

# Teaching Commons

## Faculty Newsletter

### Teaching Commons Faculty Newsletter NOVEMBER 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.



### **Zotero Workshop (November 2, 2022, 12:00-1:30pm)**

This introductory hands-on workshop will teach you how to organize your citations and create your bibliographies with ease. You can do a lot with Zotero! Wednesday, November 2, from 12:00-1:30 pm ETD (Zoom).

[Here is the link to register](#)



### **Academic Integrity & Assessment: Online Workshop Series (Nov. 2, 16, & 30, 2022)**

Join us in November for one, two, or all three online workshops in a series focusing on the intersections between assessment practices and academic integrity, whether you teach in a face-to-face, Hy-flex, or fully online classroom.

**Wednesday, Nov. 2, 2:30-3:30:** [Academic Integrity and Group Work \(Register Here\)](#)

**Wednesday, Nov. 16, 2:30-3:30:** [Academic Integrity and Written Assignments](#)  
([Register Here](#))

**Wednesday, Nov. 30, 2:30-3:30:** [Academic Integrity and Summative Tests and Exams](#)  
([Register Here](#))

*This series is co-hosted by the Teaching Commons and Angela Clark, Academic Integrity Officer in the Office of the VP Academic.*



## **Ada Lovelace Day: Women in Science Wikipedia and Wikidata Edit-a-thon (November 3, 2022, 12:00-3:00pm)**

Ada Lovelace Day is an international celebration of the achievements of women in science, technology, engineering and maths (STEM). Lovelace was a 19th-century English mathematician and writer who also happened to be the very first computer programmer. She wrote what were essentially computer programs for the analytical engine that computing pioneer Charles Babbage was designing but never actually created. Her contributions were largely overlooked – an issue that continues to exist for women in many fields, especially science.

To join the global celebration of Ada Lovelace and to advance the day's goal of increasing the profile of women in STEM, York University Libraries will again host its annual Women in Science Wikipedia and Wikidata Edit-a-thon on November 3, 2022, from 12PM – 3PM EST.

This year's event will be hosted online and encourages anyone to drop-by to contribute, no experience necessary; training will be provided. This year's Edit-a-Thon will focus on creating and improving both Wikipedia articles and Wikidata items about women in STEM fields.

[Here is the link to register](#)



## **Access and Equity in Online Teaching (Nov. 7-Dec. 9, 2022)**

This course can count toward the [Certificate of Proficiency in Teaching for eLearning](#).

As educators, ensuring that we create and support learning environments that are both accessible and equitable is crucial. However, access and equity in eLearning environments can present a unique set of challenges, whether we are creating and sharing course content digitally, engaging students in "hot topics" through discussion forums, or deciding how best to administer high stakes online assessments. In this fully online course, participants will learn by doing through ongoing participation in weekly learning activities. Together we will test out strategies for using online technology to enhance access and support equity, explore relevant principles and frameworks to inform our online teaching, and troubleshoot common challenges.

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

## The Peer-Review Experience (Nov. 24-Dec. 8, 2022)



Instructors at York have several platforms for peer-review available to choose from, including eClass Workshop, PeerScholar, Turnitin PeerMark, and a new pilot offering, Kritik. Whether you are exploring peer-review, -feedback, and -grading for the first time, or you are refining your existing approach, we invite you to join us for an immersive experience as we engage with the pedagogy and practice of peer-based learning. Participants can expect to spend approximately two hours asynchronously engaging in peer-review activities in two online platforms of their choosing, followed by one hour of synchronous online discussion about implications and inspirations for their own teaching contexts.

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

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## Academic Integrity Workshop – November 30, 2022, 12:00-1:30pm



Promote to your students: Don't panic about citations or plagiarism. Come to the Academic Integrity Workshop to figure out how to stop worrying, love citations & avoid plagiarism. Wednesday November 30, from 12-1:30 pm EDT (Zoom).

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

*This workshop is run by York University Libraries and is targeted toward students*

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## Course Design Intensive – December 7 & 14, 2022



This is a one-week intensive and interactive online workshop to get you started designing or updating your course. The workshop is for course directors who would like to enhance an existing course or create a new course design. Packed with creative and practical advice for developing your course, we will cover principles of inclusive course design, assessment and feedback, active learning and engagement strategies, and provide you with the support and resources you need. Please note this is not about remote design and delivery per se, but is about the basis for all instruction.

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

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## 2022 Open Education Training Program for YorkU Instructors



This training supports instructors who are interested in learning more about OER and incorporating them into their courses. The program is offered in eClass, consisting of 4 modules (OER 101, Copyright & Open Licensing, Finding & Evaluating OER, and Adapting & Creating OER) with two options for engagement.

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

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## Committee Member Invitation

Engaged Teaching and Learning is integral to the work of York University and the Teaching Commons is committed to support this endeavour. The commons offer a diverse set of professional development opportunities, that vary on the needs of instructors, to advance teaching and learning on campus and as part of the broader post-secondary teaching community.

To further delineate the different ways that the Teaching Common's supports scholarly teaching we are drawing together a committee to outline different competencies and practices contained within our programming and we are seeking committee members interested in contributing to this process, and by extension to our vibrant teaching community. Our aim is to co-develop, together with educators, students, and teaching and learning staff, a competency framework that makes explicit the valuable knowledge, skills, and attributes York instructors strive for in their pursuit of teaching effectiveness.

If you are interested in participating, please forward your contact information to: [fisherl@yorku.ca](mailto:fisherl@yorku.ca).

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## Workshop: Strategies for Meaningful Feedback on Student Reflection

Experiential education can be a transformative learning experience for many students. However, "just thinking or having an experience do not necessarily result in learning, but rather critical thinking and reflection support and facilitate the learning process." (Whalen & Paez, 2019, p.56) Critical reflection can help students "integrate new understanding into [their] experiences in order to better choices or actions in the future as well to enhance [their] overall effectiveness." (Rogers, 2001, p.41)

Students engaged in experiential learning use critical reflective activities as spaces to work through their learning. In this workshop, we will discuss strategies for providing meaningful feedback on student reflection and consider how this feedback can create space for authentic (sometimes ungraded) formative assessment

This workshop will be offered in two formats, once in person and once online (via Zoom).

[Here is the link](#) to learn more and to register for the IN PERSON session (Wednesday, November 2 12:30-2pm).

[Here is the link](#) to learn more and to register for the ONLINE session (Wednesday, November 9 12:30-2pm).



