Call for Proposals: 2023 Teaching in Focus Conference (May 9-10)

York University’s 2023 Teaching in Focus Conference, hosted by the Teaching Commons, invites you to join us in exploring balance at this moment in postsecondary education, through scholarship, accounts of teaching practice, reflections on teaching/learning identities, discussion with colleagues, or engagement with student perspectives.

All York University faculty, instructors, administrators, staff, librarians, graduate and undergraduate students, and post-doctoral scholars are welcome to submit a proposal to one or more of the session formats described in the call for proposals. **Note that all session formats are in-person.** To submit a proposal, please submit online no later than February 24th, 2023.

[Here is the link to submit your proposals](#)

Experiential Education (EE) Faculty Celebration (February 9)

The EE Faculty Celebration Event highlights diverse examples of classroom-focused, community-focused, and work-focused experiential education (EE) and how faculty members have engaged employer and community partners in facilitating innovative EE opportunities. The event will provide a chance to network with faculty members who have developed and facilitated these opportunities for their students. This event is focused primarily for our faculty and staff colleagues engaged with and interested in experiential education.

This multi-disciplinary, annual event will be held on **February 9, 2023 from 1:00 p.m. to 3:00 p.m. via Zoom.**

[Here is the link to register](#)
Critical Reflection as a Learned/Learning Activity (February 1 & February 8)

Students engaged in experiential education activities often benefit from opportunities for critical reflection. These reflection activities can encourage students to make meaningful connections between experiences and course material, while also developing skills in critical thinking, communicating new insights, and using new ideas to inform future actions.

In this workshop, we will engage in discussions and hands-on activities designed to explore frameworks for critical reflection and activities for encouraging critical reflection to encourage meaningful learning in the classroom. **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 ONLINE session](#) (Wednesday, February 1st from 10-11.30am on Zoom).

[Here is the link to learn more and to register for the IN PERSON session](#) (Wednesday, February 8th from 10-11.30am on campus (Keele)).

Critical Learning Skills Through and for the Sustainable Development Goals (Online) (Feb. 15, 10:00-11:00)

In this installment of the [SDGs in Teaching and Learning Workshop Series](#), we look beyond curricular connections to the SDGs to the essential learning skills that are needed to ultimately achieve the SDGs. Using the UN Competences for Education in Sustainable Development as a starting point, we will extend the relevance of the SDGs to encompass courses and disciplines that are a less obvious fit. Regardless of your course content, you can help your students develop skills and attributes to enable them to work towards meeting the SDGs targets, throughout their time at university and beyond. This workshop series is co-developed by the Teaching Commons and the “SDGs-in-the-Classroom” Curricular Innovation Hub.

[Here is the link to learn more and to register](#)
Strategies for Meaningful Feedback on Student Reflection (February 15 & March 1)

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 ONLINE session (Wednesday, February 15th from 10-11.30am on Zoom).

Here is the link to learn more and to register for the IN PERSON session (Wednesday, March 1st from 10-11.30am on campus (Keele))

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Teaching Wheels 2023 (February 13 to June 16)

Inspire and refresh your teaching in 2023 with Teaching Wheels! Interested in seeing how other faculty at York are designing and delivering their courses? Want to get some feedback about an aspect of your own teaching? Join us for this flexible peer-observation program in which participants observe each other’s courses as guests. Together we will take stock of different approaches to teaching practice, share strategies, feedback, and insights with one another, and enhance our own teaching through dialogue and reflection.

This program is designed to accommodate participants teaching in either (or both) the Winter or Spring semesters, whether in online, blended, or face-to-face courses. All peer observations are coordinated to meet the needs of participant schedules. All other program activities can be completed asynchronously online, with options for synchronous online participation throughout.

Here is the link to learn more and to register.
**Food for thought**

A brand-new series from Teaching Commons that explores complex, emerging, and innovative theories and concepts in pedagogy through simple, easy-to-understand, and judiciously short three-pager handouts. Whether you are seeking a jumping board for expanding your professional horizons or merely looking for a quick summary of something you have barely heard of before, these handouts offer you a convenient first step by distilling hundreds of pages of professional literature into a compact resource.

[Here is the link to the Food for thought series](#)

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**BOLD Institute: Blended and Online Learning Development (February 22 -- April 13)**

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 learn more and to register](#)

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**Assessing Learning Online: Grading, Evaluation, and Feedback (Online) (Feb. 21-Mar. 24)**

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

Research suggests that frequent feedback on learning progress is key to student success in online learning. However, assessing student learning remotely can also be challenging, whether you are looking to give weekly graded feedback or are grappling with how best to ensure academic integrity for a final exam. In this fully online course, participants will learn by doing through ongoing participation in weekly learning activities. Together we will test out strategies for maximizing feedback to students while keeping the workload manageable, explore principles and tools to streamline grading, apply best practices for designing online assessments, and troubleshoot common challenges.

[Here is the link to learn more and to register](#)
Artificial Intelligence and Academic Integrity: Mitigating the Risks (Feb. 23, 10:00-12:00)

AI-powered chatbots generate responses on demand and can be used to facilitate student cheating on tests and assignments, for example, by generating essays, computer code, and solutions to math problems. This session covers the capabilities of AI technology along with its limitations and provides instructors with some strategies to prevent cheating from occurring, including ways to restructure assessments and ways to leverage these tools as a learning resource. Additionally, we will discuss how to detect when students have used these tools to gain an unfair academic advantage. This session includes a demonstration of AI technology, an overview of strategies, and a chance to discuss various approaches with colleagues.

Time: Thursday, February 23 from 10 am to noon

Here is the link to register.

Winners Roundtable: Reflections from Teaching Award Recipients (February 28, 2023, 13:00-14:30)

21st Century Learning is one of the six priorities for action in the York University Academic Plan (2020-2025). Teaching is central to what we do to support our students today and tomorrow. The impact and legacy of our collective work as Scholarly Teachers, our dedication to student learning, and our commitment to teaching and learning and the student experience matter and deserve to be acknowledged and celebrated. Join us on February 28th from 1:00-2:30PM for a virtual panel session composed of teaching award recipients, where we will engage as a teaching and learning community in discussions about teaching and learning and about the significance of teaching awards.

This panel kicks off a series of monthly events supporting faculty who wish to apply for internal or external teaching awards. For more details and dates, please, please visit https://www.yorku.ca/teachingcommons/support-for-internal-external-teaching-awards-nominations/.

Panelists:
Eric Armstrong (AMPD Senior Teaching Award)
Bridget Cauthery (University-Wide Teaching Award)
Danielle Robinson (Airbus Global Engineering Deans Council Diversity Award)

Facilitator:
Matthew Dunleavy (STLHE D2L Innovation in Teaching and Learning Award)

Here is the link to learn more and to register.
Decolonisation, Equity, Diversity & Inclusion in Teaching and Learning Community of Practice – Upcoming Online Events

The DEDI in Teaching and Learning CoP is invites you to join us for several exciting upcoming sessions:

- Thursday, Feb. 23rd, 1:00-2:00: Insights from the Trauma-Informed Pedagogy Reading Group
- Thursday, Mar. 23rd, 1:00-2:00: Connecting with Cora Coady, Indigenous Teaching and Learning Librarian at York
- Thursday, Apr. 27th, 1:00-2:00: Arts-based session on creating spaces full of CARE with Patricia Ki (York University)
- And watch out for our conference in May!

[Here is the link to register to join one or all of these upcoming sessions.]

Future Award Winners Mixer (March 28, 14:00-15:30)

We invite everyone applying to internal and external teaching awards for the 2023-24 academic to join us for a chance to meet fellow applicants and start to build connections for support.

Come prepared to talk about which award(s) you are considering applying to and we start to plan timelines and develop plans for building dossiers and applications. If you do not have a target award, you are still more than welcome to join us.

**Time:** Tuesday, March 28th from 2:00pm-3:30pm online via Zoom.

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