



Teaching Commons

Faculty Newsletter

Teaching Commons Faculty Newsletter January 2025

To view all our upcoming offerings, please 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](#). [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.

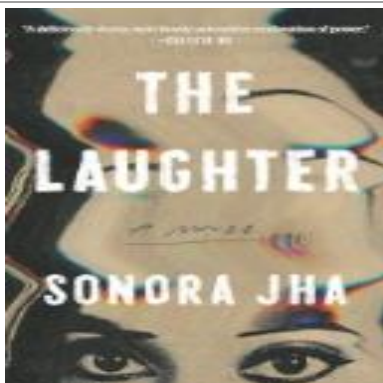


Reading for Teaching Winter 2025 (ONLINE ~ Launches January 14, 2025, 11:00-12:00ET)

Join a community of colleagues in a semester-long exploration of a book about teaching. This Winter we will be reading [Teaching Where You Are: Weaving Indigenous and Slow Principles and Pedagogies](#) by Shannon Leddy and Lorrie Miller (2024). We will meet monthly via Zoom to work our way through the text together.

About the book: Teaching Where You Are uses the holistic framework of the Medicine Wheel to explore working in good ways with Indigenous students and how we might engage in decolonizing and Indigenizing approaches to education through Slow and Indigenous pedagogies.

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



Fictional Classrooms: Talking About Teaching Through Narrative (ONLINE ~ January 16 -April 17, 2025)

What can we learn about our own teaching practices and identities from fictional depictions of higher education? Join us in “Fictional Classrooms” as we explore and reflect on narratives of education in films and novels, whether they speak to us as learners, educators, researchers, artists, or simply as humans.

For Winter 2025 we will be discussing the following texts/films in synchronous online meetings:

January 16, 2:30-3:30 - In the Garden of the North American Martyrs by Tobias Wolff (short story)
February 20, 2:30-3:30 - Wit by Margaret Edson (play)
March 20, 2:30-3:30 - A Serious Man (dir. Joel & Ethan Coen)
April 17, 2:30-3:30 – The Laughter by Sonora Jha (novel)

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



The Art of Online Conversation: Designing, Facilitating, and Teaching with Online Discussion Forums (ONLINE ~ January 20 - February 21, 2025)

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

Achieving an engaging online discussion is easier said than done! In this fully online course, participants will learn by doing through ongoing participation in weekly discussion forums. We will explore strategies for creating effective prompts, apply best practices for facilitating vibrant and enriching online conversations of all types, and troubleshoot common challenges. We will explore how one's approach to online discussion changes over the span of a semester- or year-long course, and integrate scholarship on eLearning into our understanding of effective online conversations.

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



Generative AI Teaching Showcase (ONLINE ~ January 24, 2025, 12:00-1:30pm ET)

Are you curious about incorporating AI into your teaching? Join us for an AI teaching showcase to hear specific examples and practical advice from your colleagues who are using AI in their teaching either for assessment or for classroom activities.

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



Trauma-Informed Pedagogies Workshop Series (ONLINE ~ January 29 - June 16, 2025)

This 5-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.

Schedule:

January 29 at 10:00am-11:30am: Introduction to trauma-informed pedagogies

February 18 at 1:00-2:30pm: Racial/cultural justice

March 6 at 10:00-11:30 am: Dis/ableism, access, accommodations

April 3 at 10:00-11:30 am: Wellness and belonging

June 16 at 1:00-2:30pm: Decolonizing

Please visit our [registration page](#) to learn more, and register.

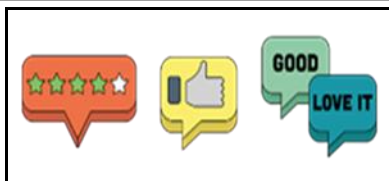


WORKSHOP: Critical Reflection as a Learned/Learning Activity (IN PERSON – February 5, 2025 10-11:30am)

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

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



WORKSHOP: 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 please 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](#).



Generative AI Resource for Faculty: PowerPoint slides to customize for your course

Do you need a starting point for talking about GenAI with your students? The Teaching Commons, in collaboration with York's Academic Integrity Specialist and Learning Skills Services, has created an editable slide deck designed to support faculty in discussing GenAI with students. Faculty can adapt and refine the presentation's structure and content in order to best reflect their own discipline, courses, and approach to GenAI.

Download the [PowerPoint slides](#).



Generative AI in Teaching & Learning: A new website for York faculty and students

York's Vice-Provost of Teaching and Learning is pleased to announce the launch of [AI@York](#), which includes a brand new website dedicated to [Generative AI in Teaching and Learning](#). This site includes a wealth of real-world examples, practical advice, and up-to date resources for [students](#) and [faculty](#), with a separate section for

graduate studies. You will also find a page to support our community in [ethical discussions around AI](#), and a page on the basics of AI, [GenAI 101](#).

We invite you to explore this new resource and to share it with colleagues and students!



Join our Community of Practice: Generative AI Pedagogies at York

Calling all York University educators who share an interest in generative AI! Let's connect, collaborate, and share resources, exploring best practices and addressing the challenges and opportunities we face in integrating this technology into postsecondary education. Beyond practical tips and strategies for adapting our teaching, we also foster critical conversations about the pedagogical implications of generative AI.

To join the Community of Practice please complete [our registration form](#).