Teaching Commons News

Spring is (almost) here!

Spring officially arrived on March 20th but we've had a spring in our step for a while now! Beyond going from layers of clothing in the morning, to sheding layers by the afternoon, we keep busy with STAY and TIF planning, and our support of all teachng initiatives.

The 5th Annual Teaching in Focus Conference

Planning has been underway for several months for our annual TiF conference. The schedule has completed and we are eagerly awaiting May 17th 18th when we can welcome the York community annual celebration of teaching and learning. Pro Nancy Chick will launch the event with her keyno what counts as Scholarship of Teaching and Lea (SoTL) and how to get your research published i SoTL journals. On day 2 we will hear from the la pan university teaching award winners, in conve with the AVP Teaching and Learning, Prof. Will Visit the website for more information and a link register. We look forward to seeing you there!

http://teachingcommons.yorku.ca/conferences/y conferences/

We have a plethora of forthcoming workshops and events

Visit our website for full details of forthcoming events; we have selected a few to whet your appetite.

Teaching with Wikipedia Workshop

This 3 hour workshop on April 25th has limited spots and is filling quickly. Be sure to get your name down if you are interested. Full details can be found:
http://teachingcommons.yorku.ca/event/teaching-with-wikipedia-workshop-april-25-2017/?instance_id=1764

In Brief

eLearning Bootcamp
July 15, 10am to 3pm

Instructional Skills Workshop
June 19, 21, and 23
9am to 5:30pm

Instructional Skills Workshop
July 17, 18, and 19
9am to 5:30pm

EE Bootcamp
April 6th
10am to 3:30pm

April Journal Club
April 26th
2pm to 3:00pm

Instructional Skills Workshop (ISW)

The ISW is a 3-day intensive experiential learning program designed to develop teaching skills for both new and experienced instructors. Offered within a small-group setting, the ISW affords the participants the opportunity to teach mini-lessons and receive feedback from the other attendees. Participants gain useful theoretical and practical knowledge to enhance their teaching. We still have a few spaces left in the following workshops:

Dates: June 19th, 21st, and 23rd, 2017 from 9am to 5:30pm
Location: Victor Phillip Dahdaleh Building DB 1014
Register for the Instructional Skills Workshop on June 19th, 21st, and 23rd, 2017.
Dates: July 17th, 18th, and 19th, 2017, from 9am to 5:30pm
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The next EduCATE cohort starts in June

This is a one year program for faculty to explore any aspect of teaching and learning by engaging in action research and contributing to the Scholarship of Teaching and Learning (SoTL).

This course is aimed at all who teach at York: Contract Faculty, Contract Limited Appointments, Tenure-Stream, and Tenured Faculty are welcome (and encouraged!) to participate. The course must have a minimum of six (6) participants to run.

Core session Dates: June 12, 2017, July 24, 2017, August 21, 2017, February 26, 2017, the 2018 Teaching in Focus (TIF) Conference, and sessions specific to an Action Learning Set (at times mutually convenient the set).
Location: Victor Phillip Dahdaleh Building DB 1012
For more detailed information, and to register your interest.

Experiential Education (EE)

The EE bootcamp will be delivered via presentations, videos and hands-on activities designed to help participants develop an EE course that includes reflective learning and assessment, for both in-class and community focused EE.Date: Thursday, April 6, 2017, from 10:00am to 3:00pm
For more detailed information, and to register.

The April Journal club article is hot off the press

April 26, 2017, 2-3:30pm, DB1014.

Join us at the Teaching Commons for an informal discussion of 'Putting Literacy in Its Place'. Journal Club participants are asked to read the chosen article in advance and come prepared to discuss their ideas, reactions, and questions with fellow colleagues interested in exploring innovation in teaching and learning.

Date: April 26th
Location: Victor Phillip Dahdaleh Building, Teaching Commons Lounge (1050)
Article: Putting Literacy in Its Place

Social Inequality and Teaching

April 12, 2017, 9:30-12:30, DB1014

This informal roundtable is meant as a moment of exchange, concerning the complex ways that social inequality is reproduced and sometimes challenged through teaching practices at the university. The premise is that the university is not separate from but part of an unequal society. Routine reproduction of disciplinary canons, for instance, may be carried out because of a conscientious desire to prepare our students to be experts, not least with respect to major thinkers in our field. Often, however, the reproduction of the canon re-centres (white, male, straight) voices from the Global North, while excluding those writing from relatively marginalized social locations -- for instance, from disability, as well as the perspectives of racialized intellectuals, Indigenous and trans* researchers and those from the Global South. This conscientious reproduction of the canon problematically marginalizes the latter voices in the academy, including as experts about their own experiences. Another concern is that it is often assumed that the professor's authority, not least to evaluate student work, means that the professor holds a relatively uncomplicated power over students. In fact, racialized and Indigenous university professors, LGBTQ professors, disabled professors and others may face challenges in the classroom, from some students, who may draw upon and reproduce racialized, (cis)gendered, heteronormative forms of power in the university classroom. Hence, the participants in the roundtable will speak frankly to these and other concerns around social inequality in the university classroom and the different ways these manifest in practice, including through seemingly innocuous or routine "best practices" and scholarly conscientiousness.

At the same time, there is room to challenge the routine reproduction of social inequality, in the academy, as well as outside of it. We can exercise our intellectual autonomy to transform narrow canons, not alone but through mutually supportive curricular innovations undertaken with colleagues. We can create new institutional and collegial supports and spaces, especially for faculty who teach from relatively marginalized social locations. Hence, this panel seeks, too, to discuss and share everyday ways of promoting solidarity across faculty, to support academic classrooms as spaces where the voices of each and all are taken seriously in both teaching and learning.

With the participation of Professors Uzo Anucha, George Sefa Dei, Ena Dua, Andil Gosine, Alice MacLachan, and Elaine Coburn.

http://teachingcommons.yorku.ca/event/seminar-social-inequality-and-teaching-april-12-2017/?instance_id=1761

Using Problem-Based Learning in Class – A Webinar

Thursday, April 27, 2017 10:00 am — 11:30 am

Problem-based learning is a student-centred approach in which students learn via working on open-ended and contextualized problems collaboratively with their peers. This webinar will introduce problem-based learning, share how to use problem-based learning in class, and discuss potential advantages and disadvantages of using problem-based learning.

Facilitators:
Dr. Celia Popovic, Director, Teaching Commons
Dr. Yelin Su, Educational Developer, Teaching Commons

Registration:
http://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=419587

Translating Your Student Development Services for Online Students

Lisa Endersby, an Educational Developer here at the Teaching Commons, recently facilitated a webcast for Academic Impressions discussing curricular and co-curricular supports for online students. Her webcast is available for purchase and the accompanying blog post can be read on the Academic Impressions website.

Webcast:
http://www.academicimpressions.com/webcast/translating-your-student-development-services-online-students

Blog Post:
https://www.academicimpressions.com/news/checklist-taking-support-online-students-next-level

This newsletter is available as a *.pdf* at **http://teachingcommons.yorku.ca/tcnewsletter/**