Teaching Commons
Faculty Newsletter

Teaching Commons Faculty Newsletter February 2024

To view all our upcoming offerings, <u>here is the link to our events calendar</u>

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 <u>broad range of courses, certificates and other programming</u> as well as various additional <u>services</u>, targeted <u>resources</u>, and <u>support for scholarly teaching</u>. <u>Our team</u> 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.

Call for Proposals: 2024 Teaching in Focus Conference (May 8-9; Deadline for proposal submission February 29th, 2024)

York University's 2024 Teaching in Focus Conference, hosted by the Teaching Commons, invites you to join us in *Engaged Teaching in Times of Crisis* 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 <u>call for proposals</u>. ***Note that all session formats are***

in-person. To submit a proposal, please submit **online no later than February 29th, 2024.**

Here is the link to submit your proposals.

Trauma-Informed Pedagogies Workshop Series – Experiential Education & Academic Integrity (ONLINE ~ February 15th & 27th, 2024)

This 10-part workshop series will introduce participants to the topic of trauma-informed teaching and offer practical strategies for supporting students and themselves while developing a trauma-informed classroom. Through participation in active learning activities, reflective discussions, and collaborative conversations, participants will explore how to apply learned strategies in their own teaching contexts and consider their own personal parameters within their teaching. **Our February sessions focus on Experiential Education (February 15th) and Academic Integrity (February 27th).** Please register using our registration form.

This workshop series is co-organized and co-facilitated by the Teaching Commons and the Centre for Human Rights, Equity, and Inclusion.

Equity, Diversity, and Inclusion (EDI) and Academic Integrity: Making the Connection (ONLINE ~ February 19, 10:00-11:00am)

This session examines why equity, diversity, and inclusion (EDI) needs more consideration when it comes to matters of academic integrity. Although research investigating the intersections between EDI and academic integrity is lacking, we will discuss how certain groups of students are over-represented in academic misconduct investigations and will outline some reasons for why this occurs. We offer ways to address academic integrity more equitably from both institutional and instructional perspectives. Finally, we draw on Universal Design for Learning (UDL) principles that support academic integrity and help expand the potential for engagement, learning and success for all students.

Please register using our registration form.

Academic Integrity & Artificial Intelligence: Where are we now? (ONLINE ~ February 20th, 2024, 10:00-11:30)

Join us for an update on how generative AI has evolved over the past year, including an overview of its current capabilities and challenges to academic integrity. We will learn ways to identify and mitigate types of academic misconduct that can occur using these tools, and will go beyond to explore teaching and assessment strategies that can not only support academic integrity but can also help build critical digital literacy regarding generative AI. This interactive session will provide strategies and resources related to generative AI and academic integrity, with the opportunity to explore case scenarios and discuss related approaches with colleagues.

Click here to register for this workshop.

Ungrading Workshop (ONLINE ~ February 20th, 2024, 1:00-2:30pm)

Ungrading is more than just the latest trend in higher education. Moving from 'alternative' assessment to mainstream practices, this approach offers a practical solution to many of the challenges posed by traditional grading.
Ungrading is an umbrella term for a variety of learning-focused evaluation strategies that share an ideology: to reduce the pressure of grades while increasing students' sense of agency in their learning. Ungrading strategies can be implemented in classes of all sizes and disciplines and have many variations (i.e., self-assessment, peer assessments, formative assessments etc.) that can be customized to suit the size and level of the course. Whether you are just learning about ungrading or have questions about school policies or resources to support existing practices, join us for a virtual workshop to learn, share and explore alternatives to traditional grading.

Please note: This workshop is also being offered in French – see below for details.

Here is the link to learn more and to register.

Critical Reflection as a Learned/Learning Activity (ONLINE ~ February 21, 2024, 10:00-11:30am)

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 that can be used to help students develop important skills to support their own reflective practice. Activities for encouraging critical reflection will also be explored as strategies to encourage meaningful learning in the classroom.

Here is the link to learn more and to register.

Atelier sur l'ungrading (EN LIGNE ~ 22 février, 2024, 10:00-11:30)

L'ungrading, terme qui n'a pas encore de bonne traduction en français, n'est pas seulement la dernière tendance à la mode au niveau postsecondaire. Il s'agit d'une approche bien implantée qui présente des solutions pratiques à certaines problématiques rencontrées lors des évaluations.

L'ungrading comprend plusieurs modes d'évaluation centrés sur la population étudiante, dans le but de réduire le stress lié aux notes tout en accroissant la motivation étudiante. De telles pratiques (dont l'auto-évaluation, l'évaluation par les pairs, les évaluations formatives) peuvent être appliquées dans des classes de toutes les tailles, quelle que soit la discipline enseignée.

Que vous découvriez l'existence de l'ungrading ou que vous ayez des questions spécifiques sur les politiques universitaires qui l'encadrent ou sur les ressources disponibles, inscrivez-vous à cet atelier pour en découvrir plus.

Veuillez noter : cet atelier est également proposé en anglais – voir ci-dessus pour plus de détails.

Inscrivez-vous ici.

Strategies for Meaningful Feedback on Student Reflection (ONLINE ~ February 22, 2024 12-1:30pm)

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.

Here is the link to learn more and to register.

Designing Interactive OER with H5P (ONLINE ~ February 22, 2024, 2:00-4:00pm)

Are you interested in creating modular open educational resources (OER) for your courses and teaching? York Libraries hosts York's eCampusOntario OER Rangers, **Charlotte de Arajuo** and **Stephanie Quail,** for this interactive Zoom workshop where you will learn about: open licensing basics for creating modular OER; adult learning theory principles; how to design and develop content in eCampusOntario's H5P Studio, an open-source software; and how to embed your H5P resources into eClass. This hands-on session will provide attendees with the opportunity to learn more about H5P and build an interactive OER they can use in their teaching.

Here is the link to register.

Assessing Learning Online: Grading, Evaluation, and Feedback (ONLINE ~ Feb. 26-Mar. 29, 2024)

This course can count towards 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.

Critical Digital Literacy and Generative AI: A Conversation (IN PERSON ~ March 27th, 2024, 9:00-10:30)

Educators and students alike are feeling the pressure to develop new critical literacy skills in response to the challenges and opportunities posed by generative AI. How do we ensure that our own understanding of this new landscape is sufficiently up to speed? How do we support our students in becoming informed and critical consumers of increasingly omnipresent AI technologies? We invite all who teach at York to join this in-person conversation in which we will share teaching strategies, crowdsource resources, and discuss priorities and principles to inform our future classrooms.

Click here to register in this workshop.

Share Your Perspectives!

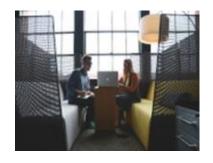- **On Alternative Assessments:**

Have you already been experimenting with alternative grading (peer assessments, self-assessments, ungrading)? We want to hear from you! The Teaching Commons is working on new resources to support this work. We want to know more about your experiences, needs and concerns– please take a few minutes to fill out this short survey to help us help you!

Survey link: https://forms.gle/UnpTYJPpepGiakZ29

- **On Generative AI:**

What are your top concerns and questions regarding the use of generative AI in postsecondary teaching and learning? What are you hearing from your students? We are currently conducting a broad needs assessment that will help us develop effective and timely resources and programming to support York University educators in responding to the challenges and opportunities posed by this technology. Let us know what you need by completing a brief survey! Sign-in with York ID is required, but all responses are anonymous.

Survey link: https://forms.office.com/r/005pe5Cg81

Work With the Student Consultants on Learning and Teaching

Thanks to the Academic Innovation Fund (AIF), the Teaching Commons has hired our first group of Student Consultants on Learning and Teaching. The work these Student Consultants undertake is as diverse as the needs of our community: from student-centered syllabi review and classroom observations to resource creation and assessment discussions, Student Consultants work in partnership with Educational Developers to respond to the teaching and learning needs of York students, faculty, and staff.

Here is the link to learn more and to register.

If you have any questions, you can contact Matthew Dunleavy, Educational Developer at mdunleav@yorku.ca or Lisa Endersby, Educational Developer at lendersb@yorku.ca

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

TA Mentorship Strategy #7: Provide Feedback on TA Teaching

Course directors can mentor TAs in the classroom by providing feedback on their teaching performance. Teaching is a skill that takes time to develop, and it is a process that improves with practice and experience. Offering constructive feedback to TAs and identify areas of strength and opportunities for growth, responding to their

questions and concerns, and encouraging them to actively reflect on their own teaching practices can be influential in shaping their attitudes towards teaching and learning in post-secondary contexts.

Tips for incorporating this strategy:

- Offer to observe TAs in their tutorials or lab demonstrations and provide oral feedback to TAs to stimulate critical reflection on teaching.

- Circulate an anonymous survey at the midterm, with both open-ended and specific questions, so TAs can receive feedback from their students.

- Provide written summative feedback to TAs at the end of the course so they can include that evaluation in their professional teaching dossiers.

Further Reading

University of Toronto - How to Enhance the Teaching Competencies of Your TAs

https://teaching.utoronto.ca/resources/enhance-teaching-competencies-of-your-tas/