

Task Force on the Future of Pedagogy

YORK

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Task Force mandate

The Task Force is mandated to re-examine the **UAP Priority on 21st Century Learning** broadly, and to consider in particular:

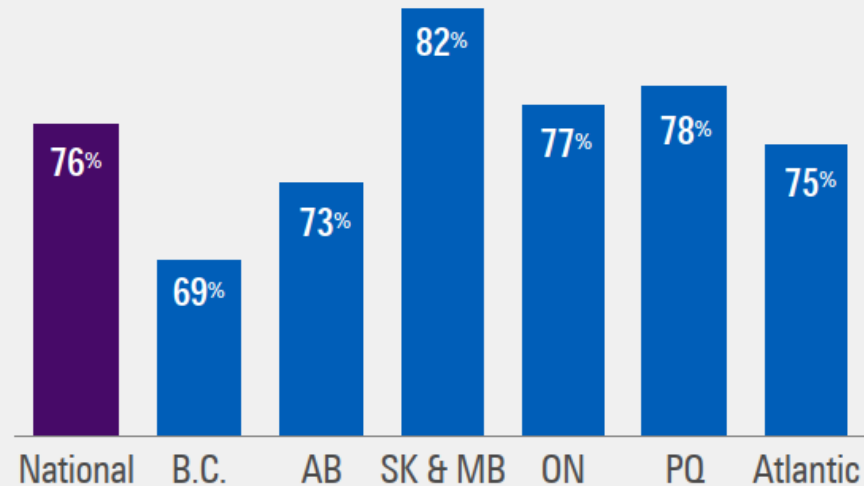
- incorporating attention to the UN Sustainable Development Goals or sustainability education more broadly
- advancing decolonization, equity, diversity, and inclusion in the design of future pedagogy
- the future shape and role of in-person learning as a core element of what York University offers
- how to continue growing experiential learning opportunities, including work-integrated learning, to meet our UAP goal of offering this to every student regardless of program
- how to support the growth of high-quality technology enhanced learning to create additional flexibility for students, while protecting instructor time and energy for the most pedagogically valuable activities
- preserving academic integrity in an era of technological disruption and the implications for assessment of learning

Task Force deliverables

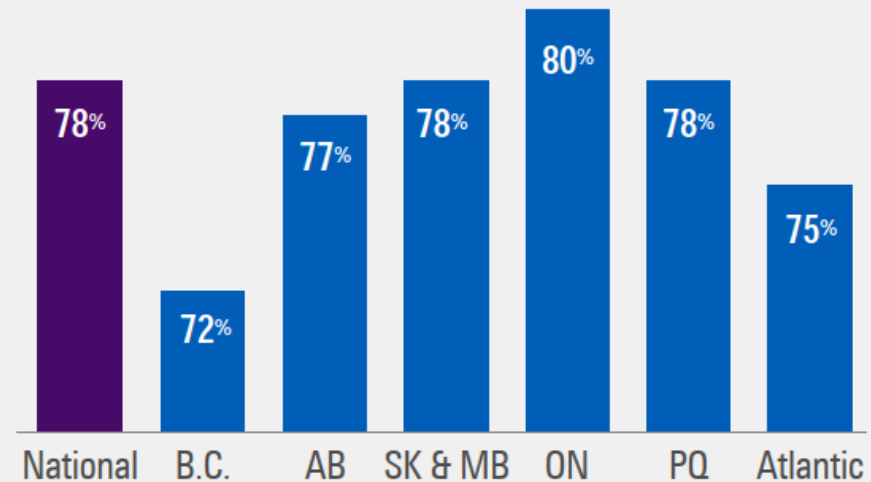
- to foster pan-University collegial discussion of the future of pedagogy including in Senate and its Committees
- to recommend actions that the University should prioritize in order to scale up successful pedagogical adaptations that enhance the quality of learning experiences for York's diverse students as technology becomes ubiquitous in higher education.

Changing student expectations

The university of the future will bear little resemblance to today's educational institutions



The pandemic has fundamentally changed my expectations of my higher education experience



Task Force Working Groups

- Working Group 1: in-person teaching and learning
- Working Group 2: technology-enhanced teaching and learning
- Working Group 3: experiential education and work-integrated learning
- Working Group 4: scaling and sustaining pedagogical innovations
- Working Group 5: rethinking assessments



best practices in teaching and learning (scholarship on teaching and learning)

sector-wide trends in higher education

Preliminary recommendations

available student survey data, or insights from recent student consultations and student focus groups

lived experiences of Task Force members as instructors

examples of pandemic or post-pandemic pedagogical innovations at York

Our students



28%

English as a second language



46%

first generation (neither parent holds a bachelor's degree)



72%

identify as other than White



38%/47%
(1st year/4th year)

financial work obligations most significant obstacle to academics



75%

commute



56%

commute 30 to 40 min. each way (31% > hour)



17%

1st year students live on campus



64%

spend less than 10 hours/week on campus outside the classroom

Preliminary recommendation

Expand and enhance blended learning at the University.

Blended Learning — The Best of Both Worlds

As classroom-based learning and online learning have evolved, the optimal solution that has emerged to give students the best of both worlds is a combination of both.

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Preliminary recommendation

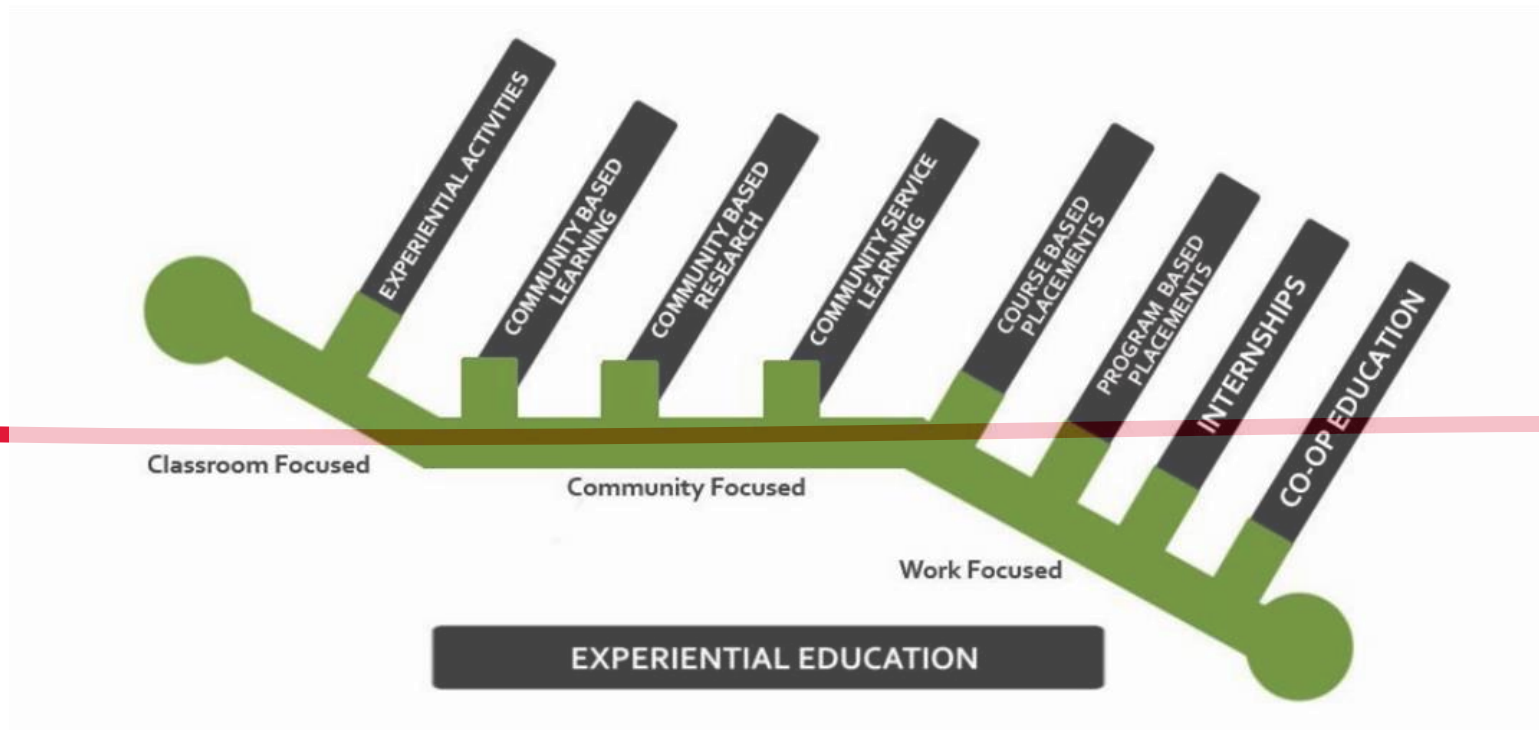
Acknowledge that York's instructors engage in lifelong learning of pedagogy, which requires ongoing professional development and dedicated supports.

Preliminary recommendation

Establish formal linkages between assessments of students and learning outcomes at the course and program levels.

Preliminary recommendation

Accelerate the expansion of community-based experiential education (EE) and work-integrated learning (WIL) opportunities.



Preliminary recommendation

Support AI literacy among instructors, students and staff.

Thank you!

Written feedback can be shared [using this link.](#)