

Teaching Commons

Faculty Newsletter

Teaching Commons Faculty Newsletter October 2024

To view all of 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.



BOLD Institute: Blended and Online Learning Development (Online: October 16 – December 4)

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.

To learn more and to register, review [our registration form](#)



Critical Reflection as a Learned/Learning Activity – Fall 2024 (In Person: October 23)

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

Time: Wednesday, October 23, 10:00 a.m. -- 11:30 a.m.

Venue: Room 1014 in Victor Phillip Dahdaleh (formerly TEL) Building

To learn more and to register, review [our registration form](#)



Strategies for Meaningful Feedback on Student Reflection (In Person: October 24)

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.

Time: Wednesday, October 24, 1:00 p.m. -- 2:30 a.m.

Venue: Room 1014 in Victor Phillip Dahdaleh (formerly TEL) Building

To learn more and to register, review [our registration form](#)



Teaching with Videos: A Practical Introduction (In Person and Online: November 4, 5, 6)

Are you thinking about incorporating videos into your teaching, but not sure how to do it? Do you find video editing software too complex to use, with a scary-step learning curve? Would you like to utilize your lectures recorded in Zoom or Panopto, but need to ‘massage’ their looks and content a bit? Are you curious about how to add animation and fancy graphics to your videos simply, just by using PowerPoint?

This workshop will take place on

- Monday, November 4, 2024, from 10am-12pm in the Victor Philip Dahdaleh Building (88 The Pond Road), room 1014
- Tuesday, November 5, 2024, from 10am-12pm in the Victor Philip Dahdaleh Building (88 The Pond Road), room 1014
- Wednesday, November 6, 2024, from 10am-12pm online over Zoom

This workshop will employ royalty-free applications in a **Windows environment**. (Please note that a **Windows PC and a headphone will be required** for participation). Our workshop will be **held in-person on-campus for the first two days, wrapped up by a virtual/online troubleshooting session on the third day**.

To learn more and to register, review [our registration form](#)



Engagement Strategies for Teaching Remotely (Online: November 18 – December 13, 2024)

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

Join us as we explore the challenges and barriers to engaging students remotely. You will be introduced to the TEC-VARIETY framework, which offers evidenced-based solutions. You will explore this framework on your own, and collaboratively with a small group of your peers, to discover how you can add some TEC-VARIETY to your blended, online, or remote course(s) to increase learner engagement and motivation.

To learn more and to register, review [our registration form](#)



Film Screening & Discussion (IN Person: October 3, 2024)

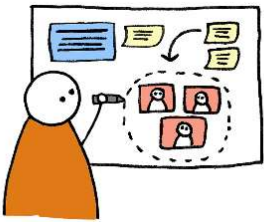
Join us for a film screening and discussion of “Nectar”, a short film which touches on the intersections of racism, anti-fat bias, and colonialism, and explores liberatory possibilities through alternative narratives and arts. The discussion following the film will explore these themes further, including how these issues emerge in our classrooms, in our institutions, on campus, and in our own lived experiences.

Time: Thursday, October 3, 2:00pm ET

Venue: Victor Phillip Dahdaleh Building Room DB 1014

No registration required, just come by!

This session is organized by the Centre for Human Rights, Equity, and Inclusion, in collaboration with the Teaching Commons.



Classroom Observations for Formative Feedback

The Teaching Commons offers 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.

To request an observation, please [complete the Observation Request](#)



New Resources: Student Perspectives on Learning & Teaching

Over the past academic year, the Teaching Commons hosted a group of Student Consultants on Learning & Teaching. Their work included the development of resources that curate a variety of student perspectives on teaching and learning.

To learn more, explore our [Students as Partners page](#)