

TEACHING IN FOCUS CONFERENCE

MAY 17 & 18, 2017

A Welcome Message from York University's President & Vice-Chancellor

On behalf of York University, I am delighted to welcome you to the fifth annual Teaching in Focus conference. Hosted by York's Teaching Commons, this event is an important celebration of the transformational impact of cutting-edge, progressive teaching and learning.

Each year, this conference is an opportunity for our University's dedicated educators to connect with one another for discussion and debate on the latest innovations in teaching and learning in higher education. This year's discussion will continue to focus on ways to link research and teaching and to engage students in the classroom.

We are delighted this year to welcome Professor Nancy Chick, University Chair in Teaching and Learning and Academic Director of the Taylor Institute for Teaching and Learning at the University of Calgary, who will deliver keynote remarks. A leading expert in her field, Professor Chick's talk will stimulate discussion that will surely lead to inspiring and valuable insights into your own practice.

Founded in 1959 and already the third largest university in Canada, York has a proud tradition of providing the best possible student learning experience at both the undergraduate and graduate levels. Teaching is a vital part of our academic mission. While the needs of today's students may be different than the needs of students even a decade ago, our educators at York are exceptionally skilled at adapting to these evolving

needs and ensuring that we are providing students with a rich learning experience in a 21st-century learning environment.

The sharing of good teaching practice at events like this annual Teaching in Focus conference is central to ensuring a vibrant community which values teaching and keeps our students at the heart of our endeavors. Here at York, we encourage the dissemination of knowledge and experience through dialogue as well as the sharing of ideas and research into the latest pedagogical innovation. This is reflected in the wealth of subjects under discussion at this year's conference, and in the wide engagement of teachers from across the University.

As I prepare to complete my term as President this June, I would like to take this opportunity to thank you for your dedicated service to the University and for all that you do to support our students' engagement, progress and development as global citizens and leaders of tomorrow. I wish you a rewarding and engaging conference.

Sincerely,



Mamdouh Shoukri
President & Vice-Chancellor
York University



Welcome to TiF from the Teaching Commons

I am delighted to welcome you all to the fifth Teaching in Focus conference at York University. I am astounded that five years have now passed since our first conference, and delighted to see the way in which this event has grown to become an annual expectation.

This year we are particularly fortunate as our keynote speaker is Professor Nancy Chick from the University of Calgary. Nancy will be continuing the theme we started at last year's TiF, as she talks about getting work published in the field of SoTL (Scholarship of Teaching and Learning).

I am also excited about a new approach that we are trying this year: MakerSpace for teaching. This temporary MakerSpace will provide you with the opportunity to try out a piece of technology or an approach in the safety of a closed environment – you can try something that you might wish to use in your teaching. Experts will be on hand to guide you and offer advice. Once TiF is over, you can contact the experts to help you should you need it, if you decide to implement the approach.

We end the first day with what promises to be an intriguing exploration of the First Year Experience

Toolkit. Whether you teach first students or not, you will not want to miss this session. Come to the event to hear some fascinating insights into student learning and approaches that work with undergraduate students.

On the second day of the conference we begin with a celebration as AVP Teaching and Learning Will Gage interviews some of the winners of this year's President's University Wide Teaching Awards. In the same session Prof Gage will share some highlights from the Academic Innovation Fund projects.

Despite all these tempting sessions, throughout the event, the highlight for me is always the parallel sessions where colleagues share their triumphs and challenges in the classroom. We are most fortunate to have a supportive community ready to offer insights and commiserations! Please come and support your colleagues.

I look forward to seeing you!

Best wishes,



Celia Popovic
Director - Teaching Commons



TEACHING IN FOCUS 2017

Wednesday May 17

Victor Philip Dahdaleh Building (DB)

9:30 - 10:00 REGISTRATION

10:00 - 10:10 Introduction

*Director Teaching Commons, Celia Popovic
DB 0001*

10:10 - 11:10 Keynote: Publishing SoTL: Towards a SoTL Writing Culture

DB 0001



Nancy Chick, University of Calgary

Many SoTL projects that would help us understand and improve learning and teaching sit in the files of teacher-scholars, without ever making it to the desktops of editors. This premature endpoint can be attributed, in part, to systemic barriers (e.g., what "counts," dearth of time and resources), but not completely. Programs, scholarship, and other supports in SoTL are front-loaded: we regularly address the processes of designing SoTL projects, and are often careful to make these discussions relevant across disciplines. However, discussions of how to go public—other than the necessity to do so—are rare. Even more rare is the discussion of how to make this critical step accessible and meaningful to SoTL practitioners across the disciplines. What do SoTL publications look like? What are the expectations and possibilities for these publications? And why is this not already a regular part of SoTL conversations?

11:15 - 12:00 MakerSpace, Interactive Sessions & Panels*

12:00 - 12:50 Lunch and Poster Session

12:50 - 1:35 MakerSpace, Interactive Sessions & Panels*

1:35 - 1:45 Transition Break

1:45 - 2:30 MakerSpace, Interactive Sessions & Panels*

2:30 - 2:40 Transition Break

2:40 - 3:30 Featured Session - Exploring the First Year Experience Toolkit

DB 0001

3:30 Closing Remarks

DB 0001

Thursday May 18

9:30 - 10:00 REGISTRATION

10:00 - 10:10 Introduction

*Director Teaching Commons, Celia Popovic
DB 0001*

10:10 - 11:10 Innovations in Teaching and Learning: A History of the Academic Innovation Fund (AIF) & A Conversation with Teaching Award Winners

Will Gage, AVP Teaching and Learning, will share an overview of the Academic Innovation Fund (AIF), including a history of its inception and past projects. The session will culminate with a conversation with recent recipients of the President's University Wide Teaching Award and the Faculty of Graduate Studies Supervisor Award.

DB 0001

11:10 - 11:15 Transition Break

11:15 - 12:00 MakerSpace, Interactive Sessions & Panels*

12:00 - 12:50 Lunch and Poster Session

12:50 - 1:35 MakerSpace, Interactive Sessions & Panels*

1:35 - 1:45 Transition Break

1:45 - 2:30 MakerSpace, Interactive Sessions & Panels*

2:30 - 2:40 Transition Break

2:40 - 3:30 MakerSpace, Interactive Sessions & Panels*

3:30 - 4:00 Closing Networking Event

**(see session schedules and abstracts on following pages)*

WEDNESDAY MAY 17

PARALLEL SESSIONS SCHEDULE

11:15 - 12:00				
DB 1014	DB 1009	DB 1005	DB 0014	DB 0007
MakerSpace	Panel 1	Lisa Violo Wrapping Your Noodle Around Moodle	Véronique Tomaszewski Intersubjectivity in the Holistic Teaching of the Sociology of Religion at Glendon College in Toronto	Eva Peisachovich, L.J. Nelles, Samantha Johnson, Raya Gal, Laura Nicholson, Barbara Kerr, Loriann Hynes Application of Simulated Person Methodology an Interactive Pedagogy to Engage Post-Secondary Students
	Paula Wilson, Monique Herbert, Gordana Colby Leave your Ego at the Door: Meeting the Challenge of Multi-Sectioned Courses			
	Kerry Doyle, John Spencer, Marlene Bernholtz, Ros Woodhouse Writing in Context - Writing-as-Praxis			
	William Gleberzon and Jacqueline Petropoulos Teaching Generation Z			

Poster Sessions

- 12:00 - 12:50
- Pedagogies of Production: Building a Modular Online Learning Environment to Support New (Media) Pedagogies
Kurt Thumlert, Jen Jenson
 - Taking the SoTL Leap Together: One Research Question, Three Studies, a Wealth of Benefits (and a Few Hurdles)
Geneviève Maheux-Pelletier, Linda Carozza, Jon Sufrin
 - The Predictive Utility of Early Evaluative Feedback on Learning Achievement
Alice Kim, Sharry Shakory
 - Synchronous Blended Learning: Lessons Learned and Agenda for Action
Simone Bohn

12:50 - 1:35

DB 1014	DB 1009	DB 1005	DB 0014	DB 0007
MakerSpace	Naomi Norquay and Tina Rapke Comic Jams: Exploring experiential education and enhancing teaching and learning	Angie An and Stephanie Quail Using Teaching Tech to Enhance Active Learning in Classroom	Pat Breton, Katherine Chung, Mariela Giuliano, Raha Sheivari Learning Together about Teaching: Pursuing Critical Pedagogy as a Community of Practice	Claudia Chaufan and Rubina Kharel The Jigsaw Classroom from the Perspective of Learners

1:45 - 2:30

DB 1014	DB 1009	DB 1005	DB 0014	DB 0007
MakerSpace	Brenda Oraziotti A provincial nursing collaborative to enhance student transition to practice using shared clinical simulation scenarios	Lisa Violo Engaging Students with EE - How to Design Your Courses Using Experiential Education	Maggie Quirt From Clickers to Trolls: Rethinking Anonymity in Teaching	Nicole Nivillac Teaching Assistants: Creating an effective partnership

THURSDAY MAY 18

PARALLEL SESSIONS SCHEDULE

11:15 - 12:00				
DB 1014	DB 1009	DB 1005	DB 0014	DB 0007
MakerSpace	Panel 2	Paula Wilson Thinking about thinking: Helping students build metacognition	Gail J. Mitchell and Carolyn Steele The Look and Feel of Pedagogy in Online Learning	Spiros Pagiatakis Virtual Classroom Environment: When the Classroom Goes to the ...Students
	Melody Wiseheart, Tina Weston, Audrey Wong-Kee-You, Vanessa Foot, Alice Kim Why you shouldn't cram: Applying the results of psychological research			
	Loriann Hynes, Laura Nicholson, Raya Gal Simulation in Education: Targeting the Domains of Learning			

Poster Sessions

- 12:00 - 12:50
- Pedagogies of Production: Building a Modular Online Learning Environment to Support New (Media) Pedagogies
Kurt Thumlert, Jen Jenson
 - Taking the SoTL Leap Together: One Research Question, Three Studies, a Wealth of Benefits (and a Few Hurdles)
Geneviève Maheux-Pelletier, Linda Carozza, Jon Sufrin
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 - Synchronous Blended Learning: Lessons Learned and Agenda for Action
Simone Bohn

12:50 - 1:35				
DB 1014	DB 1009	DB 1005	DB 0014	DB 0007
MakerSpace	Tamara Kelly and Paula Wilson Using Online Tools to Prime Students (and Instructors) for Class	Linda Carozza, Natasha May, Franz Newland, Eva Peisachovich Presentations from participants in the EduCATE program - York faculty share their research into teaching and learning	Lauren Grant and Karin Saltoun Team-Based Learning in Higher Education	Alice Kim Assessment and implementation of effective learning techniques

1:45 - 2:30			
DB 1014	DB 1005	DB 0014	DB 0007
MakerSpace	Jill Cumby, Geneviève Maheux-Pelletier, Carolyn Steele Presentations from participants in the EduCATE program - York faculty share their research into teaching and learning	Lana Parker Creating the Conditions for Listening and Uncertainty	Jon Sufrin Using Digital Media for Active Learning and Instant Feedback

2:40 - 3:30				
DB 1014	DB 1009	DB 1005	DB 0014	DB 0007
MakerSpace	Marlene Bernholtz and Kerry Doyle Writing in Focus: Writing Praxis in Practice	Panel 3	Wendy McGuire Put Student Smartphones to Use in the Classroom Using Kahoot!	Lisa Violo "To PowerPoint or Not to PowerPoint, That is the Question"
		Angie An and Stephanie Quail Building Student-Centred eLearning Modules: An Update on an AIF project		
		Michael De Robertis and Paul Delaney Group Work in Online Courses: On the Road to Success		

WEDNESDAY MAY 17 ABSTRACTS

Parallel Session 1 (11:15 - 12:00)

MakerSpace

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PAULA WILSON, JENNIFER CONNOLLY, STEPHEN WATSON, GORDANA COLBY - *Faculty of Science; Faculty of Health; Faculty of Science; Faculty of Liberal Arts & Professional Studies*

Large programs and courses in high demand often result in large multi-sectioned courses in first and second year, which in turn create a challenge for maintaining consistency in content, outcomes, and pedagogical approach for all students. This challenge poses interesting questions about instructor autonomy – beyond the calendar course description, what other aspects of course delivery should be decided by the instructor? Should each instructor work to his/her own preference and philosophy? Should sections share a common syllabus? Does the department have the authority to impose consistency? How much authority should the course director have over instructors? When do consistency and student experience trump instructor autonomy and academic freedom? Our panel will consider different models currently operating at York. With input from participants, panel members will explore some of the questions posed above.

KERRY DOYLE, JOHN SPENCER, MARLENE BERNHOLTZ, ROS WOODHOUSE - *Faculty of Liberal Arts & Professional Studies*

We have all been tempted to despair when reading student writing, but we might also consider the frustration students experience as they strive to translate ideas and arguments into words. Writing matters – a lot – and our students know this, but developing the ability to write well and write meaningfully in a given context takes time, knowledge, critical awareness, and reflection, as well as practice. No single writing technique works for all students or, indeed, for all instructors; nor can

one kind of writing instruction serve university students’ many scholarly and professional needs and desires. York’s Writing Department offers a multivalent approach to writing, in terms of theory, mode and practice. In this panel, Writing Department faculty members representing different areas of expertise and interest will come together to discuss and share ways in which we conceptualize writing-as-praxis; praxis indelibly linked to intellectual endeavors as enacted across the disciplines.

WILLIAM GLEBERZON & JACQUELINE PETROPOULOS - *Faculty of Liberal Arts & Professional Studies*

This panel discusses some of the challenges we have encountered teaching the “new millennial” generation of students and the teaching strategies we have used to meet these challenges. The first panelist discusses the problem of students who do not complete their readings on time and how he gets them to do so. He also discusses the lack of attendance and expectation of high grades common among this cohort of students. He then shares strategies to motivate students to attend classes. The second panelist discusses the use of experiential education as a means to reach out to today’s students who seem more interested in the integration of practical and academic knowledge. With examples of how she has implemented experiential education into subjects that are traditionally text-based, such as English Literature, she argues this approach serves as an important complement to, and motivator for, student engagement with course reading material.

LISA VIOLO - *Human Resources*

This interactive session is intended to teach professors how to leverage the Moodle LMS for their courses. Key topics will include Moodle design, course settings, how to use selected activities and resources, and setting up groups. Participants should bring their laptops to the session and have at least one Moodle course shell already set-up to use for practice during the session.

EVA PEISACHOVICH, L.J. NELLES, SAMANTHA JOHNSON, RAYA GAL, LAURA NICHOLSON, BARBARA KERR, LORIANN HYNES - *Faculty of Health; Teaching Commons; School of Kinesiology & Health Science*

The literature identifies simulation as the teaching learning approach that supports the synthesis of knowledge and the development of insight and professional competence. It is, therefore, essential that teaching institutions consider this participatory and collaborative approach in the application, development, and use of simulation methodology for educating novice professionals. Thus, a unique aim of this project is to provide educators from variety of disciplines with the tools to apply and embed Simulated Person Methodology (SPM) in their curriculum and to work with human simulators in the context of a teaching and learning within the classroom. The goal is to create a pedagogical environment to support the facilitation of students’ critical thinking and self-reflection

and preparing graduates to practice in complex and dynamic workplace environments. Participants will be exposed to SPM and its application in an academic setting, and begin to develop personal capacity regarding integration of SPM into curriculum. Participants will experience a short scenario to demonstrate how this methodology can be applied within the classroom.

SPIRO PAGIATAKIS - *Lassonde School of Engineering*

At the Lassonde School of Engineering we use high-end digital technology to create a virtual classroom environment (VCE) that simplifies communication and enhances the learning experience for both virtual and face-to-face participants while it provides seamless online, and live two-way collaboration through sharing of video, audio and data required for experiential learning and “flip class” approach. Over the last 4 years we have been offering 10 engineering courses to Lassonde engineering students and professionals from across Ontario. The session will expose the participants to the VCE and its functionality with emphasis on the variety of options that make VCE the future of effective and accessible learning.

Parallel Session 2 (12:50 - 1:35)

MakerSpace

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NAOMI NORQUAY & TINA RAPKE - *Faculty of Education*

The session directors (Naomi Norquay and Tina Rapke) have been using COMIC JAMS in their own classrooms to encourage students to communicate what they know about course content and build on their peers’ ideas through simple drawings and dialogue balloons. Specifically, a student starts the comic in one frame and then another student continues the story in the next comic frame. This continues for 2 to 3 more iterations. The intentions behind COMIC JAMS are for students to build shared understanding by analyzing and building upon their peers’ ideas and approaches. Session participants will analyze comic jams that were collected in York University classrooms to discuss learning. Session participants will engage in their own comic jams, in hopes to build shared understanding about what experiential education might look like in York University classrooms.

ANGIE AN & STEPHANIE QUAIL - *Peter F. Bronfen Business Library*

Join the presenters in this hands-on session to learn how to use FlipQuiz, Padlet and Poll Everywhere to enhance active learning in your classroom.

PAT BRETON, KATHERINE CHUNG, MARIELA GIULIANO, RAHA SHEIVARI - *Faculty of Liberal Arts & Professional Studies; Faculty of Health*

We share our experience with a cooperative, active-learning approach – the jigsaw classroom, as applied in 2 courses (2000 and 4000 levels), with an enrollment of 50 students each. In the jigsaw classroom learners are organized into groups where members have different yet complementary tasks. Members prepare for these tasks as part of (reorganized) “expert” groups in which members work on the material prepared at home that they later peer teach to members of their “jigsaw” groups. The jigsaw classroom was developed as a way to increase learner engagement, minimize passive activities (e.g., lecture), promote individual and collective accountability for learning, and foster cooperation rather than competition among learners. This approach enhances learning outcomes and increases the pleasure of learning. Students from the course will join the instructor to describe their experience with the jigsaw classroom. Time will be dedicated to discussing the use of this technique with the audience.

CLAUDIA CHAUFAN & RUBINA KHAREL - *Faculty of Health*

We share our experience with a cooperative, active-learning approach – the jigsaw classroom, as applied in 2 courses (2000 and 4000 levels), with an enrollment of 50 students each. In the jigsaw classroom learners are organized into groups where members have different yet complementary tasks. Members prepare for these tasks as part of (reorganized) “expert” groups in which members work on the material prepared at home that they later peer teach to members of their “jigsaw” groups. The jigsaw classroom was developed as a way to increase learner engagement, minimize passive activities (e.g., lecture), promote individual and collective accountability for learning, and foster cooperation rather than competition among learners. This approach enhances learning outcomes and increases the pleasure of learning. Students from the course will join the instructor to describe their experience with the jigsaw classroom. Time will be dedicated to discussing the use of this technique with the audience.

Parallel Session 3 (1:45 - 2:30)

MakerSpace

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BRENDA ORAZIETTI - *Faculty of Health*

A 6 million dollar grant was obtained that led to faculty being sent to study in California (Brenda being one of them). This group then formed the Ontario Simulation Alliance, and now is expanding nationally. The purpose was to create a shared data base of simulations, that were outcome driven using a standard rubric, and to develop workshops open to faculty across the region.

LISA VIOLO - *Human Resources*

Do you like the idea of designing your lectures and assessments using experiential education but you don't know how to get started? This interactive session will teach you how to transition any course to incorporate your desired level of EE. You will also learn some best practices around what makes EE successful in the classroom and some benefits of EE for both you and your students.

MAGGIE QUIRT - *Faculty of Liberal Arts & Professional Studies*

Contemporary pedagogical techniques often rely on - and indeed, ensure - the anonymous participation of students. Clickers and online polls, increasingly used in e-learning and distance education initiatives, can be conducted so that individuals and their opinions are disassociated. While this can be useful in the context of sensitive classroom discussions and debates, such pedagogical tools pose a potential threat to the successful functioning of an equitable society founded on principles of respect, empathy, and acceptance of the ideas of others. Put another way, the difference between a student using a clicker and a 'troll' on the Internet may be one of degree, not of kind. This workshop will explore what is at stake when students do not have to take responsibility for their online opinions. How might such

unfettered exchanges contribute to intolerance overall? What role do teachers and universities play in encouraging freedom of speech within acceptable parameters?

NICOLE NIVILLAC - *Faculty of Science*

Teaching Assistants (TAs) are on the front lines of teaching York's undergraduate students. Maintaining a good working relationship between TAs and course instructors is key to creating an effective teaching team and ensuring the success of a course. The questions that will be explored in this session are: How can we help TAs to align with course goals and expectations? What are best practices for communicating with TAs? What methods can be used to maintain consistency among TAs with regards to class administration and assessment of student work? What potential challenges may arise and how can I deal with them? How can I be an effective mentor for my TA team? Participants will be encouraged to share their experiences with TAs and solutions to possible issues.

THURSDAY MAY 18 ABSTRACTS

Parallel Session 4 (11:15 - 12:00)

MakerSpace

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MELODY WISEHEART, TINA WESTON, AUDREY WONG-KEE-YOU, VANESSA FOOT, ALICE KIM - *Faculty of Health; Teaching Commons*

Although cramming is a popular study strategy, past research has shown that it is not effective for long-term retention of information. In fact, it is directly at odds with one of the most robust and replicable findings in experimental psychology - the spacing effect. The spacing effects refers to the finding that repeated exposure to information is more effective for learning when it is spaced apart compared to when it is massed together. Thus, given the same amount of time dedicated to studying, students can enhance their learning achievement by organizing their study time to avoid

cramming. In this panel, we will discuss the spacing effect and the research we have conducted on it in classrooms and simulated classrooms across different age groups.

LORIANN HYNES, LAURA NICHOLSON, RAYA GAL
- *Faculty of Health*

Simulation has been used in education in many ways, across multiple disciplines for several years. It is a very student-centred approach to learning, ranging from simple and inexpensive to very complex and utilizing state-of-the art equipment. Simulation helps create a safe environment for learning, allowing students to explore their abilities and make mistakes without real-world consequences. This is especially valuable in the health care setting when dealing with ill or injured clientele.

Two separate events using simulation training were implemented by the contributors. The first event focused on practical skill execution and confidence building while the second was designed to introduce students to the concept of inter-professional collaboration.

Student engagement was beyond expectation with the resounding desire for more opportunities to participate in similar activities. Students enjoyed learning from one another, learning about themselves as individuals, and discovering the different skill-sets outside of their profession of study.

PAULA WILSON - *Faculty of Science*

Students spend a lot of time thinking, but how often do they think about their thinking? Research shows that students with strong metacognitive skills are better learners, so how can we encourage our students to build those skills? This interactive session will explore the nature of metacognition, its connection to effective learning, and ways that instructors can help students develop stronger metacognitive skills. An AIF-supported project currently underway to incorporate metacognitive activities into first year biology will also be described.

GAIL J. MITCHELL & CAROLYN STEELE - *Faculty of Health; Career Centre*

Pedagogy is a critical foundation for quality in online education. Creating educational activities and interactive designs that enable one's pedagogy are crucial for success. This interactive session will provide opportunities for collaborative discussion about teaching-learning in an online environment where everyone contributes to the curriculum and the design for learning. Informed by complexity pedagogy, and the idea of threshold concepts, attendees will develop a learning activity for engaging the community.

The activity will integrate the foundational principles of complexity pedagogy—self-organization, emergence, non-linear change, and imaginative engagement. Following a demonstration of complexity pedagogy in an online undergraduate course on Women's Health, participants will develop a discussion topic, rationale, and resources for engaging the larger community. Particular attention will be given to concepts of: liberating-constraints, troublesome knowledge, and conversational discourse and their implications in higher education. A look at how to evaluate learning in a network of teachers-learners will be considered.

Parallel Session 5 (12:50 - 1:35)

MakerSpace

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TAMARA KELLY & PAULA WILSON - *Faculty of Science*

We have all experienced it: we carefully choose readings to help students prepare for class; the day arrives and within 10 minutes it dawns on you...no one has read any of it. This lack of preparation is more than just a blow to your ego—there is ample evidence in the literature that when students come to class prepared, they learn better and make the most of their class time with peers and instructor. In this session we explore evidence that preparation leads to better learning, and describe ways that we have used online activities via Moodle, at all year levels, to help ensure students come to lecture/tutorial/lab prepared. We also discuss positive secondary benefits derived from these online activities, both for instructors and students. Participants will share their own specific issues with student preparation in their courses, and brainstorm for solutions in a collaborative and supportive space.

LINDA CAROZZA, NATASHA MAY, FRANZ NEWLAND, EVA PEISACHOVICH - *Faculty of Liberal Arts & Professional Studies; Lassonde School of Engineering; Faculty of Health*

Presentations from participants in the EduCATE program - York faculty share their research into teaching and learning.

LAUREN GRANT AND KARIN SALTOUN - *Faculty of Science*

Team-based learning is a pedagogical approach that uses permanent student teams to motivate and help students learn in both small and large (~200 students) classes. Learning is structured around three components: Individual pre-class preparation; Individual and team Readiness Assessment quizzes; and Team application activities. Direct instruction (i.e. lecturing) is used to address misconceptions and introduce more advanced ideas prior to team application. In 2016-17, team-based learning was implemented in a modified form in Integrated Science, a new Faculty of Science first-year program that connects concepts in biology, chemistry, physics, and mathematics. In this session, we will describe the basics of team-based learning, the modifications we made for an integrated context, and lessons learned based on student feedback.

ALICE KIM - *Teaching Commons*

For over 100 years, psychologists have been developing and evaluating learning techniques that are both easy to implement and could help students achieve their learning goals. However, many educators and students do not put these techniques into practice because they are not aware of them. Instead, in many cases, ineffective learning techniques are employed and consequently undermine students' learning achievement. In this session, we will critically review the efficacy and utility of various learning techniques, including some that have been documented to be most popular among students and others that show great promise based on laboratory studies.

Parallel Session 6 (1:45 - 2:30)

MakerSpace

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**JILL CUMBY, GENEVIÈVE MAHEUX-PELLETIER,
CAROLYN STEELE** - *Teaching Commons; Career Centre*

Presentations from participants in the EduCATE program - York faculty share their research into teaching and learning.

LANA PARKER - *Faculty of Education*

Working through uncertainty through exposure to varied voices and perspectives is both ethical (Levinas, 1989; 2011) and productive for learning (Parker, in press). In this interactive session, I will share some of my experiences teaching at the Faculty of Education this past year, where I sought to create the conditions for uncertainty and for listening through use of diverse content and high yield instructional strategies. Primarily, this session will highlight my experiences using case studies and readings arguing for contrary perspectives as a launching point for small group debate and discussion; secondarily, I will discuss and demonstrate some of the focused-talk and focused-listening strategies that I employed in supplement to the content to engage the whole group in the conversation, including four corners (Guillaume, Yopp, & Yopp, 2007), the fishbowl (Crawford, Saul, Mathews, & Makinster, 2005), and circle viewpoints (Ritchhart, Morrison, & Church, 2011).

JON SUFRIN - *Faculty of Liberal Arts & Professional Studies*

This presentation models active two-way learning in lecture contexts using the digital media platforms of Twitter (instant feedback and response) and Socrative (Think-Pair-Share & Short Answer). In Part one, the presenter will explain his own recent (2017) research results on reflective feedback assignments for students in large first year courses. Participants will be asked to respond to the presentation in real-time to the instructor's Twitter account, @WRIT2004. In part two, the presenter will model Deep, Surface, and Strategic Learning strategies, arguing that Strategic Learning should be recognized as part of the lived reality of our students. Participants will be invited to pair up, formulate a short response, and post it online using software from Socrative.com. A brief discussion will follow. Finally, in part 4, the presenter will compile representative tweets received during Part 1 (reflective research) in a few PowerPoint slides, and interact with the audience regarding their submitted responses.

Parallel Session 7 (2:40 - 3:30)

MakerSpace

The TIF MakerSpace is an opportunity to be exposed to various technologies that can support teaching and learning in your courses. This hands-on, interactive session will provide tools and resources for you to try your hand at creating a new “tech tool” for your course, including strategies for interactive videos, online assessment tools, and digital icebreaker activities. The MakerSpace room will be open throughout the conference; you can visit for 45 minutes, a half day, or spend a full day with us playing in the MakerSpace! **It is recommended that you bring a USB drive with you to the session so you can take your newly created tech tool with you.**

MARLENE BERNHOLTZ & KERRY DOYLE - *Faculty of Liberal Arts & Professional Studies*

“How do I know what I think until I see what I say.” E.M. Forster

How can you help your students strengthen their writing when your mission is to teach them about your area of expertise? There is little enough time in our lectures and tutorials to do justice to the subjects at hand.

But, whatever their chosen subject, students need to write well to succeed. Moreover, time spent developing writing ability is also time spent developing critical thinking skills - in other words, time well spent.

During this interactive session facilitated by faculty from the Writing Department, participants will try their hands at writing activities and take part in reflective and collegial discussion, both of which will encourage participants to think of in-class writing activities as opportunities to help their students appreciate more fully the relationship between their writing and their chosen discipline.

We also invite participants to attend the “Writing in Context” panel session.

ANGIE AN & STEPHANIE QUAIL - *Peter F. Bronfan Business Library*

Reflecting on Year Two of the presenters’ eLearning project BRYT (Business Research at York Toolkit), this session highlights the student-centred approach the presenters adapted over the course of 2016-2017, including critically examining their Year One work, hiring a new eLearning company that aligned more closely with their vision for the project, conducting a needs analysis with faculty, creating a student review group, and running usability tests with students and faculty. The session participants will hear about the roadblocks the presenters faced and lessons they learned along the journey - including tips on the

RFP process at York, script writing and voice recording, project management and York’s ethics approval process. Check out BRYT today: <http://bryt.library.yorku.ca>

MICHAEL DE ROBERTIS & PAUL DELANY - *Faculty of Science*

Collaborative learning is an essential component of the student experience. It is, however, a challenge for the fully on-line environment. While Moodle facilitates communication among members in small groups, we have found it takes considerable effort and planning in order to ensure an optimal student experience. We will discuss in this presentation how we have tailored group work in a large on-line class that is satisfying for both students and instructors. In particular, we discuss how group membership is assigned, the distinct roles that must be filled in a group, the milestones that a group has to meet prior to final submission, how individual contributions are assessed and the importance of a clear rubric.

WENDY MCGUIRE - *Faculty of Liberal Arts & Professional Studies*

In this interactive session, you will learn about the free online gaming program, Kahoot! Through this program, you can create games that students play, as individuals or in teams, using their smartphones or laptops during class. Kahoot quizzes use multiple choice and true-false questions to test student learning on course content. Participants, whose names (or pseudonyms), appear on the screen, are awarded points for speed and accuracy. Wrong answers provide an opportunity to pause and have class discussion. You can also have students work together to design their own Kahoot quizzes for the rest of the class. In this session you will play a Kahoot game and then create your own Kahoot quiz, leaving with a new tool you can immediately use in your teaching toolkit. Kahoot is loud! It’s fun! And it’s easy! Bring your smartphone or laptop to play.

LISA VIOLO - *Human Resources*

Do you find yourself often using PowerPoint slides for your lectures and wondering if there is a better way? In this session we will discuss when to use PowerPoint and when not to use PowerPoint, some tips for using PowerPoint effectively and some creative alternative methods to facilitate your lectures that do not involve the use of PowerPoint at all.

Reception

Please join us for a closing networking event outside of DB 0001

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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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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