

# Teaching Commons

## Faculty Newsletter

Teaching Commons Faculty Newsletter APRIL 2022

To view all our upcoming offerings, [here is the link to our events calendar](#)



The Teaching Commons is a positive and safe space where faculty, graduate students, and staff from across our campuses can engage in professional development activities related to any aspect of teaching and learning. We offer a broad range of courses, certificates and other programming as well as various additional services, targeted resources, and support for scholarly teaching. Our team is ready to help you explore best practices and innovative strategies, support program renewals and course design, and offer guidance specific to York institutional priorities. We are here to help connect you to a network of colleagues, scholarly resources and evidence-based practice to explore and develop your teaching in new and unimagined ways.



### The Teaching Commons Annual Teaching in Focus Conference (May 11-12, 2022)

#### Pre-Conference Event (May 10, 2022)

TiF 2022 is taking place on May 11 and 12. This year's theme, *Rest, Renew, Revitalize*, calls on us to take a timeout, provide some much-needed self-care, and build personal capacity, with hopes for Revitalization of our teaching, where we give new vigour and energy to our practice. In the true spirit of collective Renewal, York University's Teaching Commons is also partnering with Sustainable Development Goals (SDGs) in the Classroom Community of Practice to present the first Teaching the SDG's Teach In as a pre-conference event, taking place on May 10 and showcasing an array of programming related to the UN Sustainable Development Goals in advance of TiF 2022! Note that advance registration is required for the pre-conference event, though not for TiF itself.

For more information, please visit our conference site:

<https://event.fourwaves.com/tif2022/>

## Return to Campus Debrief: Reflections on the Transition to In-Person Teaching and Learning (10:00-2:00, April 11, 2022)



As another whirlwind semester winds down and we look to shift back to fully in-person, it is important for us to take some time to reflect on the lessons learned from this recent transition of online teaching back to in-person that took place during Winter 2022. The Teaching Commons, the Lassonde School of Engineering, the Faculty of Environmental and Urban Change, and the Faculty of Science welcome you to this STEM-focussed event on April 11 from 10am-2pm for a half-day of fully online discussions and debriefs regarding our collective return to campus and the transition back to in-person teaching and learning.

[Here is the link to learn more and to register.](#)

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## BOLD Institute: Blended and Online Learning Development (April 13-June 2, 2022)



The BOLD Institute is an eight-week, fully online program offered to course directors, graduate student instructors, and teaching assistants as an opportunity to gain both theoretical understanding and practical experience with the pedagogy, planning, and hands-on production involved in designing and assessing eLearning activities in their fully online/blended courses. Upon completion of this course, participants will be better able to apply sound learning theories and pedagogies to design and build various key components or learning objects of fully online/blended modules. No design experience is required.

[Here is the link to register.](#)

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## New course!! SEEDS: Supporting Experiential Education for Diverse Students (Apr. 25-May 27, 2022)



Navigating the complex landscape of accessibility in higher education and in the workplace can be challenging for both students with disabilities and for instructors seeking to support them. These challenges can be amplified in the context of experiential education, as community partners, placement supervisors, and outside experts join the learning environment. In this fully online course, participants will learn in collaboration with their peers and course instructors through ongoing participation in weekly learning activities. Together we will explore key principles and policies, grapple with the complex factors that shape decision making when it comes to accommodation needs, and apply course learning in the creation of concrete, practical resources to use in your own experiential education contexts.

[Here is the link to learn more and to register.](#)

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## Taking It Online: Adapting, Updating, or Transitioning Your Online Course (May 2-27, 2022)



This course can count toward the Certificate of Proficiency in Teaching for eLearning.

Looking to get some hands-on time as you take the next step with your online or remote teaching? Join us for a fully online crash course in the practical pedagogy of eLearning as we use a range of learning activities to introduce core principles and best practices for online learning. Participants will learn by doing as they apply course learning to their own course(s) – whether you are updating or revamping an existing online course, moving a face-to-face course online for the first time, or experimenting with blended or hy-flex learning, this course will support you in developing a robust and pedagogically informed learning environment in eClass and beyond.

Here is the link to learn more and to register.

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## Caring to Teach: Supporting Student Transitions between Teaching and Learning Environments (May 30 – June 30, 2022)



This course can count toward the Certificate of Proficiency in Teaching for eLearning.

This course will focus on helping students make a successful transition between online and face-to-face teaching and learning environments by focusing on caring teaching practices. It will begin by introducing the concept of a Pedagogy of Care in relation to both students and instructors. We will consider challenges and strategies to help make the transition between teaching and learning environments as smooth as possible, while also focusing on the well-being of instructional staff and students. Using this framework of care, the course will also invite participants to reflect on their teaching practices and consider the ways in which these practices might lead to a more flexible course in the future. In this fully online course, participants will learn by doing through ongoing participation in weekly learning activities.

Here is the link to learn more and to register.

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## Instructional Skills for Remote Delivery (Spring & Summer 2022)



During this 2-week online course (approximately 15 hours), participants will work collaboratively in a small group setting to further develop their teaching effectiveness through remote delivery, as well as receiving feedback on teaching strategies and activities. During the first week of the course, participants will engage in daily synchronous sessions during which they will deliver a 15-minute lesson in real time. The second week of the course is entirely asynchronous and requires participants to deliver a second 15-minute

lesson, asynchronously. Participants will receive reflective verbal, written, or video feedback from the other participants who have been learners in the lessons.

[Here is the link to the ISRD registration page.](#)

For additional inquiries, please contact Mandy Frake-Mistak  
[mfmistak@yorku.ca](mailto:mfmistak@yorku.ca)

### NEW RESOURCE! Reflecting On (Your) Practice



The nearing end of term is a great opportunity to reflect, explore, and celebrate our own learning. This newly created resource, *Reflecting On (Your) Practice: A Self-Paced Guide for Engaged Teaching*, is an opportunity to discover and uncover how your teaching practice has developed on your own time, at your own pace. Any feedback or questions can be sent to Lisa Endersby, Educational Developer, [lendersb@yorku.ca](mailto:lendersb@yorku.ca)

[Here is the link to the self-paced resource](#)