

Teaching Commons

Faculty Newsletter

Teaching Commons Faculty Newsletter February 2024

To view all our upcoming offerings, [visit 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. Connect with us for best practices and innovative strategies, support with program renewals and course design, and guidance specific to York institutional priorities.



NEW: Request Teaching Commons Support

The Teaching Commons has a new way for you to connect with us! Just click on the “Request Support” button on our home page to share your needs via our new web form. We will connect you with the resources and expertise you need within 2 business days.



Assessment in the Time of AI Hack-a-thon (ONLINE or IN PERSON ~ February 14, 2025)

Are you wondering how to re-work your assessments, teaching activities, and/or course curriculum to incorporate AI or account for students’ use of AI?

This event is an opportunity for instructors to workshop and rethink their assessments and course curricula to address students’ use of

GenAI in academic work and/or integrate GenAI into assessments or other teaching activities.

To learn more and register, [visit our registration form](#).



Applying DEDI in Teaching and Learning in STEM (ONLINE ~ February 20, 2025, 10-11:30)

This workshop will focus on applying and enhancing the application of Decolonizing, Equity, Diversity, and Inclusion (DEDI) principles into teaching and learning in STEM (Science, Technology, Engineering, and Math) classrooms through a strengths-based approach.

To learn more and register, [visit our registration form](#).



BOLD Institute: Blended and Online Learning Development (ONLINE ~ Feb.26–April 16)

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 register, [visit our registration form](#).



Critical Reflection as a Learned/Learning Activity (IN PERSON ~ February 5, 2025, 10-11:30am)

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 explore frameworks for critical reflection 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.

To learn more and register, [visit our registration form](#).



Strategies for Meaningful Feedback on Student Reflection (IN PERSON – February 13, 2025, 1-2:30pm)

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.

To learn more and register, [visit our registration form](#).



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 Form here](#).