

Teaching Commons

Faculty Newsletter

Teaching Commons Faculty Newsletter March 2024

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.



Teaching Commons' Inaugural Teaching and Learning Day! (IN PERSON - March 27, 2024)

Exploring themes of artificial intelligence, reflection, feedback, care, and DEDI, this is an opportunity to step away from our screens and engage in live dialogue, connection and hands-on learning. Whether you join for one session or mix and match for a full day of diverse knowledge-sharing opportunities, we hope to see you there! **Note: all sessions and gatherings will take place in person at the Victor Phillip Dahdaleh (formerly TEL) Building, Keele Campus (refer to [campus map](#)).**

Please see below for the list of offerings and registration information.

- Critical Digital Literacy and Generative AI: A Conversation (9:00-10:30am, Room DB 1014). [Register](#).
 - Critical Reflection as a Learned/Learning Activity (9:00-10:30am, Room DB 1012). [Register](#).
 - Strategies for Meaningful Feedback on Student Reflection (10:30-12:00pm, Room DB 1012). [Register](#).
 - Caring to Teach, Community Connection Session (11:00am-12:00pm, Room DB 1014). [Register](#).
 - DEDI Community of Practice Drop-In Social (1:00-2:00pm, Room DB 1014). [Register](#).
-



Call for Collaborators: DEDI Community of Practice 2nd Annual Conference (HYBRID - May 27 & 28, 2024)

Join us for our second annual Decolonization, Equity, Diversity, and Inclusion (DEDI) Community of Practice Hybrid Conference happening on May 27 & 28! For our second conference, we want to grapple with the work of DEDI in our spaces of teaching and learning and we invite you to pitch us what you want to talk about in our theme of 'spaces'. What comes up for you when you think about DEDI spaces? What do you dream about in and outside of these spaces? We want to leave the theme intentionally open to allow for collaborators to collectively build the space together.

Proposal submissions are due no later than Tuesday, April 2, 2024.

Submit your proposal using our [online form](#).



Effective Classroom Facilitation: Managing Disruptions, Addressing Controversial Topics, and Supporting Equity-Deserving Students (IN PERSON - March 14, 2024 - 10:00am-12:00pm)

In this interactive session, we will offer tools, resources and strategies to co-construct guidelines, manage challenging situations and classroom power dynamics, empower students to problem-solve, and support inclusive classroom environments. We will discuss strategies to engage intentionally with fraught and high-stakes conversations with empathy and thoughtfulness. Lastly, we will provide opportunity to share challenges and strategies and discuss university supports and resources. Facilitated by Nona Robinson, Vice Provost Students, in collaboration with the Teaching Commons

Date: Thursday, March 14, 2024

Time: 10am-12:00pm

Location: In-person at DB 1014 (Victor Phillip Dahdaleh Bldg. (former TEL Bldg.)

[Please use this link for more info and to register](#)



**Equity, Diversity, and Inclusion and Academic Integrity: Making the Connection
(ONLINE - March 19, 2024 - 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.

This workshop will be held online via Zoom on March 19 from 10:00-11:00am ET.

[Please register using our registration form.](#)

This workshop will be facilitated by Angela Clark, Academic Integrity Specialist.



**Student Perspectives on GenAI: Upcoming meeting of the Generative AI Pedagogies
Community of Practice
(ONLINE - March 21st, 2024 - 3:00-4:00pm)**

As we contemplate the different ways in which generative AI is changing the way we teach, so are students thinking about and adapting how they use technology in their studies and beyond. During this session, we will hear from York University undergraduate students on their attitudes toward and common uses of generative AI. Topics explored may include creativity and innovation, accessibility, educational supports, policy and regulation, job preparedness, and more. This wide-

ranging panel discussion will help educators connect meaningfully with student perspectives as they continue to respond to the challenges posed by generative AI.

[Click here to join the community of practice and learn more.](#)



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 #8: Encourage Critical Self-Reflection

Course directors can mentor TAs by providing opportunities to engage in critical self-reflection. Actively reflecting on one's teaching practices has several benefits. First, the process helps TAs identify areas of strength in their teaching that they can continue developing. Second, this increased self-awareness allows them to identify areas for future growth. Finally, the sooner TAs begin reflecting on their pedagogy, the sooner they can cultivate their unique pedagogical style and identity in the classroom.

Tips for incorporating this strategy:

- Encourage TAs to establish short-term and long-term goals that can be evaluated and refined throughout the course of the semester (e.g., mid-term goals and goals for the end of the term)
- Suggest creating a progress journal, related to teaching and learning, to help TAs set goals and to reflect upon the skills they are developing in their role
- Check-in with TAs on a monthly basis to provide additional support and to offer feedback on their teaching practices

Further Reading

Henderson, B. (2010). Mentorship of Graduate Teaching Assistants: Effects on instruction and a space for preparing to teach adults. *Studying Teacher Education*. 6, 245-256.
10.1080/17425964.2010.518665.