

# Teaching Commons

## Faculty Newsletter

### Teaching Commons Faculty Newsletter April 2023

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.

### **TiF Reads: Submit your Contender by April 7, 2023**



New to York's Teaching in Focus Conference this year, we invite you to champion the teaching/learning related resource that most inspired and engaged you over the past year(s). This might be a book, a chapter, a journal article, or another resource – if it challenged you to think differently and got you excited about teaching in new ways, we want to hear about it! We will select champions to introduce their chosen reads via the Teaching Commons blog in the weeks leading up to TiF. During TiF, you will also participate in an in-person panel from which only one champion, and one read, will emerge victorious!

[Here is the link to learn more and to submit your contender.](#)

## Teaching Wheels 2023 (April 10 to June 16, 2023)

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. If you are teaching in May-June 2023, you are welcome to join this year's cohort – **simply register before April 7<sup>th</sup>!**

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

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### Instructional Skills Workshop (ISW): IN-PERSON, April 13, 18, & 20

This ISW is an intensive, 3-day peer-based workshop. You will teach 10-minute lessons on each of the three days and receive feedback from peers. There will be plenty of opportunities to further develop your teaching effectiveness individually and collectively.

Required workshop dates: Thursday, April 13; Tuesday, April 18; and Thursday, April 20; from 9:00am-4:30pm ET in York Lanes Room 280A.

[Here is the link to learn register.](#) **Registration closes on Wednesday, April 5, 11:59pm ET.**

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### Reflecting On Our Practice: Teaching Philosophy Workshop (April 18, 2023, 14:00-15:30)

A teaching philosophy statement is a unique and personal statement about your beliefs and values in teaching and learning. Although we teach every day and act in ways we believe in, it isn't always easy to articulate these beliefs and values. We invite participants to bring a pre-existing (perhaps from a Tenure & Promotion file, job application, etc.) or draft teaching philosophy statement to workshop with colleagues and educational developers.

During the session, you'll have an opportunity to engage in activities designed to help you identify and articulate your beliefs and values in teaching and learning. Through appreciative inquiry, guiding questions, interviews and reviewing teaching philosophy statements you will be able to explore your own beliefs and values and identify what you may wish to include in your own teaching philosophy statement.

This session takes place on **April 18th, 2023 from 2:00pm-3:30pm** online via Zoom. A Zoom link will be shared via email closer to the session date.

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

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### **Exploring the Sustainable Development Goals through Experiential Education (Apr. 19, 10:00-11:00)**

In this final installment of the [SDGs in Teaching and Learning Workshop Series](#), we wrap up our semester of workshops with an exploration of what it means to combine the SDGs with Experiential Education. Whether you want to connect an existing EE course to the SDGs, or bring an experiential component to SDG-related content, we invite you to join us for a conversation about how these two pedagogical powerhouses can enrich and deepen one another.

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

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### **Teaching in Focus Conference (Registration deadline April 28th, 2023)**

York University's 2023 Teaching in Focus Conference (TiF) is now open for general registration. As we return to gathering in person, we look forward to thematic parallel sessions including presentations on lessons from COVID, students as partners and student leadership, engaging learners, STEM classrooms, belonging, care and community, scholarship of teaching and learning, assessment practices and strategies, and presentations from AIF-funded projects. Keynote and plenary speakers will be announced shortly.

We invite you to join us on May 9 and 10 in **exploring balance** at this moment in postsecondary education. If you plan on attending this in-person event, please **register before April 28<sup>th</sup>**!

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



## **Taking It Online (The ChatGPT Edition): Adapting, Updating, or Transitioning Your Online Course for Generative AI (May 8-June 2, 2023)**

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

Looking to get some hands-on time as you respond to ChatGPT and other generative AI tools in your online, blended, hy-flex, or flipped teaching? Join us for a fully online course in the practical pedagogy of eLearning in the age of artificial intelligence. We will explore a range of topics and resources to determine what this new technology will mean for your course policies, your assessments, and your teaching strategies. Participants will learn by doing as they apply course learning to their own course(s) – whether you are new to generative AI or already using it in your classroom, this course will support you in developing a robust and pedagogically informed approach to its many facets and implications.

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

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## **Formative Classroom Observations**



The Teaching Commons is offering colleagues who teach at York (Course Directors) the opportunity to participate in a formative teaching observation. This process is not a formal evaluation or assessment, but rather a voluntary and collaborative activity designed to inspire a reflective dialogue on classroom teaching. Observations can be done in an in person (face to face) class or a synchronous (live) online class. You may also wish to add your liaison Educational Developer to your eClass site as an auditor to review the overall organization of your site or a particular eClass activity, or to have the Educational Developer observe any combination of synchronous and asynchronous remote and/or in person engagement.

[Here is the link to request an observation.](#) For more information, please contact Lisa Endersby, Educational Developer, at [lendersb@yorku.ca](mailto:lendersb@yorku.ca).

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## Do you have an Interest in Student Career Development?

Your insights and experiences matter! If you are a faculty member currently teaching a 2<sup>nd</sup> or 3<sup>rd</sup> year undergraduate course, regardless of discipline or field, you are invited to participate in this study on how specifically and to what extent **teaching faculty intend to influence student career development** in undergraduate courses. The study includes a 7-10 min confidential online survey. This study has been reviewed and received ethics clearance through the University of Toronto and will be supervised by Clare Brett, PhD, Ontario Institute for Studies in Education, University of Toronto.

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

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