

YORK UNIVERSITY

Teaching Commons

IMPACT
Since 2012 we have connected with over 37% of tenured professors

21 Peer Reviewed Publications
41 Conference Presentations & Posters

2109 attended workshops
373 completed TA Certificate in Teaching
98 Senior TAs

eLearning
551 attended workshops or courses

Member of 6 local, national & international ED organizations
Sitting on over 10 committees

21 Peer Reviewed Publications
41 Conference Presentations & Posters

Experiential Education
308 attended workshops or courses

SCHOLARSHIP
657 tenure track faculty ENGAGED
Each faculty engages on average 10,000 STUDENTS which equals 6,570,000 STUDENT EXPERIENCES

5 TIF Conferences
11 Keynotes
180 Sessions
654 Participants

INFLUENCE
"York University has been instrumental in providing leadership in teaching and learning, not only on the York campus but provincially and nationally. The teaching centre staff, in particular, have consistently been at the helm of innovative projects and programming which have contributed significantly to graduate student and faculty development, and to the wider educational development community in countless ways."
Jill Grose, Brock University

147 attended TC Webinars

WHO WE ARE: 10 People

CUPE2	1700
YUFA	1500
TAs	2000

WHO WE SERVE: 5200

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TiF - Teaching in Focus

Teaching Commons 6th Annual Conference

Student Engagement

December 5th, 2018



Focus on Teaching and Learning at York!

teachingcommons.yorku.ca



Event Schedule

8:30 – 9:00 AM	Registration
9:00 – 9:15 AM	Introduction
9:15 – 10:00 AM	<p>Plenary EE / Student Engagement Room 103 Learning that NOT all knowledge is available online by co-creating a research practicum project between undergraduate digital natives and a reprint-request-card professor.</p> <p>Presenters: Dawn Bazely, Professor Pegah Nazeri, Julien Jayasinghe, Min Kim Students</p>

Sessions - 10:30 - 11:15 AM

Session 1 Room 101	Session 2 Room 105	Session 3 Room 106	Session 4 Room 107
What can we learn from students who do not engage? Reflections on the Fundamentals of Learning Course in LA&PS. Presenters: Diane Beelen Woody, Janet Melo-Thaiss, Karen Ruddy, Maxine Wood, Rose Ciddio	Overcoming barriers to classroom engagement for students with hearing loss. Presenter: Pam Millett	Engaging students with an online classroom response system. Presenter: Alexandru Manfu <hr style="width: 20%; margin: 5px auto;"/> Kw"ery your curiosity. Presenter: Rijul Agarwal	Effective strategies for fostering student engagement. Presenter: Ameera Ali <hr style="width: 20%; margin: 5px auto;"/> Investigating student perception & experience in full online courses at York University. Presenters: Mary-Helen Armour, Jerusha Lederman

Session 3

Get your students writing with YouTube

Presenter: Steve Gennaro, Contract Faculty, Department of Communication Studies, Department of Humanities

This presentation explores some experiences in increased student engagement through an altering of the definition of "writing" for student assignments. In particular the presentation explores the common classroom practice of "journaling" and what happens to the learning environment when students are asked to replace weekly reading responses or journals with weekly video journals and responses on YouTube. In addition, the presentation also discusses examples of replacing "the traditional essay" with a YouTube video, presentation, round table, or compilation. This presentation would be of particular benefit to those who have an interest in teaching in online or blended learning formats.

Session 4

Quiet in the Classroom: teaching strategies to recognize participation.

Presenter: Maggie Quirt, Assistant Lecturer, Department of Equity Studies, LA&PS

I will be exploring how to recognize and evaluate different types of student engagement. Recognizing that individuals face a range of impediments to robust participation -- including shyness, anxiety, impairments and disabilities, as well as issues related to time management and planning -- I will facilitate a conversation about strategies instructors can use to encourage participation and recognize success.

Sessions 2:30 - 3:15 PM

Session 1

Off the Wall: Using street art to explore social justice issues in the classroom

Presenter: Anna Augusto Rodrigues, Instructional Designer, Teaching Commons

This presentation will discuss how street art can be used to facilitate learning about social justice issues in formal educational settings. Although street art is typically not considered an educational resource, I will show examples in my presentation that demonstrate its potential to develop students' critical thinking skills as they engage with social justice issues in the classroom.

Session 2

Engaging peer leaders in student success programming

Presenters: Mazen Hamadeh, Head, Stong College, Associate Professor in the School of Kinesiology and Health Science
Nicole Joron, Student Success Coordinator, Calumet and Stong Colleges
Jennine Rawana, Head, Calumet College, Associate Professor in the Department of Psychology

The National Survey of Student Engagement (NSSE) identifies two critical features of student engagement: 1) The time and effort put into learning activities by students; 2) How the institution organizes learning opportunities to facilitate student participation in evidence-based activities, including those linked to student success such as academic learning. This presentation will provide an overview of how Calumet and Stong Colleges have engaged students in both of these capacities through the implementation of our strategic plan: "Calumet College and Stong College Plan 2015-2020." The presentation will include an overview of our strategic plan and our student success programs (e.g., Peer Tutoring and Peer Mentoring) with a focus on how these initiatives foster student engagement using the NSSE engagement indicators. We will share our strategies and lessons learned to engage students across program development, implementation, and evaluation, as well as training student leaders and building community partners. Opportunities for sharing and learning among audience members will be facilitated through small group activities.

Sessions - 11:15 - 12:00 PM

Session 1 Room 101	Session 2 Room 105	Session 3 Room 106	Session 4 Room 107
When students' engagement gets smarter: implementing goal-setting activities in the classroom. Presenter: Andrea C. Valente	Digital Humanities. Presenters: Samantha Cutrara and Anna St. Onge	Using digital media to encourage student engagement. Presenter: Audrey Pyee	Escaping from exams - how to build engaging assessments for 3rd and 4th year students. Presenter: Lisa Violo

Lunch - 12:00 - 12:45

Plenary: e-learning and Student Engagement - 12:45 - 1:30
Peter Constantinou and Danielle Robinson - Room 103

Sessions - 1:30 - 2:15 PM

Session 1 Room 101	Session 2 Room 105	Session 3 Room 106	Session 4 Room 107
The politics of critical pedagogy. Presenter: John Simoulidis Best Practices for on-boarding practitioner academics. Presenter: Peter P. Constantinou	Critical reflection: from theory to practice. Presenters: Carolyn Steele and Geneviève Maheux-Pelletier Applying Readers Theatre to enhance undergraduate students' engagement in the classroom Presenters: Luz Maria Vazquez, Attia Khan	Multiform Grammar: From illustrated historiography to the classroom. Presenter: Noa Yaari Improving Reflective Practice by Assignment Scaffolding Presenter: Jon Sufrin	Using simulation role play as tactics for student engagement in a statistics consulting course - a case study. Presenters: Alice S. N. Kim and Natasha May

Break - 2:15 - 2:30 PM

Sessions - 2:30 - 3:15 PM

Session 1 Room 101	Session 2 Room 105	Session 3 Room 106	Session 4 Room 107
Off the wall: Using street art to explore social justice issues in the classroom. Presenter: Anna Augusto Rodrigues	Engaging peer leaders in student success programming. Presenters: Mazen Hamadeh, Nicole Joron, Jennine Rawana	Get your students writing with YouTube. Presenter: Steve Gennaro	Quiet in the classroom: Teaching strategies to recognize participation Presenter: Maggie Quirt

**Closing Plenary - 3:15 - 4:00 PM - Room 103
Celebrating Teaching at York**

Abstracts

Plenary EE / Student Engagement

Presenters: Dawn Bazely, Professor, Faculty of Science, York University
Pegah Nazeri, Julien Jayasinghe, Min Kim, students

Experiential learning in the form of hands-on laboratory exercises is embedded in undergraduate science curricula. However, undergraduate students also often seek volunteer opportunities in professors' laboratories. York University's zero-credit Biology Research Practicum course was developed to ensure that unpaid student volunteers in faculty laboratories have a positive, not exploitative, learning experience. This group of undergraduates co-created, with Dawn Bazely, a research practicum project with the *pedagogical* goal of improving some essential online research skills, and the *practical* goal of reducing the clutter that all academics, who are not digital natives, accumulate.

Improving reflective practice by assignment scaffolding

Presenter: Jon Sufrin, Assistant Lecturer, Writing Department, LA&PS

Reflective practice is a component of many Humanities and Professional Studies courses and is often required of practicum students from multiple disciplines. Such work asks students to consider key learning concepts in relation to their own experience, critically assessing how they can be used to improve future practice both as learners and as practitioners. This presentation considers the outcome of two rounds of reflective practice in a 1st-year Humanities/Writing classroom (WRIT 1702: *Becoming a Better Writer*) in FW2016 and FW2017. The presenter explored whether reflective journaling in relation to course material would result in more engaged and critically aware students, and assessed student feedback using Mary Ryan's 2013 reflective writing scaffold. While early results suggested the second exercise was the more successful of the two, the 2018 labour disruption made completing the study impossible. Nevertheless, the FW2017 research project generated one semester's worth of results and many useful observations concerning how to expose a diverse audience of (mostly) first-year students to consciously reflective practice. A more structured, conscious approach resulted in results higher on Ryan's scale than in FW2016. Still, while scaffolds and rubrics are a good starting point for reflective writing, questions remain for the presenter when it comes to assessing general reflective practice. Attendees can expect to receive a summary of both years' reflective results, practical suggestions to replicate the presenter's more successful FW2017 experience, a reflective scaffold for use in their own classrooms, and a marking guide to aid students and assessors in their compositions.

Session 4

Using simulation role play as tactics for student engagement in a statistics consulting course - a case study.

Presenters: Alice S. N. Kim, Post-Doctoral Researcher, Teaching Commons; Natasha May, Educational Developer, Teaching Commons

In this case study session, we will present tactics that we are currently using in the Statistics for Scholarship of Teaching and Learning (SoTL) course offered by the Teaching Commons. The course offers graduate students an opportunity to gain professional experience providing statistical support for faculty members on their SoTL research. The tactics we use for student engagement include role playing, simulation, peer feedback, resource creation, a consulting practicum and a conference poster reflecting on their practicum experiences. In this session, we will ask attendees to work in groups to draw any challenges they have experienced with student engagement. Then we will share details about the above mentioned techniques used in our course and attendees will have an opportunity to experience them first hand as students.

Applying readers theatre to enhance undergraduate students' engagement in the classroom.

Presenters: Luz Maria Vazquez, Research Associate, Faculty of Health, York University; Attia Khan, Faculty of Health, York University

Readers Theatre (RT) is a form of drama in which presenters read off a script. It requires minimal acting as the focus is on the narrative of actors. RT in health is a form of aesthetic teaching whereby students research and present scripts that highlight themes for real world patient and community health experiences. We will present our recently FIT (Fund for Innovations in Teaching) (2018) funded project which aims to standardize RT as an innovative experiential education module for teaching undergraduate students in the Faculty of Health. This format of experiential learning was initially introduced in the 2016 Women's Health and Women's Health Movements: Critical Perspectives (NURS 4620) course, with very positive feedback from the students.

Session 3

Multiform Grammar: from illustrated historiography to the classroom

Presenter: Noa Yaari, Teaching Assistant, History

Can word-image relation increase student engagement in the classroom? Is it a skill that can be practiced and improved? If yes, how? The session begins with describing and demonstrating a fundamental insight I have gained through my doctoral research and art: there is a verbal-visual or "multiform" grammar; a system that enables us to consume words and images in a single, unified sequence, which despite its different components, makes sense. I will then exemplify how multiform grammar coordinates verbal and visual messages and activities in the classroom, and how we can utilize it to enhance student engagement. The session concludes by practicing multiform grammar. In my doctoral research, I examine how modern historians have created historical knowledge through verbal and visual evidence, and how they have communicated that knowledge through verbal and visual means. The analysis of illustrated historiography allows me to better understand how different combinations of materials can represent a certain phenomenon or an insight about it. In the classroom, teachers express ideas verbally and visually, using varied materials and technologies; therefore, greater awareness of multiform grammar will help them maximize the fulfillment of their goals. Moreover, it will allow students with different capacities to engage with the curriculum, since both the message and the group of learners are diverse. UDL emphasizes the need to remove barriers and open opportunities to all learners. This framework adequately expresses my own "multiform approach" to learning, since in my teaching, I use my research and art.

Before digitized books and journals became increasingly available, students and professors accumulated large reprint collections and photocopies of articles and book chapters. Even today, faculty are often reluctant to part with their hard copies, knowing that not all will be digitally available. Our project tackled *one* of Dawn Bazely's reprint collections, which filled a four-drawer filing cabinet, and had the following goals:

1. To learn about digital and non-digitized research literature.
2. To hone students' online fact-finding and library research skills.
3. To create a reprint collection database with Mendeley open access software.

We developed a structured protocol to determine the online availability of each hard copy. Students learned about pay-wall structures in higher education, the open access movement, and error rates in fact-checking. Students also learned about how researchers found relevant literature prior to the availability of Google Scholar, Scopus and Web of Science, via reprint request cards and shelf copies of Biological Abstracts. At the semester's end, we went on a field trip to the Clara Thomas Archives. Our project and these research skills are relevant for *all* fields, and this exercise can be applied to reprint collections across all disciplines.

Sessions 10:30 - 11:15 AM

Session 1

What can we learn from students who do not engage? Reflections on the Fundamentals of Learning Course in LA & PS.

Presenters: Diane Beelen Woody, Janet Melo-Thaiss, Karen Ruddy, Maxine Wood

Reflections and observations from the team of instructors in FND 1000 will provide insight into the various factors that de-rail students and which contribute to their failure to engage successfully in university studies. An unfortunate life event and accompanying emotional distress, an unrealistic employment schedule or the investment required in running one's own business are a few examples of circumstances that can crowd out or displace the dispositions or habits of mind that "student engagement" requires. The constant state of distraction and resulting non-involvement can all too easily create a sense of not belonging, and not being visible or valued. And yet, the students in FND 1000 are not necessarily lacking intelligence or academic abilities. In this presentation, we propose to:

- i) give an overview of FND 1000 as an example of an academic recovery course to students who have received a "required to withdraw" decision;

- ii) share our impressions of the factors and circumstances that appear to de-rail students based on students' self-assessment.
- iii) with session attendees, reflect on the mix of academic skills and self-regulatory behaviours that appear to correlate with high levels of student engagement;
- iv) with examples of the content and learning activities in the course, critically reflect on their effectiveness as timely interventions; useful re-framing of experience; and opportunities to strengthen academic skills and to foster personal development.

Session 2

Overcoming barriers to classroom engagement for students with hearing loss

Presenter: Pam Millet, Associate professor and academic coordinator, Deaf and Hard of Hearing Program, Faculty of Education

Some of our best pedagogical practices, such as providing opportunities for lively and interactive classroom discussion, using interesting audiovisual materials, or incorporating group work can leave students with hearing loss feeling disengaged, left out or left behind if we have not considered accessibility. This session will describe some of the barriers that students with hearing loss face in engaging and participating with peers and instructors, in a variety of classroom and learning settings. These include challenges in accessing classroom instruction, participating in large and small group discussion, accessing audiovisual materials, and lack of access to assistive technology. Case studies from York's Deaf and Hard of Hearing Education program will be presented illustrating some of the challenges, as well as success stories, in ensuring that students with hearing loss are able to engage in classroom learning to the same extent as classmates without hearing loss.

Session 3

Engaging students with an online classroom response system

Presenter: Alexandru Manafu, Assistant Lecturer, Philosophy

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.

This action-research study will consider this trend in the context of public policy and administration and use a case study to highlight these issues. This is a reflective piece that builds on efforts to on-board five faculty members to part-time teaching positions in the School of Public Policy and Administration at York University. This paper will argue that it is necessary to go beyond traditional on-boarding efforts for "practitioner-academics" and will propose a series of best practices informed by the reflections of both the author and the five key informants. The paper will propose a curricular framework and on-boarding model that provides insight into the issues of training versus educating, as well as dealing with conflict of interest, and implications imposed on instructors by employers.

Session 2

Critical reflection: from theory to practice.

Presenters: Carolyn Steele, Adjunct Faculty, Culture & Expression, Department of Humanities; Geneviève Maheux-Pelletier - Educational Developer, Teaching Commons

Community-based experiential education (EE) can be a powerful strategy for increasing student engagement when it enables students to scaffold classroom learning to their lifeworlds. Expanding the focus of EE reflection exercises to hone critical reflection skills is a key strategy to supporting this process because, as Coulson and Harvey (2013) caution us, students need to be guided through the reflective process to draw academic knowledge from unfamiliar experiences. Explicit scaffolding is necessary to provide students with the means to move from surface-level learning to a critical examination of knowledge (Ryan 2013).

This case study introduces participants to exercises and processes created to strengthen critical reflection skills in a third-year community-based EE course in Culture & Expression, a program in York University's Department of Humanities. In this course, students were introduced to a scaffolded model of reflection along with learning activities specifically designed to help them simultaneously experience, critically reflect on their learning. Based on Bain et al. (2002), Cotter (2014) and Ryan (2013), these exercises are structured to enable students to move beyond reporting on their experiential learning opportunities and relating them to their lived experience, to using strategies of reasoning and reconstruction to analyze what they have experienced in the community using a critical framework. We will report on the extent to which students were able to make explicit connections between the more conceptual elements of the course, the community project they engaged in, and their relevance to their future lives.

Session 4

Escaping from exams - how to build engaging assessments for 3rd and 4th year students

Presenter: Lisa Violo, Contract Faculty Member, Human Resources Management

Do you like the idea of designing new assessments but you don't know where to start? This interactive session will teach you how to ditch exams and replace them with engaging assessments that will challenge your upper-year students. You will also learn the benefits of going beyond exams for both you and your students.

Sessions 1:30 - 2:15 PM

Session 1

The politics of critical pedagogy

Presenter: John Simoulidis, Foundations Coordinator, Department of Social Science

I will discuss the work of Marcuse and Giroux (possibly others) in thinking about how we design our courses and deliver our lectures to inspire democratic engagement. I will examine what Marcuse refers to as the 'dialectic of education' and the tension this creates both for students relationship to the University as a place for 'higher education' and as a place to 'earn' a degree. I will also examine Giroux's work to help us understand how we can engage students within the university to alter the "democratic conceptions of the meaning and purpose of politics and education"? How can we confront the problem of the decline in public engagement and political cynicism in students?

Best practices for on-boarding practitioner academics.

Presenter: Peter P. Constantinou, Faculty Member

Increasingly, as society and the economy change, and stakeholder interests evolve, universities are reflecting on their overall mandate and thinking about how they respond. It seems the traditional role of the university is being challenged. Greater emphasis on experiential education, co-op placement and practicums, market driven programming, workplace skills development and training challenge not only the notion of the traditional role, but also places great pressure on traditional academic faculty to deliver on altered mandates. In many cases, practitioners from relevant professions or sectors of the economy are being brought in to engage in programming. In many instances this includes having them employed to teach courses.

Kw"ery your curiosity

Presenter: Rijul Aggarwal, Student, Lassonde School of Engineering

From a student's perspective, lectures (especially larger classrooms) can be daunting as they not only have to adapt to university life but also gather enough courage to ask a question to the presenter amid their peers. These pressures sometimes lead to the obvious outcome of not engaging in the classroom. In an ideal scenario, the presenter would take individual questions privately without hampering the time for lecture delivery. Kwerious is an engagement tool which takes us one step closer to this. It exploits the power of internet-enabled devices to make classrooms more fun and engaging. Along with allowing presenters to ask questions or run quick surveys (responses to which can be visualized), it also allows students to ask questions to the presenter "privately". Instead of completely overtaking the lecture, this tool works in harmony with the presenter to aid them in achieving better classroom participation and performance. The tool itself will be used in this presentation. Please register for an account on www.kwerious.com to participate. More instructions will be provided during the presentation.

Session 4

Effective strategies for fostering student engagement

Presenter: Ameera Ali, Teaching Assistant, Department of Sociology

This research presentation will entail an overview of some effective strategies for eliciting student engagement within university classrooms. The information will be based on research that has been carefully curated and is specifically focused around student engagement. Some specific topics include: the importance of promoting student self-efficacy, the significance of ensuring an inclusive environment, recognizing the instructor's role in student engagement, and the relationship between active learning and student engagement. Although this is not a case study, I will also share personal anecdotes from my own teaching experiences to create a more concrete demonstration of the application of these strategies, and also to provide a sense of resonance for participants of the session.

Investigating student perception and experience in full online courses at York University.

Presenters: Mary-Helen Armour, Associate Lecturer, NATS; Jerusha Lederman

Online courses at York are growing in terms of number, diversity of offerings and popularity with students. This presentation reports on student perception and experience with York's Natural Science General

Education introductory online science courses. Students surveyed include all undergraduate year levels from several different faculties. These surveys were undertaken to thoroughly understand the student body, the students experience and perceptions with respect to current online offerings. These elements are key in successfully designing online courses from both a pedagogical stand-point and one of positive student experience. The diverse student population surveyed affords a broad look at the student experience from many different perspectives. Final results from the project will be used to create a set of recommended, York specific evidence-based best practices for instructors at our institution who are developing online courses with the aim of increasing student engagement, retention and satisfaction. Presented here are the results of these surveys from 10 online courses with a total enrollment in excess of 2000 students. Students, instructors and teaching assistants in these courses will also participate in focus groups to address in more depth the experiences and expectations all three groups have of the nature and delivery of online courses. Participants will be encouraged to share their experiences teaching in a fully online environment. A dialogue will be stimulated on how study results may be applied to facilitate online course design that is most supportive of student learning.

Sessions - 11:15 - 12:00 PM

Session 1

When students' engagement gets smarter: implementing goal-setting activities in the classroom.

Presenters: Andrea C. Valente, Course Director, Department of Languages, Literatures & Linguistics

In this session I demonstrate how implementation of self-regulation tasks in classroom can assist and improve students' engagement with their learning goals. Generally, learning outcomes in a lesson plan are set without students' direct input and participation. However, research in active learning in higher education has shown that goals are better achieved when students are engaged with their own learning experience through cognitive and emotional investments (Zepke and Leach 2010). In the case of first-year international students from an English as a Second Language background, developing self-regulatory skills might be more demanding, which may affect students' level of engagement with their learning in a foreign environment. Although it can be hypothesized that ESL students usually demonstrate 'metacognitive experience' (i.e. sense) of their academic needs, they may lack appropriate cultural and linguistic resources to communicate their learning goals. For this reason, they may find it challenging to set goals that are specific, measurable, attainable, relevant, and timely (SMART goal model) (Lawlor and Honyak, 2012).

Bearing this in mind, I aim to show and discuss how instructors can scaffold SMART(er) goals and use them as strategies to help students plan, monitor, and engage with their academic learning experience through evaluation and reflective task-based activities. I will share and discuss with participants resources I have developed based on my classroom experience with first-year ESL undergraduates in a foundation course. This presentation is grounded on the scholarship of goal-setting theory and engagement studies in higher education.

Session 2

Digital Humanities

Presenters: Samantha Cutrara, Curriculum Specialist, Office of the Vice-Provost Academic; Anna St. Onge, Archivist, Digital Projects & Outreach

The Digital Humanities and Social Sciences (DHSS) are an exciting array of practices that can help develop experiential and e-learning opportunities in your courses. In this session, learn about a resource that can help you organize DHSS assignments and activities in your class and how the Library can support your digital scholarship.

Session 3

Using digital media to encourage student engagement.

Presenter: Audrey Pyee, Professor, History Department, Glendon

This presentation will show how digital media can be used to increase student engagement in courses. The use of media tools in liberal arts courses at the Glendon campus has expanded thanks to the creation of a Digital Media Lab. The emphasis on digital storytelling allows professors to integrate elements of creativity to traditional assignments and the diffusion of the product to the entire class or even a broader community give students a powerful tool to become engaged in their learning. Students work on traditional competencies such as conducting research, learning to ask questions, synthesizing information, problem-solving, evaluating, developing arguments, organizing their ideas and constructing meaningful narratives which are at the core of their learning, but they also develop skills in digital, technological and visual literacy. The digital capabilities are about creation, as well as, communications, collaboration, and participation. We will present the case of the Glendon Digital Media Lab, its creation, it uses for experiential education, the technological know-how required, and session attendees will be asked to create assignments for which digital tools become a medium to present the content they teach.