

# Teaching in Focus Teaching Commons 3<sup>rd</sup> Annual Conference



**May 21 and 22, 2015**

**Life Science Building, York University**



**@YUTeaching  
#tifyork2015**

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

On behalf of York University, I am delighted to welcome you to the third annual *Teaching in Focus* conference, a two-day event celebrating educational innovation and transformation.

Hosted by York's Teaching Commons, this stimulating conference highlights good practice at York and aims to spark discussion and debate around teaching and learning in higher education.

As one of the country's largest and most engaged universities, 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 the University 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 effective teaching practice and innovation is central to ensuring a vibrant community—one which values teaching and keeps students at the heart of its endeavors. Here at York we encourage the dissemination of knowledge and experience through dialogue as well as the sharing of ideas and research on 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 therefore plays a critical role in facilitating this important 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 an invigorating and enjoyable two days.

Sincerely,



Mamdouh Shoukri  
President & Vice-Chancellor  
York University

## Welcome from the Teaching Commons

We are delighted to welcome you to this, the third annual Teaching in Focus conference at York University.

We have more presenters and more participants than ever before. So much so, that we have extended the event to a full two days. We hope you will join us for the whole event, as the range of topics covered is wide with representation from across the University.

Our keynote sessions this year will be given by the Dean of Osgoode - Lorne Sossin and a team lead by Diane Woody, Associate Dean Teaching for LA&PS on day one. On day two the Provost Rhonda Lenton will be leading a panel discussion with some of the President's University Wide Teaching Award Winners from recent years.

Throughout the two days you will see we have multiple sessions on topics ranging from eLearning to Experiential Education, in class management to course design, assessment to critical thinking. These are your colleagues sharing their experiences and knowledge with peers. We can anticipate some engaging conversations and the formation of new links and networks.

I thank you for your support and if you are not a presenter this year, urge you to consider submitting a proposal for next year. If you enjoy the conference tell others, and if you have any suggestions for improvements, tell us!



Celia Popovic, Director - Teaching Commons



# Teaching in Focus 2015

Thursday May 21

9.30 -- 10.00     **Registration**

10.00 -- 10.15     **Welcome and Introduction**

**Celia Popovic, Director of the Teaching Commons - LSB  
103**

10.15 --11.00     **Keynote Speaker - *Dean Lorne Sossin* - LSB 103**

11.00 -- 11.15     **Refreshment Break**

11.15 to 12.00     **Session 1**

LSB 107	LSB 101	LSB 106	LSB 105	LSB 103
Why and How Twitter Improved Student Learning in My Upper-Year Biology Courses  <b>Dawn Bazely</b>	Experiential Second Language Teaching and Learning: Case of French in Glendon  <b>Alena Barysevich, Marie-Elaine Lebel, Usha Viswanatan</b>	How I Organize My Courses  <b>William (Bill) Gleberzon</b>	Online Formative Assessment: Thoughts Emerging From a Pilot Project in LA&PS  <b>Diane Woody, &amp; 5 Colleagues</b>	Teaching and Learning Through Students Developing Their Own Engaging and Educational Videos  <b>Karl Schmid</b>

12.05 -- 12.50    **Session 2**

LSB 107	LSB 101	LSB 106	LSB 105	LSB 103
<p>My Big Fat Online Film Course: Chronicles of Collaborative Development in Online Teaching and Course Design</p> <p><b>Gillian Helfield</b></p>	<p>Experiential Teaching: Unleashing Creativity in the Classroom</p> <p><b>Alexandra Flynn</b></p>	<p>Intersubjective - Contemplative Education</p> <p><b>Veronique Tomaszewski</b></p>	<p>Effectiveness of EAQ Quizzes &amp; HESSIE Exit Exam to Prepare Nursing Students</p> <p><b>Brenda Oraziatti &amp; Mina Singh</b></p>	<p>Embedding SPARK in Undergraduate Courses, Activities, and Assignments for Better Results</p> <p><b>Sophie Bury &amp; Ron Sheese</b></p>

12.50 -- 1.45    **Lunch and Poster Display**



1.45 -- 2.30

**Session 3**

LSB 107	LSB 101	LSB 106	LSB 105	LSB 103
Teaching Intermediate Science Education Online: An Exploration of Instructor and Student Perspectives  <b>Christina Phillips-MacNeil</b>	The Innovation Game  <b>Janet Melo Thaiss</b>	From the Ivory Tower and Into the Streets: Experiential Learning for Democratic Engagement  <b>Kamilla Pietrzyk (Petrick)</b>	Engaging First Year Students: How to Capture the Interest of the Texting, Facebooking Enchanting and Disarming First Year Students  <b>Ann Henley</b>	Leaders in Nursing  <b>Brenda Oraziatti &amp; Mina Singh</b>

2.30 -- 2.45

**Refreshment Break and Poster Display**



2.45 -- 3.45      **Plenary First Year Experience – LSB 103**

Panel presentation: Highlights of the annual First Year Experience Conference held in Dallas Texas from Feb 6-10, 2015 (moderated by Diane Beelen Woody, Associate Dean, Teaching and Learning, in LA&PS)

The primary goal of the annual First Year Experience Conference is to assist institutions of higher education in the planning, implementing and refining of programs designed to enhance the first year experience. It is organized by the National Resource Centre for the First Year Experience and Students in Transition housed at the University of South Carolina (<http://www.sc.edu/fye/index.html>).

York University was a co-host of the February 2015 conference and a number of representatives from York attended the conference. They look forward to sharing highlights relating to current trends and issues, the latest research findings on pedagogy and assessment, and promising practices to support first year students.

3.45      **Close**





## Friday May 22

- 9.30 -- 10.00      **Registration**
- 10.00 -- 10.15      **Welcome and Introduction**  
**Celia Popovic, Director of the Teaching Commons – LSB 103**
- 10.15 --11.00      **PUWTA Award Winners Panel Moderated by Provost Lenton**  
  
**Rehanna Siew Sarju, Carys Craig, Norma Sue Fisher-Stitt, Peter Constantinou, Yael Machtinger, Annette Bickford**
- 11.00 -- 11.15      **Refreshment Break and Poster Display**
- 11.15 to 12.00      **Session 4**

LSB 107	LSB 101	LSB 106	LSB 105	LSB 103
Teaching and Tweets  <b>William Woolrich</b>	Study-Abroad: A Medium for Internationalization, Experiential Education and Community Based Research  <b>Jelena Zikic &amp; Gunjan Sondhi</b>	Co-Teaching with Colleagues in Higher Education  <b>Elias Brettler, Asuman Duatepe-Paksu, Marc Husband, Tina Rapke</b>	Midterm Analysis -- Sharing and Enhancing Self-Analysis  <b>Ingrid Splettstoesser</b>	Equity Reading Group  <b>Nicole Bernhardt, Rehanna Siew, Pat Breton, Sandra Smele, Elena Chou</b>

12.05 -- 12.50    **Session 5**

LSB 107	LSB 101	LSB 106	LSB 105	LSB 103
Online Continuing Education Pilot: Matching Technology with Experiential Learning Needs  <b>Tania Xerri &amp; Pat Bradley</b>	Experiential Learning Beyond the Classroom  <b>Deborah Davidson, Heather Garrett, Julie Chambers, Ghazal Haidary, Laura Abate, Alex Dunsmuir, Leah Warren</b>	Beyond Critical Thinking  <b>Michael A. Gilbert</b>	How to make Wikipedia Edits Work as an Assignment  <b>Sara Koopman</b>	Answering the Call for Leadership Curricula: How New Demands for Leadership Will Shape Our Teaching and Learning  <b>Jennifer Sipos-Smith</b>

12.50 -- 1.45    **Lunch and Poster Display**



1.45 -- 2.30

**Session 6**

LSB 107	LSB 101	LSB 106	LSB 105
The New Luddite: Adventures in Online Teaching  <b>Kerry Doyle</b>	Violence on Campus: Strategies for Change  <b>Krista Hunt</b>	Why I Won a Teaching Award  <b>Yael Machtinger</b>	Prezi Basics for Engaging your Students with Creative Presentations  <b>Thiru Kanagasabai</b>

2.30 -- 2.45

**Refreshment Break and Poster Display**

2.45 -- 3.30

**Session 7**

LSB 107	LSB 101	LSB 106	LSB 105
From Tweed to Twitter: Popular Media and Academia  <b>Dana Craig &amp; Barbara Kerr</b>	What Are Threshold Concepts?  <b>Celia Popovic</b>	Helping Students Tolerate Uncertainty and Advance Critical Thinking Using Non-Violent Communication Tools  <b>Wendy McGuire</b>	Encouraging Collaborative Learning in the Classroom  <b>Ataur Rahman, Yelin Su, Sairam Chinnam</b>

3.30

**Close**



## **Abstracts**

### **Day 1**

#### **Session 1**

##### ***Dawn Bazely - Why and How Twitter Improved Student Learning in My Upper-Year Biology Courses***

Since its launch in 2006, many people have tried to figure out what this micro-blogging, social networking platform is good for. Techcrunch described Twitter as a truly disruptive technology. Academics are a growing segment of Tweeters. Additionally, there is a growing research literature examining the use of Twitter in higher education that I will review.

In 2014, after learning to use Twitter I incorporated it in BIOL 4090 and BIOL 4095: students earned up to 5% of their final grade from Twitter. I will describe my Twitter assignment, including its learning goals.

In this session, participants will experience being part of an academically-oriented Tweetchat, an activity that I incorporated in BIOL 4090.

After including Twitter in my teaching, I have concluded that:

1. Twitter helps us all to write more succinctly.
2. Twitter opens students up to the international world of science research and builds them a professional electronic footprint.



**Alena Barysevich, Marie-Elaine Lebel, Usha Viswanatan - *Experiential Second Language Teaching And Learning: Case of French in Glendon***

The objective of this presentation is to open the debate on experiential teaching and learning of French second language at York University, Glendon. The first part of this session is a 30-minute presentation of some key elements of the new FSL program in Glendon:

- experiential learning inside and outside of the French second language classroom
- an action-oriented approach (tasked-based approach, interaction-based approach)
- integration of academic language and university disciplinary content
- learning strategies module fostering the autonomy and metalinguistic awareness
- non-traditional assessment and evaluation
- integration of authentic material


The second part of the session (15 minutes) will be a discussion of some issues and challenges raised by presenters.

**William (Bill) Gleberzon - *How I Organize My Courses***

My presentation will be on how I organize the elements of my courses. This year I am teaching four courses during the F/W 2014-2015 term: HIST 3692 – The US in the World; HIST 3870 – Globalization in History; HUMA 2325 Introduction to US, and HUMA 3017, Aging in Literature and Film

All of these are organized in the same manner in regard to grade distribution, working with my students to “build” the content of tests, presentation of lectures via power points which are posted on my course Moodle sites and how I ensure students will attend the lectures via my participation grade, how presentation topics are selected by students and the selection of essay topics. The key to all of these endeavours is that the students come first.

I will also discuss my teaching of an on-line course.



**Diane Woody & 5 colleagues - *Online Formative Assessment: Thoughts Emerging from a Pilot Project in LA&PS***

Formative Assessment as one form of Student Evaluation of Teaching provides an opportunity to check in with students mid-way through a term, to receive their feedback on how the course is engaging their interest and fostering their learning. Instructors have an opportunity to fine-tune their teaching practices and respond to student comments and concerns. Students are invited to think critically about their role as learners.

The presentation will focus on:

- i) summary of research on formative assessment with examples such as "One - Minute Papers" and "Stop, Start, Continue";
- ii) summary of pilot of online formative assessment run in Fall 2014 and Winter 2015 in LA&PS;
- iii) discussion of experience of pilot participants and session participants on pedagogical merits and other uses of formative assessment;
- iv) how formative assessment can contribute to an improved student experience.

**Karl Schmid - *Teaching and Learning Through Students Developing Their Own Engaging and Educational Videos***

Exams, papers, presentations and group work are among the most common forms of student evaluation. Having students make their own engaging and educational videos can combine many of these forms of evaluation, and allow students to develop additional skills while enjoying the creative license afforded to them by the incorporation of sound and visuals. Over the past four years, in two courses, I have used a group video assignment. I share my pedagogical experience and provide advice for those considering video assignments.



## Session 2

### **Gillian Helfield - *My Big Fat Online Film Course: Chronicles of Collaborative Development in Online Teaching and Course Design***

This paper is a case study on Film 1701: Hollywood Old and New, a newly redesigned online film course, offered at York University. In May 2014, this massive course, with an enrolment of approximately 800 students in 19 tutorials, was selected for support through the Ontario Online Initiative, established by the Ontario Government, to drive new online opportunities for university and college students province-wide. Our task was to convert the course to a more integrated, interactive and efficient design, that would encourage greater student engagement and participation. In addition to the technical demands posed by redesigning such a large and complicated course, the conversion process further entailed extensive collaborative development amongst several different university departments and support services, as well as a complex amalgamation of occasionally competing pedagogical and practical requirements. This is the story of our experience, of the challenges, triumphs, and lessons learned.

### **Alexandra Flynn - *Experiential Teaching: Unleashing Creativity in the Classroom***

My subject area is municipal law and governance, and I have found experiential learning to be an invaluable tool in motivating students.

I propose a session that introduces the two principle experiential approaches I have used in teaching - mooted current events and re-imagining the "murder mystery" style.

This session will explore the benefits of experiential teaching, examples of other teaching tools, and how professors may unleash their creativity in the classroom.



The session will be organized as follows:

- Brief introduction/context
- Outline of two principle experiential teaching approaches used
- 15 minute assignment, where volunteers will be invited to assume roles and participate in a scene
- Debrief of assignment
- Discussion of other options for experiential teaching in law and other disciplines

### **Veronique Tomaszewski - *Intersubjective -Contemplative Education***

The teacher is placed in a leadership position by the very nature of his or her lead in a course. This poster shows that following the Social Change Model, the teacher can also help students find within themselves an innate sense of leadership that empowers them to strive in their studies, give the best of themselves, and become agents of positive change in society.

### **Brenda Oraziotti & Mina Singh - *Effectiveness of EAQ Quizzes & HESSIE Exit Exam to Prepare Nursing Students***

Students will use a self-reflection tool, 3 times throughout the last course of their nursing degree, as a gauge to assess their readiness to pass the RN licencing exam.

Software preparation tools have been implemented as a study tool for the newly designed computerized adaptive licencing exam, called the NCLEX. Integrated practicum collaborative nursing students for the 1st time will be using this approach as a means to build academic success. They will be asked to complete 70 quizzes on line, then do the exit HESSIE exam near the end of the term.





**Sophie Bury & Ron Sheese - *Embedding SPARK in Undergraduate Courses, Activities, and Assignments for Better Results***

This session will help Course Directors and TAs use SPARK effectively to prepare their students for writing academic essays. SPARK is a set of online modules (<http://www.yorku.ca/spark>) designed to introduce students to essential academic literacies such as reading academic material, conducting library research, and writing analytically.

The session will showcase features of the recently developed Faculty Module in SPARK which offers tips, strategies, and resource guides for adapting SPARK modules and resources to course-specific contexts. The presenters will describe results from a survey of York instructors about current uses of SPARK and lessons learned, and two York instructors will share ways in which SPARK has fostered learning in their courses.

### **Session 3**

**Christina Phillips-MacNeil -Teaching Intermediate Science Education Online:  
An Exploration of Instructor and Student Perspectives**

This session will present a walk-through of a general science education course that was converted for online learning (i.e., Moodle). After providing a 'show and tell' of some of the selected learning modules, I will present my perspectives as an instructor teaching an online course for the first time and will present some of the perspectives of my students.

The session participants will be asked to reflect on and discuss selected online activities from the course as well as the instructor and student perspectives presented.



## **Janet Melo Thaiss - The Innovation Game: Bringing Entrepreneurial Spirit Into the Classroom**


Upon graduating from York University with a degree in hand, our students are faced with the challenge of finding gainful employment in a marketplace that is far from ideal. In an environment where corporate greed tends to outstrip corporate goodwill, many of our students are finding themselves in a position of needing to be very creative with regards to employment. According to Statistics Canada, about 15% of Canada's labour force is self-employed and the data points to the likelihood of this number rising in the future. Moreover, not only is entrepreneurship a growing trend, many employers are seeking out candidates who have the same skillset of the entrepreneur.

More than simply a business owner, a successful entrepreneur is an individual who is able to marry creative thinking with critical thinking, passion with profit, innovation with independence and leadership with lifelong learning. Though our students leave York with degrees from various programs, any classroom can be a space where students can build a toolkit of skills that can help them to bring the entrepreneurial spirit to whatever career they choose.

In this collaborative session, we will discuss how we can invoke and model the entrepreneurial spirit in our classroom. We will discuss various strategies that can help students to build the vision, confidence, clarity and tenacity that it takes to strike out on their own.

## **Kamilla Pietrzyk (Petrick) - *From the Ivory Tower and Into the Streets: Experiential Learning for Democratic Engagement***

Since completing my PhD in political science at York in the summer of 2013 (also the date of my completion of the STA program), I have been teaching courses on organizing and communicating social movements in York's department of Communication Studies. Instead of a final essay, the students are encouraged to come together in small groups to organize their own activist media projects. Despite reluctance in some cases, virtually all of them end up loving the



assignment, and my teaching evaluations are full of enthusiasm about this aspect of the course. Now that I have used this assignment three times, I have drawn some lessons on how it can be optimized to maximize the benefit for the students. I would like to share some of these lessons with my York colleagues, particularly those who seek to inspire their students to make a positive change in the world around them.

***Ann Henley - Engaging First Year Students: How to Capture the Interest of the Texting, Facebooking Enchanting and Disarming First Year Students***

First year students usually enter the university without the skills they need to succeed in an academic setting

As educators, we need to discover how to capture their interest and prepare them to enter their second year

Sessions would include:

Working with the short attention span of first year students

Making learning interesting

Making learning relevant

Large, medium and small group work

Leaving No One Behind (ESL, shy, anxious, etc.)

***Brenda Oraziatti & Mina Singh - Leaders in Nursing***

We created a professional DVD to use as a course tool. 18 top nursing leaders were interviewed from all over Ontario. This has never been done before. We hope that faculty from all levels of nursing education will adopt this resource into their courses. All nurses wanting to study leadership can enjoy hearing from the leaders. Nursing leaders are still too quiet a voice, so this resource helps to elevate who they are, their roles, and to hear stories about their conflicts and successes.



## Day 2

### Session 4

#### **William Woolrich - *Teaching and Tweets***

Innovative uses of social media for pedagogical purposes emerge almost daily. This case study examines how Twitter was offered to a third year undergraduate class in social work research methods as an alternative means to gain participation credit. The class has run through several iterations and results suggest that even after an hour-and-a-half of instruction for students on how to use Twitter—including a discussion of some of the advantages of its use, e.g., developing a community of practice—students are reluctant to Tweet for school. This workshop provides an opportunity for attendees to Tweet their participation via a Twitterfall. This technique brings so called backchannel discussions, i.e., those comments and questions that are whispered or articulated after class, to the front channel, i.e., the foreground. This has the potential to open up even richer discussions but also carries risks.

#### **Jelena Zikic & Gunjan Sondhi - *Study-Abroad: A Medium for Internationalization, Experiential Education and Community Based Research***

Study abroad is identified as a key strategy for Internationalization and one of the most important strategic imperatives for York University and LA&PS Faculty. Yet, there is relatively small number of study abroad courses (York Abroad) available. Thus, few faculty members decide to engage in this type of curriculum, which may indicate lack of interest/commitment to international education/study abroad, and/or lack of resources to engage in this type of teaching activities. In addition to the above challenge related to internationalization, Faculty's strategic plan puts equal emphasis on the creation of experiential learning components in our teaching. Short term study abroad, in form of field-classes is a mode through which students can engage in experiential learning. Based on the above rationale, and drawing on one the author's experience of organizing a study abroad program in Berlin, we propose combining internationalization efforts with experiential education involving comparative community based research component.

**Elias Brettler, Asuman Duatepe-Paksu, Marc Husband, Tina Rapke -  
*Co-Teaching With Colleagues in Higher Education***

This session will investigate experiences of co-teaching courses at York University during the 2014/2015 academic year. Marc Husband and Tina Rapke co-teach mathematics education courses, while Elias Brettler and Tina Rapke co-teach a first year mathematics course. Asuman Duatepe-Paksu, a visiting scholar from Turkey, co-teaches with Eli, Marc and Tina. The session will be an interactive panel forum. We will outline some of the ways that co-teaching has enhanced our teaching practices and some strategies that we intend to incorporate to enrich our co-teaching processes. The participants will be invited to ask questions about the session contributors' co-teaching experiences and to share some of their own experiences that have provoked change in their teaching practices. We hope that the session participants will share their experiences and perspectives to further generate and refine our co-teaching strategies and that participants will be encouraged to co-teach in their own courses.

**Ingrid Splettstoesser - *Midterm Analysis -- Sharing and Enhancing Self-Analysis***

Do your students grab their midterms and then hide them away? Encourage individual and group self-analysis with a midterm analysis assignment and presentation. This session will explore experiences from student midterm analysis used in both second year (ADMS 2511) and fourth year courses (ADMS 4551 and 4552) in the last three years. It describes how the assignment was started and evolved, and the types of discussions that students provide at both year levels.

Help students improve their studying and practice habits in time for the final exam. At the same time students are encouraged to keep their studying strengths and deal with their weaknesses. For the instructor, having individual students in trouble assess their midterm examinations using the structure of a midterm analysis assignment helps the instructor provide specific guidance to the student.



**Nicole Bernhardt, Rehanna Siew, Pat Breton, Sandra Smele, Elena Chou -  
*Equity Reading Group***

In this presentation, members of the Equity Reading Group will discuss the origins of their community of practice and the specific practices that sustain their shared commitment to the development of critical pedagogy inside and outside the classroom. Communities of practice provide both emerging and established educators new opportunities for collegial support, collaboration and exchange across disciplines within higher education. Our inter-disciplinary community of practice has benefited immensely from our common interest in anti-oppressive education, and we present our experience here in order to encourage other educators within our university to form communities that will help them develop classroom practices aligned with the advancement of critical pedagogy.

**Session 5**

**Tania Xerri & Pat Bradley - *Online Continuing Education Pilot: Matching Technology with Experiential Learning Needs***

Learner demand for online courses continues to grow with a variety of learning platforms emerging that support teacher and student needs. In the arena of Continuing Education and Professional Development, the demand for hybrid or online courses is ongoing and growing. Using the opportunity of our recent entry into teaching Continuing Education, our need to acquire an online system that would be easily accessed and used by learners, and the requirement that it was interactive and created a sense of community of learners we decided to pursue a system and use it for a pilot of one of our courses. We assessed the needs of our learner and instructor and matched them to systems available to both academic and commercial audiences, setting guidelines for the selection of the final system, and requirements for the learner experience of the system. In our presentation we will share key learning's when integrating technology and online learning to evolve the student experience.



During the session we will outline:


- The decision matrix we used to select system suppliers and make the final selection
- The current on-demand system and how it is hosting courses and more
- How both on-demand and live-synchronous learning can be managed by the instructor/with few resources
- How we use an interactive “flipped classroom” within the system
- Lessons learned when creating interactive synchronous learning

**Deborah Davidson, Heather Garrett, Julie Chambers, Ghazal Haidary, Laura Abate, Alex Dunsmuir, Leah Warren - *Experiential Learning Beyond the Classroom***

York University is a rich environment of diversity, community, and opportunity for its teachers and students, working together beyond the classroom. In this session SUSA executives discuss how participating in their student organization provides opportunities for them to develop and build transferable skills in five specific areas of experiential learning. The following five areas of experiential learning will be addressed by student participants: Leadership and Life Long Learning (L2!); Research; Mentorship; Networking; and Community Involvement. Through their roles as the President, Vice President, or the Directors of Academic Affairs, Recruitment and Mentorship the SUSA executives reflect on ways they continue to develop the skills they have learned beyond the classroom.

**Michael A. Gilbert - *Beyond Critical Thinking***

Critical Thinking is just about the most important course a student can take, and importing it into every subject is to be applauded. There is, however, a lack. That lack is the lacuna between how we teach argument structure, and the actual arguments people use every day. This talk will focus on the difference between arguments as products or artifacts, and arguments as processes or interactions. Tools for teaching interactive argument will be identified.



### **Sara Koopman - *How to Make Wikipedia Edits Work as an Assignment***

I have been having my students do edits on Wikipedia entries related to the course topic for several years now. It is a great way for them to get a stronger grasp of key concepts, see how they are constantly under construction, and contribute to public knowledge. It also makes them more critical users of Wikipedia! I have taught this in several ways and will go over what has worked best, and give participants a taste of the exercises I use to get students inspired and comfortable doing these edits.

### **Jennifer Sipos-Smith - *Answering the Call for Leadership Curricula: How New Demands for Leadership Will Shape our Teaching and Learning***

A key challenge facing post-secondary institutions in North America today, and Ontario in particular, reflects the increasing calls by employers for educators to do more 'job-ready training' with an emphasis on essential skills such as leadership. How have post-secondary institutions prioritized and defined leadership curricula? What are the range and type of leadership programs and initiatives? How do faculty members experience and respond to the call for leadership curricula and how do they foster leadership curriculum? How do institutions measure the impact of leadership curricula in relation to student experience and career preparation? Jennifer Sipos-Smith explores the leadership challenge facing faculty and students today and reflects on how she and her students experience the infusion of leadership curricula into the university classroom.





## Session 6

### **Kerry Doyle - *The New Luddite: Adventures in Online Teaching***

I propose to discuss some of what I have learned from developing an online writing course for the General Education program, being part of the pilot project for Ontario Online, and, more generally, finding my way in the world of eLearning.

I'm never surprised to learn that faculty are skeptical about online teaching—they are, rightly, concerned about whether or not academic standards and meaningful learning can happen online. I want to address this concern by explaining my own (sometimes painful) transformation from being one kind of Luddite—gleefully smug about never having owned a cell phone—into another kind, into the “New Luddite”— and to suggest why being so is not a contradiction for someone teaching online. Indeed, through concrete references to (and mini-tours of) my course Moodle site and online activities, I will suggest why becoming a “New Luddite” may be the best possible paradigm for a “new” way of teaching.

### **Krista Hunt - *Violence on Campus: Strategies for Change***

This session will engage participants in a discussion of how experiential education can be used to address the issue of violence on campus. Krista Hunt will introduce her 2014-2015 Teaching Development Grant project that uses Student Action Projects to combat violence on campus. In small groups, participants will come up with a potential action project stemming from their own experiences of safety and security on campus. Beyond the specific focus on campus violence, there will be time to discuss other ways the action project might be used in their own courses.



### **Yael Machtinger - *Why I Won a Teaching Award***

This will be a workshop discussion reflecting on the strategies, tools, and pedagogic philosophy that made Yael Machtinger this year's recipient of both the Dean's Award for Excellence in Teaching as well as the President's University-Wide Teaching Award.

This session will address Machtinger's teaching goals and beliefs and, in particular, this workshop will explore Machtinger's 'toolbox', 'whole-student approach', and 'results-oriented guidance' methods using teaching anecdotes and in relation to your own students and your roles as TA's.

### **Thiru Kanagasabai - *Prezi Basics for Engaging your Students with Creative Presentations***

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. They 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).



## **Session 7**

### **Dana Craig & Barbara Kerr - *From Tweed to Twitter: Popular Media and Academia***


This presentation will look at the evolution of the academic professors' image in popular media with an emphasis on Hollywood movies. We will examine the journey of the scholar's persona through the last few decades in popular media and we will also explore the possible reasons for the widespread depictions. Through discussion with the audience, we will explore some questions such as "what does this image mean for academia and does it matter?" and "can or should this image be managed?". This session will motivate the audience to think about today's prevalence and power of popular media and the ability of academia to change public opinion.

### **Celia Popovic – *What are Threshold Concepts?***

Ray Land Erik Meyer first identified Threshold concepts as key stages in learning in a discipline in 2005. Since then the concept has been widely used to assist in identifying problematic stages in student learning, and helping teachers to assist students to succeed. In this session we will explore the key ideas that support this concept and begin to identify how this might assist in enabling student success.

### **Wendy McGuire - *Helping Students Tolerate Uncertainty and Advance Critical Thinking Using Non-Violent Communication Tools***

Academic classrooms have traditionally focused on the cognitive aspects of learning. Increasingly, the role of emotion has been found to have a profound impact on learning, as an obstacle and resource. When students are asked to question their own beliefs and worldview, they can experience anxiety, sadness, hopelessness, anger and guilt. This workshop will explore how Marshall Rosenberg's Non-Violent Communication (NVC) Tools can help students to identify and express emotions that arise during learning in order to foster compassion and empathy and advance their critical thinking skills. Preliminary



findings from a study of the use of NVC tools in two undergraduate Social Work classes will be shared.

**Ataur Rahman, Yelin Su, Sairam Chinnam - *Encouraging Collaborative Learning in the Classroom***

Evidence suggests that an active learning environment could lead to enhanced students learning experience and academic performance. As an initial effort to redesign a 4000 level undergraduate course, various active learning and student centered instructional methods were adopted to supplement the lecture sessions. With the support of the Teaching Commons and the Learning technology services, the course director adds five new components to the course

Extending the classroom discussions online to enable deeper student reflections and more meaningful student interactions

Use online peer review and feedback to provide opportunities for effective reflections and interactions

Use group wiki to enable collaboration

Use TURNITIN for efficient assessment

Use BOPPPS method to improve in class performances and interactions.

To gauge potential impacts of these components to student learning, student feedback was collected throughout the semester. This presentation describes and discusses the course, the redesign process, and the analysis of the student feedback.



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