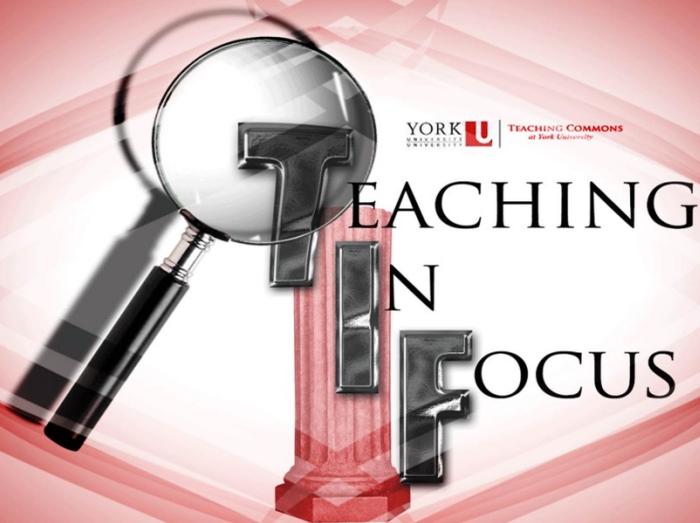


# TEACHING IN FOCUS

Teaching Commons 4<sup>th</sup> Annual Conference



YORK U TEACHING COMMONS  
at York University

TEACHING  
IN  
FOCUS

May 19 & 20, 2016

Life Sciences Building, York University

@YUteaching



#YorkTIF



<https://www.facebook.com/1050TEL/>

## **Welcome Message from President & Vice-Chancellor Mamdouh Shoukri**

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

Hosted by York's Teaching Commons, this exciting conference focuses on good practice at York and on stimulating discussion and debate around teaching and learning in Higher Education. This year the spotlight is on ways to link research and teaching, and to engage students in the classroom. I am delighted to welcome Dr. Nicola Simmons and Dr. Karin Crawford to York.

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. Additionally, they seek 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. Students not only want to learn about exciting developments in research; they want to enter into the world of research, roll up their sleeves and explore new ways of formulating and solving problems. Universities are uniquely positioned to help students develop methods of inquiry that prepare them to be knowledge creators. 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, and the wide engagement of teachers from across the University.

I wish you all a stimulating and enjoyable two days.

Sincerely,



Mamdouh Shoukri  
President & Vice-Chancellor  
York University



## Welcome from the Teaching Commons

Dear Colleagues,

It is my pleasure to welcome you to the fourth annual Teaching In Focus Conference - TIF 2016. Since our inception in 2012, the Teaching Commons (TC) has hosted TIF, a unique pan-university event successfully bringing together academics from all disciplines across various faculties at York to work in unison toward the continued achievement of a common goal which speaks straight to York University's core – innovation and excellence in Teaching and Learning. As a TIF participant, you will be joining a dynamic, trend setting community capable of affecting concrete, positive change through implementation of the most current and best Educational Development practices thus continuing to establish York as a global leader in the Scholarship of Teaching and Learning (SoTL.) Welcome aboard!

This year's TIF conference promises to be the best yet. The conference will last 2 days. Day 1 (May 19, 2016) focusses on Putting Research into Teaching and Teaching into Research. We are honoured to present our keynote speakers, internationally recognized Educational Developers Dr. Nicola Simmons (Brock University) and Dr. Karin Crawford (Lincoln University, Lincolnshire, U.K.) to speak in detail on this subject and place contemporary issues in Higher Education in a global context.

Day 2 (May 20, 2016) will provide you with a rare opportunity to network with your York peers and become familiar with myriad ways in which the York community is already working to enhance innovation and excellence in teaching. In this vein, 4 parallel sessions of presentations from York academics, both faculty and students, will be held. The parallel sessions allow you freedom to tailor your TIF experience around the area which is of the most interest and / or use to you. Parallel session streams include offerings from multiple subject areas such as General Pedagogy, Experiential Education (EE) and eLearning. We invite you to review the abstracts in this program and plan



your day in advance in order to take full advantage of the diverse range of this year's offerings.

We thank you for joining us for this special event. We are greatly looking forward to interacting with you, exchanging new and creative ideas, forging new relationships and working together toward supporting excellence and innovation in Teaching and Learning at York University.

Kind regards,



Celia Popovic, Director - Teaching Commons



## Teaching in Focus 2016

**Thursday May 19**

Life Science Building room 103

**8:30 a.m. – 9:00 a.m.**

### REGISTRATION

**9:00 a.m. – 9:30 a.m.**

**Introduction** – York University’s Associate Vice President, Teaching and Learning (AVPTL) and Director of the Teaching Commons – will provide the context of the day

**9:30 a.m. - 10:15 a.m.**

**Keynote 1** – The Third Side of the Coin: SoTL as Connective Interface



Dr. Nicola Simmons, Brock University

The Scholarship of Teaching and Learning (SoTL) is gaining ground across Canada – but there are still questions about what SoTL is. Dr. Simmons outlines what counts as research about teaching and suggests there are multiple points of entry to inquiry into improving student learning.

<https://brocku.ca/education/directory/undergraduatedstudies/nsimmons>

**10:15 a.m. – 11:00 a.m.**

### Presentations from participants in the EduCATE program

– York faculty share their research into teaching and learning. EduCATE is a year-long program offered by York University to support faculty in engaging in SoTL projects. Details can be found here: <http://teachingcommons.yorku.ca/for-cds/workshops-and-courses-for-cds/courses/educate/>  
Facilitator: Mandy Frake-Mistak, Panel: Eric Armstrong, Paul Baxter, Linda Carozza, Kalina Grewal and Alice Kim

**11:00 a.m. – 11:30 a.m.**      **Coffee**

**11:30 a.m. – 12:15 p.m.**      **Presentations from participants in the EduCATE program** – York faculty share their research into teaching and learning.

Facilitator: Mandy Frake-Mistak,

Panel: Bridget Cauthery, Jessica Flake, Alyson Gampel, Justin Podur and Maria Wallis

**12:15 p.m. – 12:30 p.m.**      Identifying possibilities for research into classroom practices.

**12:30 p.m. – 1:10 p.m.**      **Lunch and networking**

**1:10 p.m. – 1:15 p.m.**      **Welcome to the afternoon** – AVP Research Celia Haig-Brown

**1:15 p.m. – 2:00 p.m.**      **Keynote 2 – *Pedagogies of Partnership in Research-engaged Teaching***



Dr. Karin Crawford, Lincoln University, UK

Drawing on her sector-leading work in engaging students with research and students as researchers, Dr. Crawford will share theory such as that of Healey and Jenkins around student engagement, as well as sharing some practical examples.

<http://staff.lincoln.ac.uk/kcrawford>

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**2:00 p.m. – 2:20 p.m.**      **Coffee**

**2:20 p.m. – 2:50 p.m.**

**Undergraduate student researchers with their Course Directors** – *How to engage undergraduate students as researchers, both in using and creating knowledge.*

Profs Rebecca Pillai Riddell & Tarmo K Rimmel and their students Marissa Chase, Iris Yusupov and Eleni Kelly.

**2:50 p.m. – 3:10 p.m.**

Reflection on students as researchers

**3:20 p.m. – 3:40 p.m.**

**SoTL Research: support for your research project**

Celia Popovic, Genevieve Maheux Pelletier and Mandy Frake Mistak

**3:40 p.m. – 4:00 p.m.**

**Summary of the Day** – Celia Popovic, Director of the Teaching Commons

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## Friday May 20

<b>8:30 a.m. – 9:00 a.m.</b>	<b>REGISTRATION</b>
<b>9:00 a.m. – 9:15 a.m.</b>	<b>Introduction &amp; Welcome</b> –Director Teaching Commons, Celia Popovic  Life Science Building 103
<b>9:15 a.m. – 9:30 a.m.</b>	Associate Vice-President, Teaching and Learning Will Gage – Welcome  Life Sciences Building 103
<b>9:40 a.m. – 11:00 a.m.</b>	Parallel Session 1*
<b>11:00 a.m. – 11:15 a.m.</b>	<b>Break</b>
<b>11:15 a.m. – 12:15 p.m.</b>	Parallel Session 2*
<b>12:15 p.m. – 1:00 p.m.</b>	<b>Lunch and posters - Atrium</b>
<b>1:00 p.m. – 2:20 p.m.</b>	Parallel Session 3*
<b>2:20 p.m. – 2:30 p.m.</b>	<b>Break</b>
<b>2:30 p.m. – 3:20 p.m.</b>	Parallel Session 4*
<b>3:30 p.m. – 4:00 p.m.</b>	<b>RECEPTION - Atrium</b>

\*(see Parallel Session schedules, pp. 11 - 15)

Please note that parallel session talks have been organized into general categories of interest so that you can choose to attend the talk most relevant to you.

Topics are :

- General Pedagogy (GP)
- Experiential Education (EE)
- eLearning / eLearning Technologies (eL / eL tech)
- Academic Innovation Fund (AIF) projects
- OOI/ShOCF projects

The following pages present a schedule of each of the four parallel sessions. The subsequent section lists abstracts organized according to time-slot, i.e. parallel session 1 (P1) lasts from 9:40 a.m. – 11:00 a.m. In the first session, there are four time-slots (S1-S4) of 20 minutes each, therefore the second talk of Parallel Session 1 from 10:00 a.m. – 10:20 a.m. is designated P1S2, etc.



## PARALLEL SESSIONS (P1 – P4) SCHEDULE

### Parallel Session 1

Time	OOI/ShOCF 101	AIF 103	General Pedagogy 105	Experiential Education 106	eLearning & eL Tech 107
9:40 a.m.	<b>Michael de Robertis &amp; Paul Delaney</b> <i>A fully on-line version of NATS 1880, Life Beyond Earth - trials and tribulations</i>	<b>Celia Popovic</b> <i>An overview of the Academic Innovation Fund</i>	<b>Elizabeth Brule</b> <i>Using In-Class Debate to Foster Critical Thinking</i>	<b>Lucia Gagliese</b> <i>Storytelling in the classroom: Incorporating narrative into a blended undergraduate health psychology course</i>	<b>Franz Newland</b> <i>2 easy online tools for student-student and student-material engagement</i>

## Parallel Session 1

10:00 a.m.	<p><b>Christina Phillips-MacNeil</b> <i>Some Reflections &amp; Lessons Learned from Year II of Teaching a Science Teachable Online</i></p>	<p><b>Rosanna Furgiuele and David Ip Yam</b> <i>Building a first-year seminar: lessons learned</i></p>	<p><b>Ann Catherine Henley</b> <i>Answering the Only Important Question A Student Asks: "How Do I Get an A in Your Course"</i></p>	<p><b>Sara Gwendolyn Ross</b> <i>So, What's the Point? Practical Language in Practical Teaching</i></p>	<p><b>Thiru Kanagasabai</b> <i>Demonstration of Prezi basics for Creative Lectures</i></p>
10:20 a.m.	<p><b>Theresa Shanahan, Christopher Alfonso &amp; Adam Trent</b> <i>What "ELSE"?: Ethics and Legal Studies in Education (ELSE) Online modules-An Ontario Online Initiative.</i></p>	<p><b>Susan Murtha and Diane Woody</b> <i>Why have a First Year Experience toolkit?</i></p>	<p><b>Deborah Davidson</b> <i>A Novel Approach: Teaching and Learning through Storytelling</i></p>	<p><b>Jennifer Sipos-Smith and Alexina Clements</b> <i>Responsibility rules: Success strategies for engaged and employable students</i></p>	<p><b>Kristin Blakely</b> <i>Widening the Parameters of Participation</i></p>
10:40 a.m.	<p><b>Michael Longford and David Gelb</b> <i>Interactive Art + Design Learning Modules</i></p>	<p><b>Sushanta Mitra and Roger Carrick</b> <i>Development of a Mobile E-Learning Document Platform for STEM courses</i></p>	<p><b>Jon Sufrin</b> <i>Using Twitter for Assignments: A Case Study</i></p>	<p><b>Audrey Pyée</b> <i>Contributing to a community's history</i></p>	<p><b>Rob Heynen</b> <i>Data, surveillance, and pedagogical practice</i></p>

**PARALLEL SESSIONS SCHEDULE, Cont'd.**

Parallel Session 2

Time	GP 101	GP 103	GP 105	EE 106	eL 107
11:15 a.m.	<b>Parbattie Ramsarran</b> <i>Engaging the Languorously Involved Students</i>	<b>Melissa Fockler</b> <i>Teaching Assistants Using Zines as a Teaching Tool – general</i>	<b>Tamara Kelly</b> <i>Two-stage tests: turning testing into learning opportunities across course assessments</i>	<b>Suzanne Carte and Wendy McGuire</b> <i>An Art Curator, a Professor and a Group of BSW Students</i>	<b>Karen Stanworth</b> <i>Developing Student Leadership in Online Forums</i>

## Parallel Session 2

		<i>pedagogy</i>		<i>Walked Into a Classroom</i>	
11:35 a.m.	<b>Wilburn Hayden</b> <i>Ausubel, Johnson and Bloom: Educational Theory-based Curriculum</i>	<b>Clive Forrester</b> <i>Students On Air: Using Internet Radio as a Presentation Platform</i>	<b>Stacey Bliss</b> <i>Just Three Minutes - Implementing Meditation in the Classroom</i>	<b>Jessica Tsui-Yan Li</b> <i>Organizing Undergraduate Conference in Class</i>	<b>Paula John</b> <i>Performing Teachers: Teaching as a Performative Act</i>
11:55 a.m.	<b>Heather Garrett, Alicia Tomaszczyk, Julie Chambers, Ghazal Haidary, Laura Abate, Sheldon Dasilva</b> <i>Falling in Love with Research: Opportunities and Obstacles</i>	<b>Nazilla Khanlou</b> <i>Using Readers Theatre as a form of aesthetic teaching-learning in undergraduate classroom teaching in health</i>	<b>Janet Melo-Thaiss and Jon Sufrin</b> <i>Encouraging Mindful Student Engagement</i>	<b>Heather MacRae</b> <i>Using Simulations and Games in the classroom</i>	<b>Jenny Pitt Clarke</b> <i>title TBA</i>

## PARALLEL SESSIONS SCHEDULE, Cont'd.

## Parallel Session 3

Time	OOI/ShOCF 101	AIF 103	GP 106	EE 107
1:00 p.m.	<b>Gillian Helfield</b> <i>After the Lovin': Further Chronicles of Teaching My Big Fat Online Course</i>	<b>Rebecca Pillai Riddell</b> <i>Integrating Researchers in the 1010 Classroom: A Pilot Trial of In-</i>	<b>Ryan James</b> <i>On the Possibilities of Culturally Sustaining Pedagogy</i>	<b>Natalie Neill</b> <i>Experiential Learning in the English Classroom</i>

## Parallel Session 3

		<i>Person versus Video Lectures</i>		
1:20 p.m.	<p><b>Megan Davies, Susan Heximer and Jon Johnson</b> <i>Online and Inside History: Co-creating a Community Informed Mental Health Curriculum</i></p>	<p><b>Peter Cribb and Lauren Grant</b> <i>Developing Curriculum and Pedagogies for Integrated Learning in First Year Science</i></p>	<p><b>Lana Parker</b> <i>Rendering Uncertainty Desirable</i></p>	<p><b>Tsvetanka Karagyozeva</b> <i>From Content to Competencies: Introducing Community-Based Research in Upper-Level Economics Courses</i></p>
1:40 p.m.	<p><b>Kerry Doyle</b> <i>Further Adventures of the New Luddite: Resisting the Mechanical --- in head, heart and hand</i></p>	<p><b>Dominique Scheffel-Dunand</b> <i>Globally Networked Learning: new realities of today's Higher Education environment</i></p>	<p><b>Tina Rapke, Marc Husband, Farid Aliniaiefard</b> <i>Co-teaching and co-planning with TAs, students and colleagues in Higher Education</i></p>	<p><b>Krys Verrall</b> <i>Kids and Art for Non-Fine Arts Courses</i></p>
2:00 p.m.	<p><b>Genevieve Maheux-Pelletier &amp; Lisa DiFranco</b> <i>A dialogue between the content expert and the instructional technologist: The case of the Experiential Education WebGuide</i></p>	<p><b>Stephanie Quail and Angie An</b> <i>Developing an Online Business Research Toolkit for York Students</i></p>	<p><b>Andrea C. Valent</b> <i>Returning Students' Graded Writing Assignments and What's Next?</i></p>	<p><b>Loriann Hynes, Laura Nicholson, Raya Gal</b> <i>Simulation Training in Education: Targeting the Domains of Learning</i></p>

## PARALLEL SESSIONS SCHEDULE, Cont'd.

## Parallel Session 4

Time	eL 101	eL 103	eL 105	GP 106	GP 107
2:30 p.m.	<p><b>Brenda Oraziotti</b> Teaching with</p>	<p><b>Steve Gennaro</b> <i>When Online</i></p>	<p><b>Tanya Taylor-Cherry</b> <i>Tech Wars: A</i></p>	<p><b>Krista Hunt, Tanya Da Sylva, Ishan</b></p>	<p><b>Shobna Nijhawan</b> <i>Teaching</i></p>

## Parallel Session 4

	<p><b>Top Hat</b> Attendees will learn the fundamentals of how this software system functions. The history, users, costs and support for the technology will be covered. The presenter's course will be displayed as an example.</p>	<p><i>Teaching Fails: Re-imagining Your Digital Pedagogy</i></p>	<p><i>New Hope for Online Learning</i></p>	<p><b>Sharma, Clarelle Gonsalves</b> <i>Cultivating student leadership: student success and community leadership</i></p>	<p><i>Heritage Learners in Language, Literature and Culture Courses</i></p>
2:50 p.m.	<p><b>Megan Hillman</b> <i>Increasing Participation in On Line Courses</i></p>	<p><b>Keith O'Regan</b> <i>Online Forums in Off-line Courses: Opportunities for Student Engagement</i></p>	<p><b>Swann Paradis</b> <i>The pros &amp; cons of going "hybrid" : a practical review</i></p>	<p>CONTINUED <i>Cultivating student leadership: student success and community leadership</i></p>	<p><b>Peter P. Constantinou</b> <i>Faculty use of job shadowing as source of inspiration for pedagogy in teaching</i></p>
3:10 p.m.	<p><b>Katherine Knight</b> <i>Using Media Collections in Moodle – eLearning</i></p>	<p><b>Natasha May, Yelin Su and TCTs (TBD)</b> <i>Attitudes Toward eLearning</i></p>	<p><b>William Gleberzon and Jacqueline Petropoulos</b> <i>To Post Or Not To Post</i></p>	<p>CONTINUED <i>Cultivating student leadership: student success and community leadership</i></p>	<p><b>Holly Clayton</b> <i>Make your course more inclusive via Universal Instructional Design (in-class and online)</i></p>

## Friday May 20 Abstracts

Parallel Session 1, S1 (9:40 a.m. – 10:00 a.m. )

Presenter

Abstract

**Michael de Robertis**  
*Faculty, Dept.  
Physics & Astronomy*

**Paul Delaney**  
*Dept. of Natural  
Science*

**Celia Popovic**  
*Director, Teaching  
Commons*

**Elizabeth Brule**  
*Faculty, Dept. of  
Equity Studies*

**Lucia Gagliese**

Natural Science (NATS) courses fulfill a general education requirement and are taken by many students who are might describe themselves as “science phobic.” In this session we will describe how we met the challenges inherent in developing and implementing a fully on-line version of the course including, reducing student anxiety, engaging students at the appropriate level, introducing relevant jargon while building their confidence and piquing their interest.

An overview of the Academic Innovation Fund (AIF).

In this twenty-minute session, I will discuss the benefits of using in-class debate as a pedagogical method in my fourth year Human Rights and Equity Studies course to encourage students to think critically about freedom of expression and to learn how to structure and present arguments on controversial Supreme Court of Canada decisions. The use of in-class debate provides a format for students to engage with the course content collectively. Through researching and developing intellectual arguments, students deepen their critical understanding of the material and are challenged when they must develop intellectual arguments for a position they do not necessarily support. Moreover, exposure to competing viewpoints on controversial issues helps students to come to their own conclusions about these important intellectual matters.

There is growing evidence that storytelling and narratives are effective tools for reflective and

*Faculty, School of  
Kinesiology &  
Health Science,  
Faculty of Health*

experiential learning. Health and illness narratives have been associated with increased student engagement and empathy and decreased negative attitudes towards those with chronic illness and/or disability. This presentation will describe a pilot trial incorporating storytelling (i.e.; personal health narratives, poetry, short stories, and visual arts about chronic illness) into a blended senior undergraduate health psychology course. In a series of reflective learning exercises, students were challenged to reflect on their own illness narratives and the impact of the course on these narratives. They were asked to reflect on how the literary stories illustrated the complex biopsychosocial context of the empirical research covered in the class. The presentation will consider student reactions to this innovative approach to integrating health research and the arts, lessons learned, and future directions.

**Franz Newland**  
*Assistant Lecturer,  
Earth and Space  
Science &  
Engineering*

This session will be a hands-on activity using two well-known alternatives to clickers for online in-class quizzes, aimed at people who are not familiar with them, but want to see how such tools could be used in class, and how easy they can be to set up. The presentation will include personal experiences from using these tools in the classroom over the past 12 months, and student feedback on the tools as provided through course feedback comments. The session will allow participants to experience a Kahoot and Socrative quiz as a student, as well as a walk-through of how to prepare a quiz as a lecturer, and a brief overview of other tools available.

**Parallel Session 1, S2** (10:00 a.m. – 10:20 a.m.)

Presenter	Abstract
<p><b>Christina Phillips-MacNeil</b>  <i>Seconded Faculty Member &amp; Practicum Facilitator, Faculty of Education</i></p>	<p>My presentation will provide a brief overview of my online science teachable course followed by some of my instructor reflections and perspectives learned from teaching this course over the last two years.</p>
<p><b>Rosanna Furguele and David Ip Yam</b>  <i>Glendon College</i></p>	<p>In this brief presentation, we will outline the approach and methodology used in the creation of a first-year seminar supported by experiential learning and e-learning. We will share the challenges we are facing, the lessons we are learning and the changes we are undertaking as the project evolves. The insights that we have gained may be of interest to anyone who is committed to supporting students' transition, learning and success.</p>
<p><b>Ann Catherine Henley</b>  <i>Women, Gender and Sexuality Studies</i></p>	<p>Group Discussion of the Various Ways Students ask this Question. Discussion of the Reasons for this Question: the Focus on Results and the Search for Shortcuts. Ways of Responding Politely to this Question. Group Discussion Around What is Expected in an Average (C); Above Average (B) and Awesome (A) paper.</p>
<p><b>Sara Gwendolyn Ross</b>  <i>Legal Process Instructor, Osgoode Hall Law School</i></p>	<p>So, what's the point? The main complaint nearly every young lawyer has after exiting law school is that their professors have inundated them with information, without actually teaching them how to be a lawyer. In this age of experiential learning, Law</p>

Faculties are pivoting hard towards adding practical experience to their programs to fix this. However, to encourage this trajectory, simple pedagogical changes can go a long way in making every class something a student feels builds towards their future. In my classroom this year I have utilized language that links everything I teach to how the student will use it in a law firm or in the courtroom. Couching everything within this context allows students to not just build their understanding of legal concepts; it provides them with a way of better connecting this knowledge to a professional skill-set—something students in any discipline could benefit from.

**Thiru  
Kanagasabai**  
*PhD Candidate,  
Kinesiology and  
Health Science*

This session will introduce educators who want to deliver more dynamic presentations and lectures to Prezi, an evolving, online zooming presentation tool. In this session participants will learn the basics of Prezi, from what it is, how does it compare with PowerPoint, where to go to create an account, and the benefits of an educational account vs. the public account. Participants will also learn about privacy setting, templates and blank canvases, inserting and editing text, navigations and transitions, frames and editing paths, importing PowerPoint slides, images, videos, and audio files, exporting and downloading, sharing and virtual team work. This will be followed by a quick demonstration of creating a basic Prezi presentation, and will include templates, inserting text, importing images/videos, editing paths, and sharing. Examples and personal experience with Prezi will be also shared (time permitted).

**Parallel Session 1, S3 (10:20 a.m. – 10:40 a.m.)**

Presenter	Abstract
<p><b>Theresa Shanahan, Christopher Alfonso, &amp; Adam Trent</b></p>	<p>The ELSE Modules were created to provide students in Faculties of Education across the province with the knowledge and skills pertaining to ethical and legal matters related to teaching. This presentation will describe the enhancements of the ELSE undertaken with the support from the Ontario Online Initiative. We will explain: what we did and why; what worked and what were the challenges; and we will demonstrate some of the features of the new ELSE.</p>
<p><b>Susan Murtha and Diane Woody</b></p>	<p>Instructors who teach 1000 level courses play a crucially important role in students' successful transition in to university level study. Recognizing that teaching at this level can be very challenging, our AIF project focuses on assembling and developing resources that support teaching at the 1000 level. Support for instructors ensures that they, in turn, will be inspired and equipped to simultaneously challenge and support student learning. The goal of our AIF project on the First Year Experience (FYE) is to create an online toolkit of resources for instructors so that they better understand their students, are aware of learning supports and resources, have access to teaching resources, and have an opportunity to reflect on a FYE framework that can inspire their teaching at the first year level. We are grateful for the many faculty members, TAs, and students who have provided feedback and proposed an organization of the online Toolkit that would best meet their needs for getting started, delving deeper, and connecting with</p>

colleagues. We will provide an overview of the project to date, demo the FYE Toolkit created thus far, outline our next steps and invite participants to share their thoughts and suggestions.

**Deborah Davidson**  
*Assoc. Prof., Dept.  
 of Sociology*

“It is half the art of storytelling to keep a story free from explanation as one reproduces it... The most extraordinary things, marvellous things, are related with the greatest accuracy, but the psychological connection of events is not forced on the reader. It is left up to him to interpret things the way he understands them, and thus the narrative achieves amplitude that information lacks (Walter Benjamin, *Illuminations*, 1968, p. 89).” Storytelling, whether spoken, sung, in print or picture, is vital to human experience, communication, and memory.

Storytelling is an age-old instructional method used by parents, teachers, preachers, politicians, and pundits. As an avid reader of fiction, memoir, manipulator of ‘faction’, and a out of the box sociologist, I argue that the use of fictional and factional narrative can play an important role in instructor and student engagement for learning.

**Jennifer Sipos-Smith**  
*Course Director,  
 Department of  
 Multidisciplinary  
 Studies, Glendon  
 College*

**Alexina Clements**  
*Student,  
 Individualized  
 Studies, Department*

Given the increasingly complex and competitive workplace, and the importance of higher education to employability, why do some students engage responsibly in their post-secondary studies while others do not? As universities continue to update current programs and introduce programs that meet evolving student and societal needs, instructors must also rethink curriculum, teaching and learning to gain student commitment and foster their success. This session reveals new instructional methods and evaluation techniques used to successfully engage

*of Multidisciplinary  
Studies, Glendon  
College*

undergraduate students in the course Leadership, Influence and Change. Participants will hear directly from students in the course about the course practices and experiences that led to them to assume responsibility for personal effectiveness and academic success without formal evaluation as a motivator. Participants attending this session will also observe the students' work and experience the techniques used by the instructor. Participants will be able to adapt the success model to their own courses.

**Kristin Blakely**  
*Part-time Faculty,  
Sociology, Glendon  
College*

In this session, I will discuss broadening our thinking around participation. While much attention has been paid to participation in the classroom - encouraging dialogue, creating a safe, open, inclusive environment for discussion, fostering an ethos of collective participation - there is the tendency to overlook participation beyond the classroom. I reflect on my conception of participation both within and beyond the classroom (as presented to students) and focus on two specific strategies successfully deployed that utilize email and e-class that widen the parameters of participation.

**Parallel Session 1, S4** (10:40 a.m. – 11:00 a.m.)

Presenter	Abstract
<p><b>Michael Longford and David Gelb</b></p>	<p>eLearning can play an important role helping to capture the imagination of a new generation of university bound arts, media, and design students with an innovative curriculum focused on disciplinary hybridization, collaboration, and technology centered experimentation. Taking up this challenge, our presentation will report on a set of interactive online art and design learning modules developed by a team of interdisciplinary contributors from four Ontario institutions. Engaging theory and practice, module topics include basic interaction design principles, physical computing fundamentals, software design, mobile gaming, large-scale public projection, data visualization and transhumanism. Linked thematically, the modules can be used as stand-alone learning objects or in combination for online, blended and face-to-face modes of course delivery. Each module provides a complete lesson, however, components of the modules are flexible and can be accessed as smaller self-contained learning objects, and utilized as in-class examples and reference material to extend course objectives and augment curriculum.</p>
<p><b>Sushanta Mitra and Roger Carrick</b></p>	<p>In this AIF project, we partnered with Quanser Consulting Inc to create a platform that can meet the particular needs of science and engineering training documents, while enhancing experiential learning. The platform, qdex, allows students to get access to interactive documents on their Android or Apple</p>

based mobile devices. In this presentation we will highlight the goals of the platform as well as some of the challenges encountered, and share feedback from students who participated in our pilot programs.

**Jon Sufrin**

*Assistant Lecturer,  
Writing Dept.*

Live-tweeting and then “Storifying” a lecture was an assignment I ran in Winter 2016 for WRIT 2004, Writing in Digital Cultures. WRIT 2004 is not officially delivered as a blended or online course, but online activities in lecture and formative/summative assessment are prioritized. I asked students to live-tweet a 2-hour lecture (“Rethinking Journalism”) using #wr2004. 814 tweets were generated in this exercise, both fact-based and comments on various aspects of the lecture itself. Acting as online journalists, each student organized (curated) the results into a newspaper report on the event using online software from Storify.com. For these assignments (publicly available), students composed articles featuring tweets with #wr2004, outside social media sources, and their own commentary. This exercise was regarded as highly creative and positive by most students. It also generated a lot of useful feedback re: lecture material/quality, and about online group teaching tools like Kahoot! and Socrative.

**Audrey Pyée**

*Assistant lecturer,  
History Dept.,  
Glendon College*

I propose to present a community focused experiential education course and the videos created by students in order to contribute to the commemorations of Glendon’s 50th anniversary.

In the first part of this history course entitled Histoire Vivante, students were introduced to the craft of public history in the classroom and through field trips. During the second term, they worked on

researching a community based-project, writing an essay about their findings and creating a multi-media project. Community partners helped establish goals, find sources and showcase the projects. I want to share the results of this contribution to a community's history.

I will discuss this project's challenges which involved a strong collaboration among students and required them to develop archival research skills, to conduct a recorded interview and to acquire general skills in digital technology. I will also explain the benefits of this project for the students and the community.

This session will draw on my experience at this year's Learning Analytics and Knowledge Conference, and will engage with the impact of new digital technologies and data analytics on our teaching practice. Surveillance has long been a part of teaching (although rarely discussed), but is increasingly central. Ranging from Moodle to digital textbooks that can track student reading habits, surveillance and data analytics are having a major impact on how teaching is being (re)structured.

**Rob Heynen**  
*Contract faculty,  
Communication  
Studies (LAPS)*

The goal of this session is to engage participants in a consideration and discussion of the impacts of these changes, and how we might think critically about the challenges such surveillance (or 'dataveillance') poses. How do these new technologies enhance pedagogical possibilities? What are the potential problems that they might generate? I will frame these pedagogical questions through some key concepts in the field of surveillance studies, most notably ideas of 'lateral' or 'participatory' surveillance.

**Parallel Session 2, S1 (11:15 a.m. – 11:35 a.m.)**

Presenter	Abstract
<p><b>Parbattie Ramsaran</b> <i>Contract Faculty, Dept. of Equity Studies &amp; Sociology</i></p>	<p>This session shares several of the pedagogical strategies that are utilized in the classroom to engage the languorously involved students. Conceptually, languorously involve students speaks to the lived realities of many undergraduate students who are juggling multiple responsibilities and roles. For example, precariously employed labor market participants, first generation university students, son/daughter/partner/parents and other numerous social, political and economic realities. Accordingly, in the university classroom their major role – student, is complex, contradictory, extremely demanding albeit, challenging. Increasingly, this awareness of students’ lived realities underpins classroom pedagogy, amplifying creativity and fluidity of a mutual classroom experience. For example, involving students in the designing of assignment, soliciting their input in movies, books, videos. Innovative approaches to lecturing – encourage one or several students to deliver a lecture on the readings; eliciting feedback on how to teach the languorously involved students. These imaginative, accommodating pedagogies resulted in heightened engagement.</p>
<p><b>Melissa Fockler</b> <i>Teaching Assistant, Sociology Dept.</i></p>	<p>This session attempts to provide insight into how zines, commonly referred to as short, self-published magazines, can be used as educational tools in teaching assistantships to promote advocacy in education (particularly advocacy for different social movements). Drawing on my personal experiences as</p>

a sociology teaching assistant, participants will be given a copy of a zine I created with my sociology students that inspires social and environmental justice in neighbourhoods, regions and locations in Canada. After a brief explanation of how this zine was developed, participants will have an opportunity to explore this zine and consider how they might include zine-making in their TA-practice.

**Tamara Kelly**

*Associate*

*Lecturer, Dept. of  
Biology, Faculty of  
Science*

Two-stage exams involve students first writing a test independently and then, immediately after, writing the same, or similar, test as small groups, turning tests into learning opportunities. This approach for exams is reported to improve students' performance on subsequent individual tests and encourages a collaborative approach to learning (Gilley & Clarkston, 2014). I have used this approach in BIOL 2040, a large (250-400 students) genetics course, not only for tests but also for problem-solving tutorials with 30-48 students. In this session, I'll introduce and facilitate a discussion of the nature of two-stage exams, relevant research, student and instructor/TA perceptions, and lessons learned. Much of this session will model the set-up of these exams/ tutorials, to allow participants to gain a hands-on experience using this approach.

**Suzanne Carte**

*Assistant Curator  
at the Art Gallery  
of York University*

What happens when art, academics and activism come together in the classroom? A little magic, that's what. Suzanne Carte (Assistant Curator of the Art Gallery of York University), and Dr. Wendy McGuire (Assistant Professor in the School of Social Work) will share their experiences over the past four years working collaboratively with undergraduate BSW students enrolled in critical social theory and research methods courses. They will share examples of the student's

**Wendy McGuire**

*Assistant Prof.,  
School of Social  
Work*

artistic work and talk about how art can enrich students' conceptual understanding of complex theory and introduce new ways of thinking about and doing social justice activism. Socially engaged artists also benefit from student collaborations in creating relevant engaged art projects. Bring your own ideas and experiences to share so that we can learn from one another.

Third year student students are challenged to reflect upon and interpret the significance of readings in a studies course on Portraiture through the use of leadership roles in online forums. Despite initial reluctance, students unanimously voice respect for their newly gained awareness of communication strategies and the significance of individual contributions to applied group activities.

**Karen Stanworth**  
*Associate Prof.,  
AMPD &  
Education*

This paper examines the use and response to online forums when combined with an applied research task. For each forum, the group 'facilitator' sets the research task in relation to the assigned reading, assigns guided reading questions and confirms expectations [eg time/date of first post, responses, etc]. Here, I discuss the responses from facilitators, who are required to submit a summary of the process along with a reflection on their experience including disappointments and failures as well as successes. Their comments are particularly revealing about the importance they attach to this activity.

**Parallel Session 2, S2 (11:35 a.m. – 11:55 a.m.)**

Presenter	Abstract
<p><b>Wilburn Hayden</b> <i>Professor, School of Social Work</i></p>	<p>Employing an educational theory can strengthen teaching, curriculum and learning in higher education. Rather than relying on chance for the attainment of educational outcomes, the use of a curriculum model based on compatible instructional and learning theories assures that the learner has the greatest chance to master the learning objectives. This paper describes how curriculum, teaching, learning and outcome assessment are integrated within unified educational theories.</p> <p>It also illustrates how a comprehensive program assessment of outcomes can be designed based on course learning objectives. In this model the curriculum directly guides the instructional program. As students experience the instructional program, learning occurs such that actual learning outcomes (ALO) can be evaluated (Novak, 1977). The learning outcomes become the measurers for defining the program assessment. This process flows directly from the curriculum. Thus, there are clear links between instruction, learning, program assessment, and/or strengthening of the curriculum, instruction and learning.</p>
<p><b>Clive Forrester</b> <i>Course Director, Jamaican Creole Courses</i></p>	<p>Student presentations have become a staple assessment in a variety of courses across disciplines and across all levels of the academic spectrum. The method of presentations however have scarcely evolved beyond the traditional ""read the bullet points"" paradigm, especially for undergraduate students.</p>

This presentation explores the use of an internet radio station as a platform for in class student presentations in a language and culture course. The presentations discusses:

1. The process of setting up an internet radio station and how to organize students to do a live broadcast presentation
2. How to increase interaction between class participants and anyone listening the live feed
3. Other applications of an internet radio station including student directed learning activities

**Stacey Bliss**  
*TA, PhD  
 candidate (year  
 one), Faculty of  
 Education*

This paper and experiential session queries a possible antidote for education fraught with uncertainty (Bauman, 2005; Britzman, 2006)? We will begin with participant engagement in the practice of a guided meditation on the breath for ‘just three-minutes’. The discussion then embarks on the possibilities in transformative learning (Mezirow, 1997) through practice of pranayama or breath meditation. Meditation works in classrooms - it calms learners and brings them into the present moment (Hart, 2004, 2008; Miller, 2006, 2014). I will share accounts of meditation used with students, aged 6-12, in two International schools in Zagreb during my Masters research project. As well, I will comment on the effects (and non-effects) of meditation with undergraduate students in my most recent TA assignment in the Faculty of Education at York University.

**Jessica Tsui-Yan Li**  
*Course Director,*

I will give a presentation on my innovative teaching strategies of organizing an undergraduate conference in my course. In my teaching practices, I provide

*Dept. of  
Languages,  
Literatures and  
Linguistics*

guidance and opportunities for students to develop and practice their analytical and presentation skills. For instance, in the course AP/CH 3791 6.0Y Contemporary Chinese Culture through Literary Texts and Films that I taught in FW 2014-2015, I organized a three-day conference for my undergraduate students. In this presentation, I will discuss the conference's formats, content, benefits, and significance. Students gained skills in presentation planning, conducting research, presenting and defending their ideas, as well as revising their papers. The conference was so well-received by students, especially when they took up the extra roles as moderator or discussant in one of the panels. Their feedback revealed that overall they enjoyed their experience very much and valued the opportunity to participate in an academic conference.

**Paula John**

Performing Teachers: Teaching as a Performative Act

**Parallel Session 2, S3** (11:55 a.m. – 12:15 p.m.)

Presenter	Abstract
<p><b>Heather Garrett, Alicia Tomaszczyk, Julie Chambers, Ghazal Haidary, Laura Abate, Sheldon Dasilva</b>  <i>We are a team comprised of one Sociology faculty member, one Sociology graduate student, and four Sociology Undergraduate Student Association (SUSA) Executives.</i></p>	<p>For four years, Sociology students have been falling in love with research. This research project provides students in the Sociology Undergraduate Student Association (SUSA) with an opportunity to explore the process of planning, conducting and reporting qualitative and quantitative research and results. It brings graduate and undergraduate students together with faculty, increases student knowledge on a topic of interest to them, develops research and analytic skills, and provides an opportunity to reflect on the research process. The Falling in Love with Research initiative fosters student engagement by ‘doing’ research that is free from the pressures and constraints of a required course grade. In this session FLR team members discuss how participating in this project provides opportunities for them to develop and build transferable skills in experiential learning, overcome obstacles they faced and reflect on ways they can continue to develop the research skills they have learned beyond the classroom.</p>
<p><b>Nazilla Khanlou</b>  <i>RN, PhD Women's Health Research Chair in Mental Health, Faculty of Health Academic Lead, Lillian Wright Maternal Child Health Scholars Program,</i></p>	<p>Aesthetic teaching involves arts forms through which aesthetic expression can be used in the classroom and students have opportunities for creative thinking and finding personal meaning through an experience (Pardue, 2004). Readers Theatre is a form of aesthetic teaching-learning that can promote student engagement with class content. I will</p>

*Associate Prof., School of Nursing*

provide an overview of how Readers Theatre was incorporated into an undergraduate course (with over 40 students) on women's health as an evaluation component (group presentation on a topic). Specific steps that were followed will be outlined: 1) student group formation; 2) presentation objectives; 3) writing of scripts; 4) presentation of Readers Theatre; and 5) process of evaluation of group work. Session activities for this workshop entail: 1) theoretical and methodological overview of Readers Theatre (7 minutes); 2) identification of potential for incorporation of Readers Theatre into each participant's own teaching (8 minutes); and 3) discussion and wrap up (5 minutes).

**Janet Melo-Thaiss**

*Contract Faculty, Writing Dept.*

Student engagement and retention are critical issues for the modern university. Mindfulness meditation encourages focus and effectively deals with stress and anxiety -- issues currently facing students as highlighted by York's recent reports on student mental health. As one recent study demonstrates, there is a positive co-relation between mindfulness practices and success for first year students who struggle in their transition into university (Palmer and Rodger, 2009).

**Jon Sufrin**

*Assistant Lecturer, Writing Dept.*

Mindfulness meditation models an important life skill while addressing student retention issues. The presenters will discuss their own experiences in tutorial and large lectures to generate creativity, encourage critical thinking and facilitate writing exercises. Their results mirror existing research and point to valuable gains in student focus and openness

to learning. A brief demonstration will be included in the session. Presidents University-wide Teaching award winners Janet Melo-Thaiss and Jon Sufrin will lead the session.

**Heather McRae**  
*Jean Monnet Chair in  
European Integration*

Simulation exercises can be an extremely effective way of allowing for "hands on" experiences of institutions that are otherwise out of reach to our students. In this case, the session will review how a Model European Union has been developed as the core of a fourth year seminar course (POLS 4517). In this class, two simulation exercises, as well as other "games" are used to facilitate deep learning and to model complex policy interactions.

**Jenny Pitt-Clarke**

Getting your work noticed by the media.

**Poster Session Atrium (12:15 p.m. – 1:00 p.m.)**

**Ellen Bleaney** - AODA In Your Pocket: Texting as Adaptive Teaching Technology

**Peter Duerr, Leigh Jackson, & Stephanie Quail** - Innovation in Librarian-Faculty Teaching Collaborations

**Eva Peisachovich, Andria Phillips and Melanie Dauncey**, - Enhancing Interaction and Engagement of First Year Nursing Students Through the Application of the Flipped Classroom Approach

**Parallel Session 3, S1** (1:00 p.m. – 1:20 p.m.)

Presenter	Abstract
<p><b>Gillian Helfield</b></p>	<p>This paper returns to the scene of Film 1701: Hollywood Old and New, an online course that I teach in Cinema and Media Studies at York University, that was newly redesigned in 2014 with support from the Shared Online Course Fund as part of the Government of Ontario's Online Initiative.</p> <p>With an enrolment of approximately 800 students in 19 tutorial groups, this course has become a model for e-learning innovation and online course development across various departments, programs and technology support services at York and elsewhere. My aim in redesigning the course was to make it more user-friendly, to foster greater student engagement and participation, while mastering the challenge of rapidly changing technology, and occasionally competing pedagogical and practical requirements.</p> <p>I have experienced many triumphs but also a few failures and setbacks from which I've learned some valuable lessons. It is an ever-evolving process as we continually collaborate, survey and tweak, to make improvements for the next cohort coming through!</p>
<p><b>Rebecca Pillai Riddell</b>  <i>York Research Chair in Pain and Mental Health Associate Professor, Psychology, York</i></p>	<p>The goal of our AIF project was to enhance the first year experience of psychology 1010 students through showcasing exciting research happening 'as we speak' across campus. Six researchers were coached in the TEDx methodology to create and deliver a 10-minute talk. Three classes were randomized to either receive a video of the 6 talks (professionally produced in studio) throughout the year, the identical talk from the 6</p>

*University  
Scientific Staff,  
Psychiatry  
Research, Hospital  
for Sick Children  
Adjunct Associate  
Professor,  
Psychiatry,  
University of  
Toronto*

professors live in the classroom, or 6 emails describing the research of the professors. Pre-lectures and Post-lectures questionnaires were administered in September and March, respectively. Our outcomes related to engagement with Psychology and broader engagement in the university. Results and challenges will be presented.

**Ryan K. James**  
*Course Director,  
Anthropology*

This presentation addresses the potential for “resource pedagogies” to foster critical thought and solidarity in first-year classrooms. Resource pedagogies position students as agents with “funds of knowledge”, rather than passive recipients of information, and guide educators to accommodate students’ diverse identities, experiences, and learning styles. Django Paris’s “culturally sustaining pedagogy” extended this approach beyond mere accommodation of difference, instead fostering students’ “explicit resistances” to the systemic inequalities they face. Conversely, current client-based, job-oriented approaches to education posit the classroom as a unidirectional transmission of information that is valued only for its “real-world” applicability. Can the solidarities forged in the engaged, critical classroom of culturally sustaining pedagogy be cast as part of the “real world” knowledge now so valued? This paper discusses this possibility based on twelve years of experience teaching at York, focusing in particular on a recent course directorship in a first-year anthropology course.

**Natalie Neill**  
*Contract faculty,  
English Dept.*

Attending the Teaching Commons Experiential Education (EE) boot camp in December 2015 prompted me to consider how I can use EE techniques

*(LA&PS)*

and the insights of Kolb's Learning Cycle in my undergraduate teaching. In this session, I will share the experience-based learning activities that I have tried out so far in my English courses, including 1) playing film and audio clips, 2) providing creative writing options for research essays, 3) creating opportunities for students to reflect on their reading experiences, 4) encouraging students to analyze literature from a craft perspective; and 5) engaging in close readings as a group. I will discuss which activities worked best, and how I plan to adapt those that did not work so well. I will also reflect on the limitations of experiential learning and the difficulty of evaluating reflection activities, and I will encourage participants to share their own discipline-based practices and experiences.

**Parallel Session 3, S2 (1:20 p.m. – 1:40 p.m.)**

Presenter	Abstract
<p><b>Megan Davies</b>  <i>Assoc. Prof &amp; Program Coordinator, Health &amp; Society Program, Dept. of Social Science</i></p> <p><b>Susan Heximer and Jon Johnson</b></p>	<p>The History in Practice resources demonstrate the potential of marrying community-academic collaboration and e-Learning - and value of pursuing unlikely partnerships. Building on the scholarly tradition of history, this curriculum project's overarching purpose is to inform future practices of mental health professionals, but this project has had the secondary benefits of informing the practices of project collaborators and empowering participants.</p>
<p><b>Peter Cribb and Lauren Grant</b></p>	<p>Generally first year courses in science exist in silos with little direct interaction. What would happen if we break down those silos by finding and focusing on the interdisciplinary connections? Such connections are important for helping students develop the necessary skills to approach problems from different perspectives, and then merge these perspectives together to solve challenging problems. With funding from the Academic Innovation Fund, and led by an educational development specialist, faculty in all five departments are developing an integrated approach to first-year science instruction. The work includes defining interdisciplinary and disciplinary learning outcomes, identifying existing connections, determining broad themes that link disciplinary topics together, and selecting a pedagogical approach that supports integrated and active learning. In this session, we will describe the development of first-year integrated science, thus far, and will provide some of our lessons learned along the way.</p>

**Lana Parker***Seconded Faculty  
Member*

As a beginning teacher, I remember feeling a mixture of fear, frustration, and hope; these powerful emotions combined to create a strong desire for certainty, for knowing the “right” thing to do. When I became a Course Director, I began to see that my students shared this appetite for certainty and that it often was the single strongest factor in constraining their thinking. In this presentation, I share my observations of the affective state of beginning teachers, and offer some considerations for reorienting those feelings of uncertainty from fear to exhilaration, and even joy. I propose a Levinasian framework to discuss the difficulties of an inward versus outward orientation and of being closed to uncertainty. I conclude by offering a way for beginning teachers to become comfortable with tenuousness through humility, presenting some ideas about the “ignorant citizen” (Biesta, 2011) and “parallax vision” (Maclear, 1999; 2003).

**Tsvetanka  
Karagyozyova***Sessional Assistant  
Professor*

The session will provide pedagogical insights into the design and implementation of community-based research in an upper-level, writing-intensive, economics course based on the presenter’s experience in redesigning and teaching ECON 4089: Research Seminar in Economics. The course aims at providing advanced undergraduate students with the opportunity to conduct community-based research in order to contribute to a contemporary economic issue/policy debate. It also aims at developing the interpersonal qualities necessary to operate in a professional working environment, thus facilitating students’ transition from academic to professional life. The presentation will include:

1. Differences between the traditional and experiential approaches to teaching a research

seminar course in economics.

2. Benefits and challenges of establishing interdisciplinary partnerships with the community.
3. The challenge of designing research projects that both respond to the community partners' needs and meet the course's learning outcomes.
4. Assessment of the role of community-based research in improving students' learning experience.

**Parallel Session 3, S3** (1:40 p.m. – 2:00 p.m.)

Presenter	Abstract
<p><b>Kerry Doyle</b></p>	<p>A somewhat recursive reflection on the continuing adventures of this particular New Luddite and on some lessons learned from, and vistas glimpsed since, the first Ontario Online project.</p>
<p><b>Dominique Scheffel-Dunand</b></p>	<p>It is impossible to look at the international dimension of higher education in the first decade of the 21st century without considering the realities of the environment in which higher education is operating. Changes and challenges are springing up as the changing environment of globalization impacts education but also as internationalization itself becomes an agent of change. The role of education—particularly postsecondary education—as both agent and reactor to globalization is a critical area of debate and study. This presentation purposely adopts a neutral definition of “Globally Networked Learning” by positioning it as a key environmental factor that bridges knowledge across cultures, with multiple effects on engaged young citizen and leaders of tomorrow. GNL projects illustrating reflective practices of Globally Networked Learning at YorkU will provide context for discussions.</p>
<p><b>Tina Rapke</b> <i>Faculties of Science and Education-faculty member.</i></p> <p><b>Marc Husband</b> <i>Faculty of Education-</i></p>	<p>This session will investigate experiences of co-planning and co-teaching courses at York University with TAs and students. We will be focusing on how TAs and students can be involved in teaching and planning. Marc Husband and Tina Rapke co-teach and co-plan with their students in mathematics education courses. Tina Rapke is an instructor of a first year mathematics course and Farid Aliniaiefard is assigned</p>

*seconded faculty member.*

**Farid**

**Aliniaefard**

*Faculty of Science-doctoral student/Teaching assistant*

to the course as a TA. The session will be an interactive panel forum. We will outline some of the ways that co-teaching and co-planning with TAs and students have enhanced our teaching practices and ask participants to share some of their own experiences. We hope that the session participants will share their experiences and perspectives to further generate and refine our co-teaching and co-planning strategies and that participants will be encouraged to co-teach and co-plan with TAs and students in their own courses.

**Krys Verrall**

*Contract faculty, Department of Humanities, LA&PS*

Session will explore using university and immediate Jane-Finch community art resources as teaching tools for non-fine arts students in non-arts courses. Session will begin with a brief description of three learning moments at the Art Gallery of York University, Joan Goldfarb Visual Arts Study Centre, and Success Beyond Limits after school program taken from three courses which I teach in the Humanities' Children's Studies Program. These moments show how hands on experiences with paintings, installation, and performance illuminated my course curriculum goals. The applications could be portable to other non-fine arts courses. Session activities would include participants in groups of two sharing a meaningful art experience with one another. For another activity, participants would freely associate aspects of past and upcoming AGYU exhibitions and programs with units from their own curriculum.

**Parallel Session 3, S4 (2:00 p.m. – 2:20 p.m.)**

Presenter	Abstract
<p><b>Genevieve Maheux-Pelletier</b> <i>Educational developer, TC.</i></p> <p><b>Lisa DiFranco</b> <i>Instructional technologist, LTS.</i></p>	<p>After briefly showcasing the Student Webguide, we will share our insights on the process of creating and assembling content together, with the goal of debunking the instructional design process involved in packaging content for online learning. In particular, we will use the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation to highlight that the process is best approached as a constant dialogue between the content expert and the instructional technologist in charge of the project. In addition, we will share our summative evaluation strategy, a step of the process that is can left unattended, but one that provides further insights into the resource’s usability and effectiveness as a learning object.</p>
<p><b>Stephanie Quail and Angie An</b></p>	<p>This session will outline the design process that was used to create the Business Research at York Toolkit (BRYT). BRYT received AIF funding in 2015 and over the course of 2015-2016, the project co-leads conducted a curriculum mapping project, developed a project framework, created various working prototypes, and finally, developed a series of online micro-learning supports for undergraduate and graduate students conducting business research at York.</p> <p>Session participants will learn how the project co-leads created an eLearning project that blends instructional YouTube videos, PDF resources, and guided live tutorials using an open access software called Guide on the Side to produce a series of short, easily digestible learning bites for York students. Check out BRYT today: <a href="http://bryt.library.yorku.ca/">http://bryt.library.yorku.ca/</a></p>

**Andrea C. Valent**  
*Teaching Assistant LAPS*

How can you transform marked assignments into valuable learning tools to your undergraduates? Instructors often spend a fair amount of time correcting, giving feedback and writing comments when marking undergraduates' writing assignments and essays. Sadly, students underestimate the learning potential of their graded writings and simply dump them. With this in mind, the facilitator in this workshop will share with the participants an activity she developed in her classroom that can assist students to consider their graded essays a learning resource for subsequent writing assignments. Moreover, the facilitator will engage participants to reflect, share and discuss strategies to optimize graded assignments as teaching and learning tools. By the end of this session, participants will be able to apply some of the strategies in their own teaching practice.

**Loriann Hines**  
*Faculty of Health, Assistant Prof.,*  
**Laura Nicholson**  
*Director of Nursing Simulation Centre, School of Nursing*  
**Raya Gal**  
*Practical Skills Coordinator, School of Nursing*

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.

**Parallel Session 4, S1 (2:30 p.m. – 2:50 p.m.)**

Presenter	Abstract
<p><b>Brenda Oraziatti</b>  <i>Sessional Lecturer,  Faculty of Health,  Dept of Nursing</i></p>	<p>Top Hat is a soft ware tool that allows you to engage students through a polling system. It is like the concept of using clickers, which maybe the 1st of its kind of technology for engagement. Top Hat offers a user friendly system that will be demonstrated in the session. I am not so technically capable, but found this product very easy to use. I wasnt stressed out. Mulitple question styles can be generated in each of your lectures. I will explain how to I used this in my course last term. The students loved it, and they came to class for marks. They also enjoyed discussing the answers, and peers helped to explain the rationales. It turned out so much better than I could have imagined. I didnt have any complaints about it.</p>
<p><b>Steve Gennaro</b>  <i>Contract Faculty  Communications,  Humanities,Children's  Studies</i></p>	<p>The session will explore some of the many ways that I have failed as an online educator over the last decade at York University. From lectures, to forums, to assignments- it will highlight many of the common pitfalls of online teaching in order to help those interested in teaching online develop their own successful digital pedagogy.</p>
<p><b>Tanya Taylor-Cherry</b>  <i>Contract Faculty  Depts. of Humanities  &amp; English LA &amp; PS</i></p>	<p>In under a decade, interest in online courses has transformed and expanded exponentially. Once the province of those primarily interested in distance and continuing education, online and blended courses are a pan-university priority. Contemporary studies of audience and media offer some truly thought-provoking (re)definitions and conceptual paradigms that can inspire and assist all instructors</p>

to move away from the prevailing 'transplatform' model of shifting or translating face-to-face courses for online delivery towards a dynamic, diverse, user-friendly, 'transmedia' (Jenkins; Scolari) learning environment. This multimedia session will connect audience and media studies as well as pedagogical theory to my personal experiential learning. Specifically, I will share concrete examples of successful transmedia instruction strategies developed while mounting 3 courses (from 1st to 3rd year offerings, in two different departments) for blended and/or online delivery.

**Krista Hunt**

*Adjunct Prof. & Learning Specialist and Advisor, Sexual Assault Prevention Education*

**Tanya Da Sylva**

*Course Director, Sessional College Academic Life Coordinator, Bethune College Faculty of Science*

**Laura Ana**

**Cuciureanu and Karl Davidson**  
*SOS Student leaders, Bethune College*

The top strategic priorities of York University include student success and community engagement. Peer leadership opportunities not only engage student leaders, but provide the foundation for peer leaders to increase student success and community engagement among the entire student body. The questions this panel will explore are: How can we best assist students to become community leaders? What types of programs work best? What can faculty and administrators learn from peer leaders about how to engage students, and how can we work together to enrich the learning environment? The university is a place to cultivate leadership skills, which not only impacts our campus communities, but also the communities these students engage once they leave York.

**Shobna Nijhawan**

**Parallel Session 4, S2 (2:50 p.m. – 3:10 p.m.)**

Presenter	Abstract
<p><b>Megan Hillman</b> <i>Contract Faculty, English Dept.</i></p>	<p>Online course directors face unique challenges in encouraging participation – discussion forums work best when students are willing to post multiple comments over the course of a few days or weeks. So how do we encourage students to avoid waiting for a discussion forum deadline before they upload a post? What kinds of options and strategies can we implement to make sure students are getting the most out of online courses?</p> <p>Having taught online courses for a number of years I have tried a number of different approaches to increasing the frequency and quality of online participation. From creating small group discussions to having explicit rubrics about participation to adding fun games to help students learn concepts while increasing their contract with each other, I welcome the opportunity to share what I have learned and which techniques I have found to be most successful.</p>
<p><b>Keith O'Regan</b> <i>Contract Faculty Member, Dept. of Humanities LA&amp;PS</i></p>	<p>During the F/W2015-16 online forums were instituted in GER 1790 that changed the scope and degree of student participation and led to a deeper understanding of key course issues. In what was not officially offered as a blended or online course, periodic online forums were implemented to engage students with readings not covered directly in either lecture or tutorial, but relevant to a particular week's ideas. These forums offered students an opportunity</p>

to sharpen their writing skills and began an online conversation that necessitated and produced considered responses. Some of the results included a marked increase in student's writing abilities, a greater participation in class discussions by students who were previously less willing to participate, and a greater engagement and active conversation environment in lecture. This exercise offered an example of how we can use online resources to engage our students and promote writing and in-class, participatory, skill building.

**Swann Paradis**  
*Associate Prof.*  
*French Studies,*  
*Glendon College*

This presentation aims to illustrate with practical examples the pros and cons of transforming a “traditional” 4th year French literature course into a “blended” format. Thanks to an AIF Category II fund (2015), the course “Ombres des Lumières et Romantisme noir” is being offered during this 2016 Winter session in an hybrid format. Remote Adobe Connect sessions (replacing some in-class meetings), Class recordings (Adobe Connect), Audio format of some of the mandatory novels, Screencasts (animated PowerPoints and Prezis) uploaded to YouTube, then migrated to TED-ED lessons, Live polling (PollEv), as well as many resources integrated in Glendon Moodle course page (wikis, Q&A forums, quizzes, uploads of PDF, links to YouTube videos, electronic assignment submission) are used throughout this 3 credits course. Drawing from the course Moodle page, we will review what worked best and identified some of the pitfalls to avoid for any course instructor wanting to go “hybrid”.

CONTINUED

**Krista Hunt**

*Adjunct Prof. &  
Learning Specialist  
and Advisor, Sexual  
Assault Prevention  
Education*

CONT'D.

**Tanya Da Sylva**

*Course Director,  
Sessional College  
Academic Life  
Coordinator,  
Bethune College  
Faculty of Science*

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**Laura Ana**

**Cuciureanu and  
Karl Davidson**  
*SOS Student leaders,  
Bethune College*

Increasingly classrooms are filled with early and mid-career working professionals. Much of late has been made of the pedagogical challenges of teaching different learners. As faculty adapt pedagogy to address different learning styles of different demographics, a new challenge has emerged - most early and mid-career professionals now not only come from the civil service, but increasingly from the broader public sector.

**Peter P.****Constantinou**

*Sessional Assistant  
Prof., School of  
Public Policy and  
Administration*

In an attempt to better understand the different learning needs of these students, Professor Peter Constantinou has completed a two year experiment with job shadowing in a variety of different civil

service and broader public sector roles as an inspiration for pedagogy and teaching tools. Spending time working with and observing fire fighters, police officers, municipal and provincial civil servants and politicians, among other professionals, this session will highlight the lessons, suggest best practices and reflect on early results in pedagogical advancements.

**Parallel Session 4, S3** (3:10 p.m. – 3:30 p.m.)

Presenter	Abstract
<p><b>Katherine Knight</b> <i>Associate Prof., Visual Art AMPD</i></p>	<p>I will present my experiences working with the Media Collection and Journal tools of moodle. I will describe how I structure a weekly online classroom that steps students through a process of knowledge acquisition, written reflection and creative response. My goal is to communicate and demonstrate the effectiveness of journals and media galleries when they are structured within a repeating weekly format.</p>
<p><b>Natasha May and Yelin Su</b> <i>Educational Developers, Teaching Commons</i></p> <p><b>Pat Breton, Ann Henley, Brian Nairn and Andrea Valente</b> <i>Teaching Commons TCT program graduates</i></p>	<p>This session will focus on the opinions and attitudes of engaging in eLearning, which can include anything from teaching with technology to blended and fully online courses. We will engage participants in discussion, where they will share their own views on eLearning and their experiences. We will then present what research suggests, based on a literature review to be completed prior to TIF.</p>
<p><b>William Gleberzon</b> <i>Course Director Ph.D. M.Ed. LSTA Depts of History &amp; Humanities</i></p> <p><b>Jacqueline Petropoulos</b></p>	<p>My presentation will be based on the issue of To Post Or Not To Post. I have been posting my lectures on my course moodle sites after they have been delivered for many years. This year, however, attendance seems lower than usual in my courses which may be due to posting the lectures and/ or some other reasons like students having to work to pay for their tuition, students in the departments in which I teach are not committed to the subject matter because they are looking for ""bird courses,""</p>

generational issues pertaining to the millennials and other issues. I will discuss these and related issues and encourage participants to share their experiences in regard to this topic in order to determine what's happening, what can or should be done and are those students who do attend lectures being unfairly ""punished"" by not having the lectures posted.

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CONT'D.

**Krista Hunt**

*Adjunct Prof. &  
Learning Specialist  
and Advisor, Sexual  
Assault Prevention  
Education*

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**Laura Ana**

**Cuciureanu** and

**Karl Davidson**

*SOS Student  
leaders, Bethune  
College*

**Holly Clayton**

*TCT, contract  
faculty*

The application of UID in a 2nd year Statistics course. You will be exposed to the actual online environment used for this course, and learn about how to take most advantage of these ideas so that not

*(Psychology) and  
PhD candidate  
(Psychology).*

only students with disabilities, but everyone, can be "accommodated" in an equal way. Not only does this make the classroom more inclusive, but it can save the instructor time longterm. The session will culminate in a group discussion of what works and what doesn't, in addition to highlighting various tools, not already discussed, that participants have encountered as either teachers or learners.

**3:30 P.M.:** Please join us for a closing reception in the Atrium









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