role of these consultants as teachers, inviting faculty and other participants to play the role of learner via an interactive activity designed to trouble and expand the notion of student engagement beyond a single set of observable behaviours. The student consultants will also act as an expert panel to expand on insights surfaced from the interactive activity and to discuss questions from participants.

Leading from the Middle: Lessons Learned from Developing Awareness of and Competency for Globally Networked Learning among Faculty, Staff, and Students at York University

Dominique Scheffel-Dunand - Associate Principal, Research & Graduate Studies
Nausheen Quayyum - Research Assistant for the Globally Networked Learning Project and Contract Faculty at York University
Lisa Endersby - Educational Developer, Teaching Commons

The Globally Networked Learning Project (GNL Project) at York University began as a Provost-driven initiative in 2015. With the support of an Academic Innovation Fund (AIF) grant, colleagues at York formed a project team to begin the task of embedding globally networked learning (GNL) pedagogy at the university. This initiative required a strong focus on mobilizing faculty, students, and staff, through the work of an external project team, who represented a diverse yet lateral structure of positions and influence within the institution. While many similar initiatives at the institution related to experiential learning and eLearning, for example, often begin at, and are driven by, a top down approach in the institutional hierarchy, the GNL Project team at York experienced a unique collection of successes and barriers in initiating, facilitating, championing, and assessing a pan-university initiative by attempting to mobilize and inspire from within, rather than leading from above.

In this interactive session, the GNL Project Team will discuss these unique benefits and barriers to leading a

pan-institutional project from the middle. We will highlight the opportunities and challenges faced in: i) raising awareness of GNL among students (undergraduate and graduate), staff, and instructors (tenured and contract faculty) through workshops, focus groups and webinars, ii) building meaningful relationships and a community of practice at the university, as a means to identify important gaps in resources for those interested in learning from, or teaching and mounting, such courses, and iii) enhancing current processes to develop a GNL infrastructure at York University.

Student Learning in and out of the Classroom: Co-building the Learning Map

Hossam Sadek - Assistant Lecturer, Lassonde School of Engineering
Franz Newland - UPD- Space Engineering & Assistant Professor, Dept. of Earth & Space Science, Lassonde School of Engineering
Salvatore Paneduro - Accreditation Strategist, Lassonde School of Engineering

As part of its continuous improvement strategy, Lassonde is starting to look at a framework to value student extra-curricular learning opportunities and add qualitative assessment of learning outside the classroom, in conjunction with its students. Giving students the tools to reflect on past learning and recognize and value future learning opportunities in- and out of the classroom is hoped to build stronger connections to their learning and build on intrinsic motivation. Having students reflect on their learning makes them a more powerful partner in our goal of continuously improving our programs.

Starting this summer, Lassonde will pilot a “performance appraisal”-style review of student engagement with the graduate attributes in engineering programs over their past semester, and get the initial “test” cohort of students to map out where they see opportunities for their engagements with the attributes over the next semester. Students will use common rubrics to identify their current strengths and weaknesses, and align their future learning goals around the attributes with upcoming curricular and extra-curricular activities.

Mismatches between student experience and curricular content may be flagged more easily from such an approach, and new ways to recognize value in non-traditional learning opportunities (e.g. clubs, workshops, events and more structured activities such as co-op experiences) will be developed.

This session will look at traditional assessment frameworks, propose our new framework and have participants consider what aspects might work for them, and where our future challenges may lie.

Enhancing Student Learning through Virtual Worlds: Experiences of York University's Disaster & Emergency Management Program

Aaida Mamuji - Professor, Disaster & Emergency Management - School of Administrative Studies LAPS
Ali Asgary - Professor, Disaster & Emergency Management - School of Administrative Studies LAPS

Whether it is a downtown train derailment and hazardous material spill, mirroring the fatal 2013 Lac-Mégantic rail disaster, or an aviation accident reflecting the 1977 Tenerife-North Airport disaster, one of the best ways to familiarize students with the complexities of disaster management is to give them an opportunity to respond to and coordinate operations for themselves. Students in the Disaster & Emergency Management program at York University have used virtual reality to put theory into practice for almost ten years. Required to adopt roles is response teams - such as fire, police or paramedics; take on key positions in the Command Post; or coordinate efforts as part of the municipal Emergency Operations Centre (EOC), students are given the opportunity to execute their roles using customized avatars on Second Life, an online virtual world. In researching their responsibilities, coordinating with their peers, and problem solving during the actual disaster simulation, faculty appreciate the value of virtual reality for student learning. In this presentation, Professors Mamuji and Asgary will describe the project and share the views of participants who have gone through the exercise. They will also discuss the use of cutting-edge hololens technology in the class. In light of the increased reliance on digital technologies of today's learners, there is a need to modernize teaching methods and pedagogy.

Investigating the predictive Utility of Students' Scores on Course Assignments and the Mid-Term Exam on Final Cumulative Exam Scores

Cassandra R. Stevenson - Undergraduate Student at York University
Alice S.N. Kim - Post Doctoral Researcher, Teaching Commons
Lillian Park - Undergraduate Student at York University

We investigated whether students' marks on course assignments and the mid-term exam could potentially be used as indicators for students' trajectory in a course. Thus, we assessed whether students' marks on course assignments and the mid-term exam could be used to predict their final cumulative exam scores. We submitted the data from 139 students to a multiple regression analysis to assess whether students' performance on (1) in-class assignments, (2) take-home assignments, and (3) the mid-term exam can be used to predict their final cumulative exam scores, a measure of their success in the course. Our results demonstrate that students' performance on in-class

assignments and mid-term exam scores were predictive of their final cumulative exam scores. A potential implication of these findings is that if students who are predicted to be at high risk for low achievement in a course are intercepted and supported early enough, their outcome in the course may be improved. We will invite attendees to brainstorm and discuss existing resources and innovative ways to support and engage students in their learning, particularly those students who may be at risk of performing poorly in a course and how this support can be integrated into course design.

How Can We Best Support Scholarship of Teaching and Learning (SoTL) Researchers?

Laura J. Farrugia - Undergraduate Student at York University
Salma A. F. Saleh - Undergraduate Student at York University
Alice S.N. Kim - Post Doctoral Researcher, Teaching Commons
Mandy Frake-Mistak - Educational Developer, Teaching Commons
Geneviève Maheux-Pelletier - Interim Director, Teaching Commons
Celia Popovic - Associate Professor, Faculty of Education

Research on the scholarship of teaching and learning (SoTL) is critical to pedagogical innovation and our ability to adapt our teaching practice effectively to changing cultures. The present session focuses on how we can best support faculty engaged in SoTL research. In this session, we will present the results of a study we are currently in the process of conducting to identify the needs of faculty who are engaged in SoTL research. To date, we have conducted seven semi-structured interviews to learn about the experiences and lessons learned by SoTL researchers at our institution. Interviewees were asked to describe their experiences conducting SoTL research, including what their biggest challenges were, how they overcame these challenges, and what resources they would have liked to have had as they conducted their SoTL research. Common themes found across the various interviews will be presented in this session to showcase the personal journeys of faculty engaged in SoTL research at our institution, highlighting obstacles they overcame and lessons their experiences afforded them. Two undergraduate researchers involved in the study will take the lead in this presentation, adding to their out of class student engagement experiences.

Open Pedagogy as a Creative Process: A Transnational Exploration of Student-Centred Learning Design

Dominique Scheffel-Dunand - Interim Co-Principal and Associate Principal, Research & Graduate Studies
Liam Bekirsky, Research Assistant for AIF project and Master’s student at Sciences Po, Paris
Agnès Lemesre-Valy, Experiential Education Coordinator, York University, Glendon Campus
Laura Waddell, Research Assistant for the Globally Networked Learning Project at York and Contract Faculty at York University

“Bilingual open educational resources in civic and social stewardship” is a Glendon project supported by the York Academic Innovation Fund (AIF). It grows out of the Globally Networked Learning Project that developed the pedagogy of virtually connecting students from different universities through digital technology. Students and faculty who participated in GNL courses identified the need for prior training in three key areas: intercultural competence, plurilingual communication and information literacy and academic competencies.

Grounded in open pedagogy, which views learners as creators, this project recruited students at Glendon to create open educational resources (OER) on these three topics.

DAY 2

ABSTRACTS - MAY 16, 2019

Addressing the Diversity Issue in Higher Education and Transforming Teaching Through Inclusive Pedagogy and Universal Instructional Design

Andrew Molas - Teaching Assistant, Dept. of Philosophy
- Faculty of Liberal Arts & Professional Studies

York University’s undergraduate student body is one of the most culturally diverse in Canada and our lectures and tutorials often reflect this multiculturalism in a variety of ways. However, although enrollment rates for introductory courses do reflect this diversity, recent studies in higher education have shown that there is a significant drop-off in upper-year seminars in particular programs. As course directors and Teaching Assistants we have a significant impact on the learning experiences of our undergraduates. But given this problem we must ask ourselves: do certain teaching practices contribute to this lack of diversity in higher education? And, if so, which pedagogical practices should we incorporate into our teaching to help remedy this issue? This presentation serves as a preliminary discussion on diversity issue in higher education and explores how inclusive pedagogy and Universal Instruction Design (UID) can be a potential solution. The goal of both inclusive pedagogy and UID is to provide methods of teaching that take into account a variety of learning styles, they both offer varied means of assessment, and their goal is to remove barriers that hinder student academic success. Participants will have several opportunities to engage with their peers and discuss the various strategies they have used in their teaching. Participants will also reflect on their teaching practices and begin brainstorming new ways to make their classrooms as inclusive as possible.

Choose Your Own Adventure

Celia Popovic - Associate Professor, Faculty of Education

The purpose of this session is to promote a conversation regarding different types of assignment meeting course outcomes.

In this session we will explore different ways to provide evidence of achievement of learning outcomes: different methods for the same outcomes. We will discuss a range of means to assess learning, in addition to the ubiquitous written essay. Finally, I shall share an example of using negotiated assessment in a graduate course that has run for more than 5 years, including some examples of student work (shared with the students’ permission).

Letting Go of Lectures - How to Replace Lecturing with Engaging Instructional Methods in the Classroom

Lisa Violo - Contract Faculty Member, Human Resource Management

Do you find yourself lecturing every week and wondering if there is a better way? In this interactive session we will discuss how to shift away from lecturing towards using instructional methods and learning activities that engage students.

Crowdsourcing Inspirational Solutions to Instructional Challenges

Lisa Endersby - Educational Developer, Teaching Commons

Conference goers will have an opportunity to expose a challenge they face in the classroom and crowdsource solutions with the audience. Each person will have 2 minutes to describe their challenge, followed by 3 minutes of brainstorming before moving on to the next challenge.

Engaging Students With an Online Classroom Response System

Alexandru Manafu - Assistant Lecturer, Dept. of Philosophy
- Faculty of Liberal Arts & Professional Studies

This will be an interactive presentation of how to engage students with an online classroom response system - Poll Everywhere. I will show how the instructors can create questions with a variety of types of responses, including multiple choice, word-cloud, rank order, clickable image, etc. I will also show how to integrate these questions into existing presentation software. This presentation will be delivered using interactive online polls; a group activity will also be used.

Becoming a Great Undergraduate Student Supervisor

Jennifer Mills - Associate Professor - Dept. of Psychology, Faculty of Health

Undergraduate student supervision is a job most academics do, but in which almost none of us have formal training. I reflect on having supervised close to 70 undergraduate student research projects at York and share my knowledge and tips about how to be a great supervisor. This is relevant to this year’s conference theme because it will speak to how academics can be better prepared in their approach to undergraduate research supervision through being mindful of their values, philosophy, and personality. I will use PowerPoint presentation, handout questionnaires, and role-play to maximize learning among participants.

Composing Great Essays with Assignment Scaffolding

Jon Sufrin - Assistant Professor - Writing Dept., Faculty of Liberal Arts & Professional Studies

Our students are faced with many challenges upon entering university, but foremost among these is the expectation that they were each taught how to write before they arrived. Beyond these, genre and disciplinary demands remain to be practiced, not to mention the perennial (and fair) complaint that each instructor requires something different from the last.

For instructors lucky enough to have their own courses and some measure of stability, they can ease the burden on their students with formative assignment scaffolding. By considering our assignments’ learning outcomes, we can create assignment prompts that allow our students to practice key elements before a final, summative grade is given. Scaffolding means our students can test their ideas in advance and receive formative feedback (both disciplinary and paper-specific) and avoid the “I-was-up-all-night-writing-this” composition model. The opportunity for peer review is another benefit, as learners have the opportunity to discuss and analyze each other’s ideas without the pressure of pleasing the class leader.

In this workshop, participants will receive a clear process for creating assignment scaffolds as well as models for academic and reflective writing portfolios (including examples of peer review). Then, attendees will be asked to scaffold one of their own assignments, noting each stage’s learning outcome and how it builds to a final process. Small and large group work will provide formative feedback to end the workshop. Participants will benefit from bringing a laptop and an assignment they would like to revise using this portfolio model.

Identifying & Negotiating Threshold Concepts for Transformative Learning

Andrea C. Valente - Course Director, ESL Program, DLLL, Faculty of Liberal Arts & Professional Studies

One of the most usual challenges instructors may face in their teaching and learning practice in higher education is to identify threshold concepts and to find a consensus among their cohorts who teach the same discipline (Davies 2006; Barradell 2013). The situation may get more complex when an instructor teaches an interdisciplinary course in the field of the humanities and social sciences in which course kits are adopted with a miscellaneous collection of academic articles and texts. To minimize the problem, some instructors may argue that the adoption of a textbook with its list of core concepts can help them ‘make a concept a threshold’. Yet, I argue that the identification of threshold concepts should lie neither in the textbook nor in the course kits but

in the interaction between instructor and learner mediated by learning material and resources. Thus, in this session, I explore classroom activities that can facilitate and promote the teaching and learning of threshold concepts in an ESL credit course that uses content-based instruction (CBI) approach to teach Canadian studies to international students at York University. I have designed activities that aim to help students identify and negotiate threshold concepts through a dialogic transaction that can promote active learning. In this approach, both instructor and students negotiate troublesome terms based on their teaching and learning practices.

Using SmART Videos to Teach and Learn Practical Skills

Iris Epstein - Assistant Professor - School of Nursing, Faculty of Health
Kurt Thumlert - Assistant Professor, Faculty of Education
James A. Smith - Associate Professor, Lassonde School of Engineering
Melissa Baljko - Associate Professor, Lassonde School of Engineering
Lisa Sandlos - AMPD (Dance)

Are you teaching a course where practical knowledge, hands-on skills, and embodied knowledge and situated performance are central to your curriculum and course design? Are you interested in exploring the affordances of smartphone video tools to connect with students in blended and eLearning contexts? Studies demonstrate that when students record themselves performing a skill and receive feedback, there is an increase in students’ feeling of connectedness and engagement in a community of learners (DeBourgh,& Prion, 2017; Edith, Moore & Nang 2015). In this TIF presentation, we will demo our Smartphone Accommodation Resource Toolbox (SmART), an online platform developed to support innovative teaching and learning through the use of smartphone video production and interactive feedback tools. Originally created as an accommodation resources for students with performance anxiety and students in remote communities, SmART is an emerging multidisciplinary platform that provides guidance for using video in courses where hands-on knowledge and the simulation/modelling of practical skills are elemental to course aims. SmART provides resources for video making ‘best practices’ (technical tips, ethics, privacy data security) and a suite of tutorials for course instructors to learn the art of providing interactive feedback using common software tools, as well as modules on building “task trainers” for DIY simulation/modelling (e.g. in health sciences and engineering). SmART is being collaboratively developed with students and faculty members across five disciplines (Education; Health, Engineering, AMPD and IRDL).Our SmART session aligns with this year’s TIF theme: Intentionality in Teaching: From Practice to Praxis.

Hands On!: How to Use a Throwable Wireless Microphone to Encourage Interactive Learning in 1000 Level Courses

Natalie Neill - Instructor, Dept. of English, Faculty of Liberal Arts & Professional Studies

This year, I was the first instructor at York to conduct in-class trial runs of the Catchbox (a throwable, wireless foam microphone). I introduced the Catchbox for one term in the Gen Ed English course, AP/EN 1202 (“Satire”), and obtained student feedback for York’s Learning Technology Services. In this interactive session I will demonstrate the Catchbox in an interactive session with participants. I will describe how I used the foam microphone in my large-lecture course to facilitate and encourage collaborative learning. With reference to the feedback provided by my students, I will summarize the ways in which this piece of technology enhanced the teaching and learning experience.

Let’s TTTRI, or Triumphs and Tribulation when Teaching Reflection Intentionally

Carolyn Steele - Career Development Coordinator, Career Centre
Geneviève Maheux-Pelletier - Interim Director, Teaching Commons

It can be challenging to teach students to reflect critically on their experiential learning rather than simply report what happened. This session discusses an ongoing project to address this in the context of the Humanities using a range of learning activities intentionally designed to strengthen the ability of students to scaffold critical reflection to lived experiences. After presenting the resulting shifts in student writing we have noticed, or not, at this stage in the study, we will open the discussion to participants to share setbacks and successes in teaching students to write more nuanced reflections of learning experiences.

A Novel Approach: Using Graphic Novels and Visual Representation in the Sociology Classroom

Wendy Chappel - Education; York University (PhD Candidate)
Ameera Ali - Gender, Feminist, Studies; York University (PhD Candidate)
Deborah Davidson - Associate Professor, Dept. of Sociology, Faculty of Liberal Arts & Professional Studies

This presentation will discuss the use of graphic novels and visual communication/representation as a way for students to both enhance and demonstrate their understanding of sociological concepts in an introductory Sociology classroom focused on inequality. In this presentation, we will discuss how the graphic novel and visual communication/representation techniques can be introduced in the

classroom, the rationale for our approach, and provide student feedback on using these approaches.

In addition, we will conduct an interactive exercise with participants which will entail visual communication/representation and learning.

This presentation is relevant to the conference theme of ‘Intentionality in Teaching: From Practice to Praxis’, as we will discuss the ways in which our approach of implementing graphic novels and options for visual communication is integral to our pedagogical philosophy of incorporating variety in the classroom to foster inclusivity.

Decolonizing Design Education: Creative Process Teaching and Learning Delivery in a Blended Environment

Wendy Wong, Department of Design, AMPD
Marija Bacic, MDes, Department of Design, AMPD
Christine O’Dell, MDes, Department of Design, AMPD
Frank Zhang, MDes, Department of Design, AMPD
Ilze Briede, MFA, Department of Visual Art and History, AMPD
Helen Han, MDes, Department of Design, AMPD
Egor Sokolov, MDes, Department of Design, AMPD

With a vision of decolonizing design education by opening up the profession’s specialization, the Department of Design at York University first offered Introduction to Design: Practice and Appreciation, an introductory, fully online creative design course for non-Design major students, in Winter 2006. When the course was reconstructed in Winter 2019, the rapid development of digital technology and culture in the interim period meant that the teaching team needed to reconsider the online learning setting for this studio-based course; the result was a shift in learning delivery format from a fully online to a blended course. In this interactive presentation, we will share our experience in the teaching and learning delivery of the course’s creative exploration process components. We will first address design pedagogy issues – the boundaries and limitations of the traditional face-to-face studio-based course and online learning—and argue how the blended learning environment fills the teaching gap in this revamped course. Then, we will walk through our specific and intentional approach of facilitating students without prior creative experience in a discovery of their creative potential through hands-on projects. The teaching team will use various interactive activities that draw out students’ creative selves using blended delivery methods: in-class game storming and ideation sessions, reflective learning of creative experience sharing through video conferencing tools and screen casting presentation critiques as well as the course concluding pin-up show. Each tutorial tutor will also compare their findings based on their course experiences and student feedback with their own traditional studio training.

POSTER PRESENTATIONS -
MAY 16, 2019
DAY 2

Experiential Education in a Mathematics
Discipline via an Experimental Teaching and
Learning Space

Amenda Chow, Assistant Professor, Dept. of
Mathematics and Statistics, Faculty of Science

In mathematics (in comparison to other science disciplines such as biology, chemistry and physics), students do not have a laboratory component to complement their mathematics lectures. My poster presentation will showcase a unique experimental math space I developed (and continue to develop) that aims to fill this gap and consequently, enhance experiential education in the mathematics discipline. The idea is for students to learn mathematical concepts in the classroom during traditional lectures, and then apply these concepts in the experimental math space. Students learning in this space are surrounded by tactile objects that support and re-enforce the ideas taught in lectures. They use these objects to construct mathematical experiments and thereby learn about the power and usefulness of mathematics in our everyday life. This provides an indelible experience for mathematics students. Students are also working in teams and learning mathematics softwares that are needed to operate the mathematically-inspired pieces of equipment. Portable pieces from this space are also able to enter classrooms during lectures for demonstrations that enhance mathematical concepts taught during lectures.

Critical Reflection in the Global Health Policy
Classroom

Claudia Chauhan - Associate Professor, School of Health Policy
and Management
Samantha Yoo

Close to a century ago, philosopher and educator John Dewey noted that formal education was becoming increasingly necessary to transmit the specialized knowledge and skills indispensable for societal reproduction. Dewey argued that given the specialized character of these skills and knowledge, oftentimes divorced from everyday life, educators should make a conscientious effort to create meaningful experiences and to encourage learners to reflect critically on these experiences. Unless they did, asserted Dewey, formal education risked becoming “abstract and bookish”, therefore irrelevant, and importantly, unable to help youth become active participants of democratic societies. Generations of educators since have strived to create meaningful classroom experiences and to incorporate critical reflection in course assignments.

We report on an assignment developed for a 2nd year course in the Global Health Program at York University. Labelled “reflection notes”, the assignment asked students to elaborate on 1) key insights gained in the course; 2) overall quality of their learning experience; 3) greatest challenges posed by non-traditional pedagogies; 4) changes in their thinking and feelings about global health and to what extent they expected these changes to influence future life and career plans. Students could earn up to three points so long as they answered all questions in no fewer than 300 words, brought it to class to share, and participated in a group activity.

Our thematic analysis identified to which extent the course had helped students to develop critical thinking skills, challenged traditional approaches to global health, and promoted the democratization of the discipline.

In Case of Emergency: A Simulated Disaster
Event

Deanna Bartlett
Jennifer Klein
Eva Peisachovich - Assistant Professor, Faculty of Health

By sharing the lived experience of students participating in a simulated mass casualty event, the importance of experiential learning (and intentional teaching) is underscored. This highlights the student’s perspective of integrating theory with practice. Valuable learning outcomes are identified and explained through the student lens, emphasizing the need for further experiential educational opportunities to promote deeper more meaningful learning.

Using an eGame to Educate About Promoting
Safe Environments for Persons Living with
Dementia

Eva Peisachovich - Assistant Professor, Faculty of Health
Lora Appel - Assistant Professor, Faculty of Health
Donald Sinclair - Associate Professor, AMPD
Celina Da Silva - Assistant Professor, Faculty of Health

This innovative project focuses on aspects of the physical environment for purposes of enhancing communication, so that geographically and culturally marginalized caregivers can access this resource digitally. The content which is converted into an egame format includes text files adaptable to several prevalent languages spoken in Ontario. The Safehome egame is a gamified instructional tool that presents a simulated kitchen to encourage make modifications to the environment in order to make it safer for PWD, for example by removing any throw rugs, and ensuring that all chairs have four stable legs. The egame can be reused by different health care providers as educational tools (inclusive but not limited to speech language pathologists, nurses, physiotherapists, occupational therapists, CCAC, PSWs, physicians, social workers) and can also be taught to a wide array of learners: from informal to formal caregivers, as well as students in the health sciences and can be combined with other teaching tools and used as a framework for integration into other existing egames or apps that want to use its logic.

The egame can be embedded into allied health care teaching as a complementary tool to have students interact with.

Enhancing Student Staff Development through
a Collaboration Between the Simulated Person
Methodology (SPM) Lab the Athletics &
Recreation Department, and the Centre for
Human Rights, Equity & Inclusion (REI)

Peisachovich, E. - Assistant Professor School
of Nursing and Director SPM Lab
Ramish, D. - Research Assistant SPM Lab
Luna, J. - Research Assistant SPM Lab
Hvzd, A - Manager of fitness, lifestyle and
client services Athletics & Recreation
Klein, J. - Coordinator SPM Lab
Bishop, A. - Advisor of education and communications Centre
for Human Rights, Equity & Inclusion
Brown, L - Advisor of education and communications Centre
for Human Rights, Equity & Inclusion
Delaney-Laupacis, K. - Trainer SPM Lab
Shipley, H. - Advisor, Education & Communications
Centre for Human Rights, Equity and Inclusion
Broderick, S. - Manager, Intramural Sport Athletics & Recreation

The York University Athletics & Recreation Department, the Centre for Human Rights, Equity & Inclusion (REI), and the Simulated Person Methodology (SPM) Lab recently collaborated to deliver a rich experiential learning and training opportunity for student staff employees. The training session focused on educating student staff on how to handle issues in the workplace, such as sexual harassment, racism, and creating a safe and inclusive space for all.

In one of the scenarios created for the training session, the SP acted as a member in the Tait McKenzie Centre reporting an incident of sexual harassment. It was an opportunity for the “learner,” who was a student staff member, to play out the scenario and practise the learning objectives of identifying behaviour as potential sexual harassment, demonstrating empathy, providing immediate safety and providing additional resources, such as contact information for the Centre for Sexual Violence, Response, Support & Education.

The opportunity for additional experiential learning and training sessions that further advance student staff competency and skills is of great benefit to the Athletics & Recreation Department, allowing the dedicated staff members to better serve the greater York community.

Critical Thinking Skills for a Feminist Classroom, Handbook and Toolkit: Teaching and Learning for Critical Consciousness

Kristine Klement - Course Director in the School of Gender, Sexuality, and Women’s Studies
Sabina Chatterjee - Teaching Assistant and Graduate Student in the School of Gender, Sexuality, and Women’s Studies

York Capstone Network–The Finishing Year Project

Danielle Robinson – Associate Professor, AMPD and Franz Newland - Professor and UPD, Lassonde School of Engineering, Earth and Space Science and Engineering

The York Capstone Network is a cross-campus community of practice that brings together over thirty professors, students, and their allies who are invested in increasing access to, capacity for, and expertise in capstone courses at York. Together, we want to amplify the impact of the finishing year experience for all York students as they embark on the significant transition from undergraduate learning to the world beyond, whether they are headed to graduate school, a portfolio career, or a salaried position. We get together monthly at Capstone Cafés in the Teaching Commons to learn how each other has overcome the challenges and reaped the huge rewards of capstone teaching–please join us!

Engaging Students in the Politics of Health/ Global Health Policy

Claudia Chauhan - Associate Professor, School of Health Policy and Management
Rubina Kharel & Samia Shire – Undergraduate Students at York University

Student engagement is a critical aspect of quality post-secondary education. Generally, instructors believe, and research confirms, that student engagement helps achieve one key goal of postsecondary education, i.e., the development of critical thinking skills. There is further evidence that student engagement also facilitates learning outcomes, and no less importantly, contributes to students and instructors having a more pleasurable time together.

We assessed student engagement and learning outcomes among three groups of undergraduate students – an average of about 60 students per group – in 2 sections of a 2nd year course and 1 section of a 4th year course in Global/Comparative Health Policy at a commuter campus in a large, urban University. Using mixed method approaches we evaluated engagement and outcomes as they relate to the use of techniques informed by active learning – including jigsaw and flipped classrooms, interactive lectures, and ongoing student reflection.

Our goal is to present the results of this ongoing investigation.

Towards Student-Focused Continuous Improvement: Lassonde’s continuous improvement process

Franz Newland - UPD- Space Engineering & Assistant Professor, Dept. of Earth & Space Science, Lassonde School of Engineering
Hossam Sadek - Assistant Lecturer, Dept. of Mechanical Engineering, Lassonde School of Engineering
James Smith - Associate Professor – Dept. of Electrical Engineering & Computer Science, Lassonde School of Engineering
Lal Samarasekera – Assistant Professor, Dept. of Civil Engineering, Lassonde School of Engineering

Over the past few years, there has been a significant shift in the Canadian engineering accreditation landscape. As part of building a new Lassonde school of engineering, bringing existing accredited programs together with new programs under a new home, the school has been reflecting on the question of what its framework of continuous improvement should look like. In doing so, it has needed to address the input- and outcomes-based framework required of the Canadian Engineering Education Association’s accreditation guidelines. As with any good implementation of a quality control process, it is only effective if it serves the needs of the community – the external audit is to ensure it is robust and to suggest possible improvements, as well as to validate that the organization is one committed to continuous improvement. In developing Lassonde’s framework, it has shifted from one serving the (narrow) needs of the accreditors, to one serving the future needs of the school, the faculty and the programs, with a hope that it will ultimately lead to a greater focus on the needs and successes of our students.

This poster shows the components that make up Lassonde’s continuous improvement process currently, giving examples of the types of tool, product and process in use in the current system. Points for discussion will include the “pain” points in the process, and the hopes for future tools and processes to soothe some of those pain points, as well as further future directions for focusing on the student.

Lassonde Futures Lab: Finding the Renaissance Engineering Experience

Kai Zhuang – Lassonde School of Engineering
Franz Newland - UPD- Space Engineering & Assistant Professor, Dept. of Earth & Space Science, Lassonde School of Engineering

To solve society’s complex challenges today, we need Engineers who are better connected to societal needs and problems, and society that is more technologically literate. The Renaissance Engineering education has been developed in Lassonde to try to address this need. Adding to the many existing initiatives such as BEST and 50:50 which are exploring this space, the Lassonde Futures Lab is a new initiative looking at curricular innovations to help this Renaissance Engineering vision, and beyond.

The Futures lab is a space to explore curricular, extra-curricular and educational research ideas and concepts, to help break down the walls of the technical silo of engineering, reconnect engineering and technology with humanity, and identify paths for educating future leaders in sociotechnological stewardship.

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Introducing Authentic Inquiry-Based Assignments to Promote Student Engagement in Upper Year Lecture-Only Science Courses

Kyle Belozarov - Sessional Lecturer, Departments of Biology and Chemistry
Spencer Mukai - Sessional Lecturer, Department of Biology, and Department of Multidisciplinary Studies, Glendon College

Having taught a number of introductory science courses, we share a great deal of appreciation for the laboratory component often included in these courses. In our experience, well-developed and appropriately timed lab exercises foster students’ curiosity and enthusiasm for science, boost learning of the lecture material, and help to keep students actively engaged in the course. However, many of the upper-level science courses that we teach are lecture-only courses. Inspired by several successful examples from the literature, we developed and introduced authentic inquiry-based projects into two fourth-year biology courses, “Advanced Drosophila Genetics” and “Parasitology”. Since neither course has a formal lab or tutorial component, we designed the projects to be fully web-based. In both courses, classes were divided into small groups, and students within each group worked collaboratively outside of the classroom throughout the semester to complete their projects. Although the details of projects differed between the two courses, a common element between them was to engage students in a meaningful and authentic research activity structured around and supplementary to the lecture material. In the course of the projects, students gained hands-on experience using a diverse suite of web-based databases and tools commonly used by researchers worldwide. We have implemented and honed these assignments in our courses over the last two years. We will present and discuss our experiences and observations on the effectiveness of these web-based approaches for the enhancement of student engagement in upper-level science classes.

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Ongoing Engineering Education Research

Jeffrey Harris - Assistant Lecturer, Dept. of Mechanical Engineering, Lassonde School of Engineering
Maria Miqdadi
Morgan O’Dea
Haaniyah Ali

Three ongoing engineering education research projects are showcased. The first study is about the effectiveness of reflective practice in the professional development of teaching assistants. To-date, seven graduate students have participated in a pilot of a peer-mentorship program. This study focuses heavily on Bandura’s Theory of Self-Efficacy, referencing two key parts of this theory to assess and measure the teacher self-efficacy of participating teaching assistants. The second study focuses on the first-year experience, as we investigate student perceptions of first-year engineering tutorials. Students were surveyed about their perceptions about tutorial structures and teaching methods at the beginning and end of a large first-year engineering course. Over 50 students responded to each survey. There were varieties in the answers; however, the majority of the students had a preference for learning-based tutorials and expected more enthusiasm from the teaching assistants. The third research study focuses on the transfer of skills from the work to school in work-integrated learning. This research explores the skills utilized and transferred during a work placement term. Participants were interviewed during and after their work placements. The focus is on finding the key skills that had been developed and how they transferred back to their school term.

The Teaching Commons brings together like-minded individuals who are interested in exploring and sharing teaching and learning innovation across York University. The Teaching Commons team is based in Victor Phillip Dahdaleh Bldg. (DB) 1050 and maintains a virtual presence via our website and Moodle courses. More than a presence, we are a network of colleagues, collaborations and projects, working across and within Faculties and Support Services.

Please visit our website for further information, including resources, workshops and courses designed to support teaching at York.

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