

Welcome Message from President & Vice-Chancellor Mamdouh Shoukri

On behalf of York University, it is my pleasure to welcome you to the second annual *Teaching in Focus* conference, an event celebrating educational innovation and transformation.

Hosted by York's Teaching Commons, this exciting conference will feature keynote addresses by our Vice-President Academic and Provost, Rhonda Lenton, as well as Harvey Weingarten, President and CEO of the Higher Education Quality Council of Ontario (HEQCO).

As one of the largest Universities in Canada, York has a proud tradition of providing the best possible student experience, whether at the undergraduate or graduate level. Teaching is a vital part of our academic mission at York. All those who teach at York work very hard, in partnership with students and staff, to deliver learning experiences that are of the highest quality and to ensure that students are provided with a rich learning environment so they have the support they need to succeed.

The sharing of good teaching practice and innovation is central to ensuring a vibrant community which values teaching and keeps 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 innovative pedagogy. It is thanks to this dialogue that we learn about new ideas, explore technologies and investigate opportunities.

This annual *Teaching in Focus* conference is a key part of our strategy to facilitate this dialogue. I am pleased to see the wealth of subjects under discussion today, and the wide engagement of teachers from across the University.

I wish you all a stimulating and enjoyable day.

Sincerely,



Mamdouh Shoukri
President & Vice-Chancellor
York University

Welcome from the Teaching Commons

Welcome to the second annual Teaching in Focus conference at York University.

We are delighted to host this event, as a concrete example of the growing community at York interested in sharing ideas and innovations around teaching and learning. A glance at the program will show you the wealth of interest and ideas proposed by instructors at York and our partner college Seneca. You will find presentations on key University themes such as eLearning, Experiential Education and the first year experience as well as more general approaches to teaching and the enhancement of the learning experience.

Our two keynotes bring perspectives from within and beyond York. Our own Provost Lenton starts the day, then in the afternoon we will be joined by Dr. Harvey Weingarten President

and CEO of the Higher Education Quality Council of Ontario (HEQCO). Between them we are guaranteed some thought provoking insights into teaching in Ontario and the challenges facing us in the future.



Celia Popovic
Director Teaching Commons



CONFERENCE PROGRAM

8:30 - 9:00 **Registration**

9:00 - 9:15 **Welcome and Introduction**

9:15 - 10:00 **Morning Keynote – Provost Lenton -
“What do students want? What student surveys tell us about teaching and learning.”**

10:05 - 11:05 **60 minute sessions in 5 parallel rooms**

TEL 0009	TEL 0011	TEL 0013	TEL 0015	TEL 0016
Best Departmental Practices for Recognizing and Supporting Teaching and Learning Janice Newton	Making Your on-line Course as Interactive as Your In-class Anna Blake	Enhancing Student Engagement and Understanding in Human Anatomy through Virtual Laboratories Nicolette Richardson	Transforming Academic Literacy through English Language Skills Lillie Lum	One Class Four Ways: An Evolving Model for Blended Learning Bridget Cauthery

11:10 - 11:25 **Refreshment Break and Poster Display**

11:25 - 12:25 **3x15 minute presentations in 5 parallel rooms – plus 15 mins general Q and A**

TEL 0009	TEL 0011	TEL 0013	TEL 0015	TEL 0016
<i>Facilitator:</i> Ellen Sims Seneca@York Mutli-Pathways in Engineering Education Christine Bradaric-Baus, Pam Edgecombe, Richard Hornsey, Regina Lee, Nahgeib Miller, and Jit Sharma	<i>Facilitator:</i> Yelin Su Online Collaborative International Learning: The York Experience in Global Context Robin Roth	<i>Facilitator:</i> Robin Sidhu Radical Possibilities & Interdisciplinary Arts Mary Fogarty and Joelle Sherman	<i>Facilitator:</i> Jen Bolt Transforming Pedagogy William Gleberzon	<i>Facilitator:</i> Natasha May Developing a “Culture of Writing” in Tutorials Andrea C. Valente
Developing Reflective/ Reflexive Practice in Social Work Field Education: Curriculum that addresses and responds to ‘theoretical’ and practice demands Mary Goitom, D. Chalmers, & B. Oliver	Crowdmark: Online Collaborative Grading Platform Narbe Alexandrian & Jaclyn Neel	“I ‘clicked’ a fancy to you”: An Instructor’s and Students’ Response to Classroom Response Technology (Clickers) Roger S Fisher	A First Year Learning Community in the Life Sciences Logan Donaldson	Dynamic Presentations with Prezi Jennifer Farmer & Thiru Kanagasabai
Using Social Media in the Classroom Aleem Visram	Reflection of My Experience with eLearning Eva Peisachovich	Putting Students in a Box So They Achieve Your Learning Objectives Richard Leblanc	Of Classes and Clocks, or, Tacit Knowledge in the Lecture Hall? James Elwick	Safe Classrooms and Risky Conversations? Nicole Bernhardt, Rehanna Siew-Sarju, Pat Breton, Sandra Smele, & Julie Singleton

12:30 - 1:30 **Lunch and Poster Display**

1:30 - 2:15 **Afternoon Keynote – Dr. Harvey Wiengarten - “Learning “revolutions” in higher education”.**

2:20 - 3:20 **60 minute sessions in 5 parallel rooms**

TEL 0009	TEL 0011	TEL 0013	TEL 0015	TEL 0016
Teaching with SPARK Ron Sheese & Sophie Bury	e-Powering Tomorrow’s Leaders Jean Adams	From the Classroom into Community: Stories from the School of Nursing Grace Ross	Supporting and Engaging ESL Learner Diversity at York Karen Englander, Geoff Lawrence & Antonella Valeo	Mindfulness for Teaching & Learning Deborah Orr

3:25 - 4:25 **Closing Reception**

KEYNOTE SPEAKERS



Dr. Rhonda Lenton

Vice-President Academic & Provost, York University

Dr. Rhonda Lenton is the Vice-President Academic & Provost of York University. Prior to her current position, she served as Vice-Provost Academic from 2009-2012 and as Dean of the Atkinson Faculty of Liberal & Professional Studies from 2002 to 2009. As Vice-President Academic & Provost, she provides leadership in the areas of academic planning, institutional change management, the alignment of academic priorities and resources, and strategic enrolment planning. Current initiatives focus on institutional priorities around academic quality, the student experience and student success, and community engagement.

Dr. Lenton's areas of teaching and research expertise include research methods and data analysis, gender, and familial violence. She has published peer reviewed book chapters and articles in an array of academic journals and she is conducting a survey on marital conflict in Canada. She has served as team lead on a HEQCO project researching the impact of community based and community service learning on student learning, and as co-chair on the Social Sciences panel of the Tuning Project on Student Learning Outcomes. Dr. Lenton is currently representing the Ontario Council of Academic Vice-Presidents on the University Online Steering Committee and serves as co-chair of the Ontario Online Steering Committee guiding establishment of a centre of excellence to support technology-enabled learning.



Dr. Harvey Weingarten

President and CEO of the Higher Education Quality Council of Ontario (HEQCO)

Dr. Harvey P. Weingarten is president and CEO of The Higher Education Quality Council of Ontario (HEQCO) -- an arm's length agency of the Ontario government that conducts research and provides policy advice to government to improve the accessibility, quality and accountability of colleges and universities. HEQCO is the only organization of its type in Canada. Since joining HEQCO in 2010, Dr. Weingarten has expanded the agency's advisory role and influence with government and has orchestrated a larger public information mandate for HEQCO. Prior to HEQCO, Dr. Weingarten was president and vice-chancellor of the University of Calgary for nine years. Under his leadership, the university increased access, invested in students, recruited world-class faculty and attracted record amounts of research revenue and philanthropic support. Dr. Weingarten was provost at McMaster University from 1996 to 2001. During a 21-year career at McMaster he served as dean of science, professor of psychology, department chair, and a teacher and mentor to many undergraduate and graduate students. His research examined the biological and psychological controls of eating and body weight. He received his B.Sc. from McGill University, and his M.S., M.Phil. and Ph.D. from Yale University. Dr. Weingarten has served on many boards and councils including the Science, Technology and Innovation Council of Canada; Association of Universities and Colleges of Canada; Canadian Language and Literacy Research Network; and Shad Valley.



TIF CONFERENCE SESSIONS AND ABSTRACTS

(in presentation order)

ENHANCING TEACHING & LEARNING:

JANICE NEWTON - *Political Science and Gender & Women's Studies*

Best Departmental Practices for Recognizing and Supporting Teaching and Learning

The goal of this workshop is to foster the development of practices that enhance the culture of teaching and learning at the unit level. The workshop will discuss the results of a survey of LA&PS departments that identified the best practices that support and recognize teaching and learning. Participants will also be invited to contribute their experiences of departmental practices that have worked in the context of their units. This workshop will be of particular interest to chairs, program directors, members of teaching committees, or anyone who is working to improve the culture of teaching and learning in their unit.

Participants will leave with a list of strategies they can implement in their unit to foster a culture that promotes excellence in teaching and learning.

CHRISTINE BRADARIC-BAUS, PAM EDGEcombe, RICHARD HORNSEY, REGINA LEE, NAHGEIB MILLER AND JIT SHARMA
Faculty of Applied Science and Engineering Technology, Seneca College of Applied Arts and Technology and Lassonde School of Engineering

Seneca@York Multi-Pathways in Engineering Education

Engineering is sometimes called the "swiss army knife" of degrees because graduates are employed in so many sectors, and demand for Ontario's engineering programs is increasing at an annual rate of 6 - 9%. Similarly, engineering technology college diplomas are experiencing significant growth, leading to an ever-higher demand for improved pathways between institutions. Engineering now represents the fourth largest group of college-university transfers in the Province.

Transfer routes directly from colleges into accredited engineering programs is challenging, but this presentation will introduce a collaborative project between the Lassonde School of Engineering and Seneca College to develop innovative BScTech programs characterized by:

- Multiple entry and exit points;
- Transparent and seamless pathways that optimize student success;
- Well-defined sets of learning outcomes;

- Diploma, undergraduate and graduate level courses recognized by both institutions and used as building blocks within multiple programs in both institutions;
- A required experiential learning component.

Participants will have an improved understanding of the challenges of developing engineering transfer pathways, and will have an opportunity to learn about, and contribute to, the Seneca@York work in this area.

GOITOM, M., CHALMERS, D., & OLIVER, B. - *Social Work*

Developing Reflective/Reflexive Practice in Social Work Field Education: Curriculum that Addresses and Responds to 'theoretical' and Practice Demands

Social workers face complex, dynamic, and rapidly changing environments that places unprecedented demands on practitioners, students and field educators. Reflexivity is a critical competency for social workers and a pedagogical imperative for educators working to prepare social work students for the realities of the field. Defined as a critical approach to professional practice, reflexivity is a recursive process that involves looking outward at the factors that shape the multitude of practice realities that exist couple with an inward turn that includes grappling with this new knowledge, restructuring and subsequently integrating within existing ideas about the world. This presentation will consider reflexivity as a necessary component within the practicum experience and will discuss the use of creative pedagogical approaches such as online journaling and reflexive photography as examples used to prepare students for the challenges of reflective social work practice.

Participants will take away a persistent social structural issues rooted in advanced capitalist economies entrench a variety of issues within the personal, organizational, and policy domains - and our field students are practicing in this challenging milieu. Although a necessary skill for effective and ethical practice, the ability to reflect critically in practice and competing worldviews is an exercise that can be difficult to understand and develop. In the classroom, many students are challenged by the need to develop more than a surface awareness of their practice and to effectively integrate theory and practice. Reflexive photography is used to challenge students to move beyond surface awareness and use image-based learning to stimulate students to critical analyze their emerging philosophy of practice. Participants will further develop an appreciation of the use of qualitative research methods in classroom education.

Using Social Media in the Classroom

This session will feature how to use technology in the classroom to improve the student learning experience. The session will include incorporating social media into the learning process (Facebook, Twitter and Youtube), using turnitin.com for course evaluations, and using surveymonkey.com for student and peer evaluations.

Participants will gain practical experience and knowledge on how to effectively integrate technology and Social Media in the classroom to improve classroom learning experience, increase student engagement and participation in class.

RON SHEESE - *Psychology*

SOPHIE BURY - *Bronfman Library, Schulich School of Business*

Teaching with SPARK

We will describe York's recently developed SPARK resource. SPARK is a set of online modules designed to assist students in learning to write academic essays in the social sciences and humanities. The focus of our session will be how faculty members can make use of the resource in their teaching. We will discuss common problems that students face in the preparation of academic essays and how SPARK can be used in the context of a course to help students address these problems. SPARK and our session both address a range of problems including managing time, conducting library research, drafting, revising, and editing.

Participants will take away a good knowledge of the content of the SPARK resource and ideas about how they can make use of it in their courses.

eLEARNING:

ANNA BLAKE - *Human Resource Management*

Making Your On-line course as Interactive as Your In-class

Instructors today are challenged to provide active learning opportunities for students, both for in-class and on-line courses.

In-class sessions can be enhanced by using clickers, games, and discussions based on students' pre-class preparatory work (ProQuest database readings, and other sources), thus reducing the traditional lecturer's use of PowerPoint slides and/or recordings.

On-line courses can be enhanced to provide students with similar opportunities to interact with each other, and improve the exploration of course content.

This session explores/compares the different techniques that are being used for in-class and on-line sessions to achieve an interactive learning experience, in the context of a third year occupational health and safety course in the School of HRM.

Participants will be able to use the various tools available in from the York IT department, to assist in developing a course that provides active learning opportunities for in-class and on-line courses.

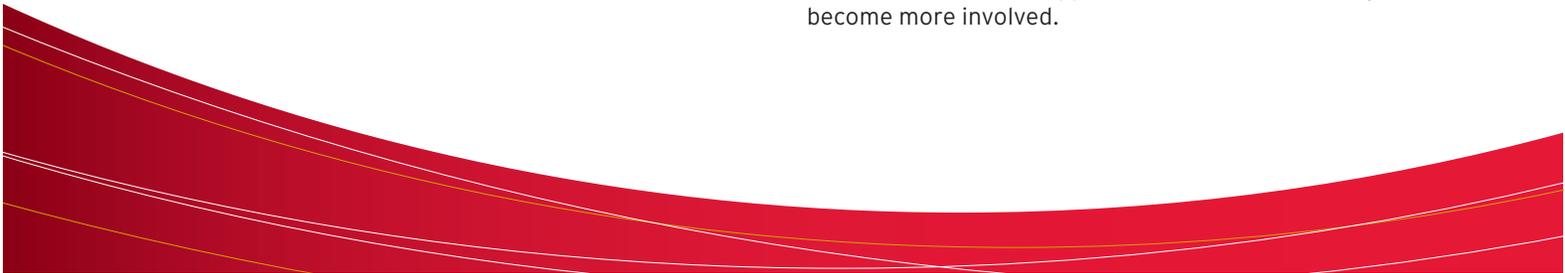
ROBIN ROTH - *Geography*

Online Collaborative International Learning: The York Experience in Global Context

Over the past three years there has been significant progress in the use of online platforms to facilitate interactive learning that helps develop intercultural and international competencies in students in higher education. There is now a proliferation of approaches with varying degrees of reported success but undeniably a growing interest around the world in using the technical tools now available to us to encourage student to student interaction and pedagogical exchange. After a review of the field this session will discuss the present and potential of online international learning at York University.

The approach can serve goals around e-learning and internationalization while helping faculty members build and maintain collaborative partnerships around the world. There is significant potential at York but the approach is in the early stages of becoming institutionalized.

Participants will take away a clear idea of the potential benefits and drawbacks of the approach and a contact if they wish to become more involved.



NARBE ALEXANDRIAN – *Schulich School of Business*
JACLYN NEEL – *History and Humanities*

Crowdmark: Online Collaborative Grading Platform

We present a new, online collaborative grading platform which enables rich formative assessment, archived student materials, and TA oversight. In our 60-minute presentation, we will provide a sample test for audience members to grade in 10-15 minutes using their own electronics (in groups if necessary). Immediately afterwards, we will demonstrate the results of this interactive project and suggest potential classroom uses.

Education is in a trend of technological transformation. The Teaching in Focus Conference not only highlights the changes coming forth, but also puts YorkU at the forefront of that change. Our session focuses on how technology has changed the archaic way instructors have marked exams for over 100 years. There is a safe and secure way to transform student assignments and exams into digital content for evaluation. We will show the participants how.

EVA PEISACHOVICH - *School of Nursing*

Reflection of My Experience with eLearning

Given the dynamics within the world today, pedagogy does not always signify classroom practices or the sole relationship between the educator and student.

Being a participant in the elearning at York University pilot study has both enhanced my understanding of teaching and transformed me as an educator by allowing the opportunity to be more consciously aware of my pedagogical approach and ways of interacting with students.

Through the course of the pilot I had the opportunity to a) be a co participant in the study which allowed me both explore and reflect on my own practice by offering an explanation for my own professional learning and b) address issues while drawing on my own experience which have allowed me to come to a better understanding that learning evolves both from personal and professional position.

Participants will take away how to transition a face to face course to an online course.

JEAN ADAMS – *Schulich School of Business*

e-Powering Tomorrow's Leaders

The session will give an overview e-learning research in web-based content creation focused on leadership soft-skills development, as used to support a highly personalized hands-on student project in a large undergraduate introductory business course offered at Schulich School of Business. The researcher/ professor will present the pedagogical underpinning of the course as well as that of a self-directed action-learning competence development project tailored to deliver highly personalized student skill development outcomes. This will be followed by presentations from a few students describing the approach each took to this project, personal lessons learned and the performance impact they experienced during and following the course. Throughout this session, participants with tablets/laptops will be able to actively participate in reviewing the online content, selecting a focus for skill development as well as planning an approach for completing the project to gain a true learner perspective.

Participants will take away a first-hand experience using self-organized, customizable e-learning content for supporting a self-directed, action-learning project. This will foster a more robust understanding of how this approach can be used to offer highly structured projects in large classes, while enabling highly customized, personalized student learning that delivers immediate and longer term benefits. Every project is completely different because each learner approaches the same project in completely different ways based on personal experience and real-time opportunities.



EXPERIENTIAL EDUCATION:

NICOLETTE RICHARDSON - *Kinesiology and Health Science*

Enhancing Student Engagement and Understanding in Human Anatomy Through Virtual Laboratories

This session will describe the development of an upper-level blended course in human anatomy. Previously, this course had only a lecture component, as laboratory space and specimens were unavailable, so in an attempt to improve student engagement and understanding of the course material, virtual dissection laboratories were designed which involved biweekly lab assignments and online assessment. In this session we will discuss the nature of the changes to the course, plans for the future of the human anatomy program, and an interactive laboratory module.

This session will provide a perspective on the development of an online science course based on a pre-existing face-to-face course. Participants will also gain insight into the potential, as well as some challenges, associated with the use of virtual science labs.

MARY FOGARTY - *Dance*
JOELLE SHERMAN - *Dance*

Radical Possibilities & Interdisciplinary Arts

How can experiential education radically enhance the learning outcomes of performing arts students within a post-secondary education and beyond? Through our presentation about in-class experiential education within a new post-secondary arts course at York University, as well as the first-hand account of a successful student participant, our presentation will showcase the possibilities of integrating interdisciplinary art projects with experiential education to achieve optimal outcomes in student learning. Students worked with internationally recognized professionals in the fields of dance, music and visual arts. They also partnered with various local professionals in workshop contexts. We will explore how a collaborative, supportive, reflexive, self-driven and professionally mentored learning environment can lead to the production of meaningful experiences, practical knowledge, high quality student artwork and the achievement of promising future success for students within professional fields of art.

Participants will learn various ways to implement interdisciplinary arts projects within the classroom through methods of experiential education. In addition, they will gain an understanding of the challenges, successes, and exciting learning possibilities that accompany this unique system of learning. Participants will not only have the opportunity to hear from and discuss radical pedagogical approaches with a Professor who is initiating this method of education within York's Dance Department, but they will also have the chance to relate to a student voice on this subject, one which will share personal experiences, reflections, and lessons relevant to educators particularly interested in teaching in the arts or applying principles of radical experiential pedagogy to any context in post-secondary education.

ROGER S. FISHER - *Humanities*

"I 'clicked' a Fancy to You": An Instructor's and Students' Response to Classroom Response Technology (Clickers)

After using clickers for the first time in a large gen ed course (250 students), I have "clicked" a fancy to the new technology. But I wonder about our students. Will clickers transform the classroom or are they simply another piece of pedagogical technology with more promise than performance? Do students see value in purchasing a clicker or would they prefer to have Q&A sessions done the "old-fashioned way"? Are there other ways to transform the lecture hall, literally a place where students are read to, into a gathering of learners? Based on a poll of the students at the end of the year, my own reflections, and feedback from my teaching team, I will describe how the new technology worked well in a text-intensive course, what the students say they got out of it, and how the students themselves say the technology might be used more effectively.

Participants will take away ideas, information and suggestions for how clickers can be used (or misused) in large Foundations courses in the liberal arts.



Putting Students in a Box so they Achieve Your Learning Objectives

This session will demonstrate how to integrate learning objectives with teaching methodologies and evaluation methods. Integrating research from boards of directors, students are treated as directors, to assess and develop competencies such as communication style, listening, participation, leadership, presentation and argument skills. Peer review, self-review, case analysis, group work, critiques and reflection are some methods used.

Participants will take away how to integrate: emphasis; course learning objectives; instructional activities; and student evaluation, within a course outline, regardless of subject matter domain. The session is intended to be highly practical and applicable to small class sizes.

GRACE ROSS – *Nursing*

From the Classroom into Community: Stories from the School of Nursing

This is an interactive question and answer session based on the experience of a professional faculty which places up to 1000 students each year in 12 week community practicum sites (12 hrs/week). The presenter (s) will share insights with regard to contracting for placements, obtaining onsite preceptors, clinical faculty supports and evaluation/feedback. This session is geared to encouraging other departments who would like to integrate student experiential learning in the community.

Advice for those seeking to integrate student experiential learning in community settings.

STUDENT TRANSITION & ENGAGEMENT:

LILLIE LUM - *Nursing*

Transforming Academic Literacy Through English Language Skills

The session reports results from a research project examining the English language literacy skills of internationally educated nurses in the York bridging program. The importance of English language skills has been validated. In order to promote academic success, specific educational strategies need to be incorporated into all courses in which English as additional language students (EAL) are enrolled. Participants will have the opportunity to discuss how to integrate key teaching techniques which enhance reading, writing and listening skills of EAL students.

Participants will take away an increased knowledge and understanding of the English language learning needs of EAL students. Recommendations for modifying courses to promote academic literacy. Implications for developing comprehensive language services for students at York University.

WILLIAM GLEBERZON - *History and Humanities*

Transforming Pedagogy

Many university academics identify their teaching philosophy as pedagogy, which is derived from the Greek word for "child." Another term applied to teaching older adults, andragogy, is derived from the Greek term for "male." However both terms are inappropriate for teaching at the tertiary level. Although the derivations of each term may be unknown by those who use them, their subliminal associations correlates teaching adult university students with teaching philosophies and techniques identified with teaching children and males. I will advance the term, anthragogy with the rationale for using it to identify teaching at post-secondary institutions. Anthragogy is derived from the Greek word for "humans" or "people." This gender neutral term is more appropriate for teaching adults at the university- and college-levels.

The presentation will also explore the impact of a major pedagogical change in public schools on the tertiary level of higher education.

Participants will take away a new gender-free concept and term to identify their teaching methods and philosophy which focuses on identifying their students as adults as well the need for universities to prepare for the impact of a major pedagogical change in the primary-level of education.



LOGAN DONALDSON - *Biology*

A First Year Learning Community in the Life Sciences

I will present an overview of how I implemented an enrichment program for life science students. This program, called Science1st was funded for three years by the Academic Innovation Fund. Recently, I have been reaching out to other universities with the objective of seeking larger scale funding and participation.

How many levels of the YorkU organization can be brought together to create a new program.

JAMES ELWICK – *NATS Division / STS program*

Of Classes and Clocks, or, Tacit Knowledge in the Lecture Hall?

For the past 30 years historians of science have insisted that science involves at least as much tacit and craft knowledge as it does ideas. Unfortunately the setup of the average lecture hall – with nary a cyclotron, scalpel or even hot plate in sight – makes it difficult for non-science students to experience any hands-on experience for themselves. Lacking a lab of one's own, or even equipment, what are some options for getting a relatively large class of such students to experience some basic form of scientific practice? This paper is about a then-new and idealistic lecturer's attempts to improvise a solution.

Participants will take away getting around bad classroom design, alternatives to lecturing, experiential learning.

KAREN ENGLANDER, GEOFF LAWRENCE AND ANTONELLA VALEO – *Languages, Literatures and Linguistics*

Supporting and Engaging ESL Learner Diversity at York

This interactive panel presentation will feature three York University scholars working in the fields of English-as-a-Second Language (ESL) and English-for-Academic-Purposes (EAP) who will present research-based strategies to support and engage ESL/EAP learners across the university. Panelists will begin by highlighting the diverse demographic profiles of York's 'ESL' learners, complexifying the varied learning needs of this growing student population. Some key challenges for these learners will then be discussed based on empirical research including academic vocabulary acquisition, reading and listening comprehension, speaking proficiency and varied notions of 'effective writing'. Strategies to support and engage ESL/EAP learners in varied academic learning environments will then be shared, including the use of multimodal course materials, explicit instructions and expectations, online resources, assessment and feedback strategies along with using York University's ESL/EAP resources such as the Open Learning Centre.

Participants will take away an understanding of the diversity of ESL/EAL learners at York and their unique needs in teaching/learning environments. A succinct compendium of relevant research and resources. Specific strategies to support ESL/EAL learners using classroom materials/resources, assessment and feedback approaches. An understanding of the ESL-related research being conducted at York and the ESL-related services available.

APPROACHES TO TEACHING:

BRIDGET CAUTHERY - *Dance*

One Class Four Ways: An Evolving Model for Blended Learning in the Fine Arts and Humanities

In this session Dr. Cauthery will present on how her blended learning foundation-level course in the Fine Arts has been presented four different ways over four consecutive years. Dr. Cauthery's approach seeks to maintain faculty presence in the online learning environment and to balance both students' and TAs' expectations for a rewarding undergraduate experience. She will also discuss how resisting the pressure "to get it right the first time" can lead to an insightful teaching journey where making and learning from one's mistakes is the goal.

Participants will take away an appreciation that developing and delivering an online or blended learning course need not be daunting if you give yourself permission to grow with the course.

ANDREA C. VALENTE - *Humanities*

Developing a 'Culture of Writing' in Tutorials

First-year undergraduate students often express a degree of anxiety before writing essays and exams. One of the reasons for such anxiety is a lack of writing habit that students have not developed yet. To assist them to overcome a 'writer's block', instructors should nurture a 'culture of writing' in classroom that can help students to incorporate this skill later in their own study routine. Thus, this workshop aims to explore writing activities that are interactive, creative and foster the use of new technologies. By the end of this workshop, instructors will be more confident to help their students to create a writing habit that integrates lectures and reading during tutorials.

JENNIFER FARMER - *Chemistry*
THIRU KANAGASABAI - *Kinesiology & Health Science*

Dynamic Presentations with Prezi

This session will introduce educators who want to deliver more dynamic presentations and lectures to Prezi. Prezi is a zooming presentation tool that can be used to make presentations, tutorials, lectures, etc. more interactive, dynamic, and engaging. In this session participants will learn the basics of Prezi, from what it is, where to go to create an account, the benefits of an educational account vs. the public account, how to create presentations within Prezi from both blank and template canvases, see a few examples of our own Prezi presentations, as well as hear about our personal experience with Prezi and how we've used it to enhance our presentations.

Participants will learn that there are alternatives to Power Point Presentations and that Prezi can be used to make engaging presentations for any subject fast and easy without investing too much time to learn the tool.

NICOLE BERNHARDT, - *Political Science*
REHANNA SIEW-SARJU, - *Sociology*
PAT BRETON, - *Gender, Feminist and Women's Studies*
SANDRA SMELE, - *Sociology*
JULIE SINGLETON, - *Gender, Feminist and Women's Studies*

Safe Classrooms and Risky Conversations?

The Equity Reading Group critically engages with anti-racist feminist literature to understand teaching and learning in higher education; and the relationship between student, TA, and Course Director. Informed by bell hook's work on critical pedagogy, we call for a multi-disciplinary focus on equity issues within the classroom and offer experiences in employing strategies to foster respectful, but challenging, conversations on oppressions and privileges; such as race, gender, class, ability and sexuality. We focus on the intimacy of the tutorial environment as an opportunity for cultivating a safe space for discussing issues of equity and oppression, wherein safety is understood as coping with the possibility of risk. Conversations about oppression are inherently risky since they involve challenging the hegemonic norms which inform students' engagement with the material and their peers; however by failing to engage in these risky conversations we instead risk reproducing these oppressions within our teaching environments.

It is our hope that this panel discussion will generate new tools and strategies for addressing equity issues in the classroom. We further hope that our combined experiences of both successful and, at times, unsuccessful anti-racist, feminist teaching practices will open up dialogue between TAs and CD/Professors about critical pedagogy in classrooms.

DEBORAH ORR - *Humanities*

Mindfulness for Teaching and Learning

Many educators at all levels are beginning to find uses for mindfulness in their classrooms and there is a rapidly growing body of literature that reflects this. This session will provide an introduction to the uses of mindfulness in the classroom with a focus on post-secondary education.

Three types of use will be discussed: (1) using breath awareness to promote relaxation, focus and concentration which enables students to be more present with their work and to begin to address stress and distractions; (2) addressing internalized oppressive discourses or conditioned ways of thinking and acting which inhibit creativity; and, (3) promoting the development of an alternative to the hegemonic materialism of contemporary culture, one which gives place to the full range of human experience. The session will be illustrated with research in each area and time will be provided for questions and discussion.



