

# Teaching Commons News



## The beginning of fall

Classes are now well underway with students and faculty settling into a new academic year with its familiar routines and some new routines. At the TC we have added two members to our team: Educational Developer, Lisa Endersby and postdoctoral visitor, Jerusha Lederman. We have a wide variety of workshops and events coming up, such as a new webinar "Designing Assessment to Drive Learning" as well as some old favourites in eLearning and Experiential Education.

## TC News

### We are very pleased to welcome two new members to the Teaching Commons



**Lisa Endersby** joins the Teaching Commons with over six years of experience in student affairs and higher education. Her work in the field has centered on developing, supporting, and assessing innovative practices in teaching and learning across diverse areas including Career Services, Community Service Learning, New Student Transition, and Student Leadership Development. Her professional and academic work and interests include experiential learning, assessment, and technology in higher education. Lisa is also currently pursuing a Ph.D. in Educational Studies at the University of Windsor, where her research

explores online communities of practice as venues for professional development for higher education professionals. This research supports her work as national chair of the NASPA Technology Knowledge Community (TKC), a community of over 800 members across North America with an interest in exploring technology's impact on teaching, learning, and student development.

Her past work has included the creation and development of the Leadership Educators and Resource Network (LEARN), an online community of practice launched through the Canadian Association of College and University Student Services (CACUSS) serving leadership educators across Canada, as well as volunteer roles with numerous professional associations and initiatives, including a team lead for the ACPA assessment planning initiative and a member of the Next Gen program committee for ACPA 2016, the first ACPA convention held in Canada. Lisa's work in the Teaching Commons includes supporting the Department of Humanities within the Faculty of Liberal Arts & Professional Studies (LA&PS) and contributing to research and scholarship for teaching and learning. An avid reader and adventurer, Lisa collects books almost as quickly as experiences, such as her recent expedition to the top of Gros Morne Mountain in Newfoundland.

### Upcoming TC Workshops for all York Course Directors

#### Putting Together your Teaching Dossier

October 6, 9:30 am to 11:30 am

For more information:  
<http://teachingcommons.yorku.ca/for-cds/workshops-and-courses-for-cds/workshops/ee-york-course/>

#### Experiential Education Workshop: Reflection and Assessment

October 25, 9:30 am to 12:15 pm

For more information on this workshop see:  
<http://teachingcommons.yorku.ca/for-cds/workshops-and-courses-for-cds/workshops/ee-york-course/>

**eLearning@York: Designing Blended Online Instructions**, November 1 & 4 (2 part course) 1:00 pm to 3 pm

Registration:  
<http://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=374750>



**Jerusha Lederman's** work at TC involves researching current and emergent trends in teaching and learning at the university level, particularly with respect to the First Year Experience (FYE) and the use of eBooks in the Higher Education (HE) classroom. She makes use of her quantitative research background in Physics (doctorate) and Computer Science to integrate progressive technologies (including social media) into the educational development framework. She is passionate about Science Outreach and given her background as an Astrophysicist and Graphic Artist, she plans to use her diverse skill sets to present complex material in an engaging, innovative and visual manner to faculty, students and colleagues.

## New Resource

The graphic features a red header with the text "First-Year Experience (FYE) in the Classroom Toolkit". Below this is a play button icon. To the left is a 2x2 grid of colored boxes: top-left (blue) "Understanding Our Students", top-right (red) "Inspiration for Teaching First Year Students", bottom-left (red) "Student Learning Supports & Resources", and bottom-right (blue) "Teaching Resources". A central black box contains the text "FYE in the Classroom". To the right of the grid is the text "Academic Innovation Fund (AIF) Project" and the York University logo.

The First-year experience toolkit is the result of an AIF project led by Susan Murtha, Associate Dean Teaching & Learning, Faculty of Health and Diane Woody, Former Associate Dean Teaching & Learning, LA&PS with support from Celia Popovic, Director of the Teaching Commons and Michelle Miller, Project Lead for Services for Students.

Check it out at <http://futurestudents.yorku.ca/fye>

## Teaching and Learning Blog

From September to May we publish a [weekly blog](#) on teaching and learning at York. Each week a different author shares their thoughts on a teaching related topic. If you teach at York and would like to contribute a blog please contact Celia Popovic – [cpopovic@yorku.ca](mailto:cpopovic@yorku.ca)

## Teaching Commons Services

The Teaching Commons offers a wide variety of services to all those who teach at York. For example, we provide individual consultations, Faculty specific workshops, support for articulating Program Learning Outcomes, and curriculum mapping. For a full list of our services, see:

<http://teachingcommons.yorku.ca/about-us/educational-developer-services/>

## Red & White Day at the Teaching Commons



September 29 was Red & White Day at York University. The Teaching Commons team was happy to show their York spirit by wearing red, white or York gear as you can see by this photo taken in the Teaching Commons lounge by our Administrative Assistant, Mary Lynn Belmonte. To learn more about the Teaching Commons, visit our website <http://teachingcommons.yorku.ca/> We look forward to meeting you at one of our many workshops or events.

## Do you know your Educational Developer?

Each Educational Developer at the Teaching Commons is responsible for one or more Faculties at York. They are your first point of contact should you have any questions. Do not hesitate to contact them.

Educational Developer	email	Faculties Supported
Dr. Mandy Frake-Mistak	<a href="mailto:mfmistak@yorku.ca">mfmistak@yorku.ca</a>	Lassonde, Continuing Studies
Dr. Barbara Kerr	<a href="mailto:kerrb@yorku.ca">kerrb@yorku.ca</a>	Environmental Studies, Health, Glendon and Schulich
Dr. Natasha May	<a href="mailto:maynat@yorku.ca">maynat@yorku.ca</a>	AMPD, Social Sciences (LA&PS), and Osgoode
Dr. Yelin Su	<a href="mailto:ysu@yorku.ca">ysu@yorku.ca</a>	Science, Professional Studies (LA&PS)
Ms. Lisa Endersby	<a href="mailto:lendersb@yorku.ca">lendersb@yorku.ca</a>	Humanities (LA&PS), Education
Dr. Lisa O'Neill	<a href="mailto:mloneill@yorku.ca">mloneill@yorku.ca</a>	<b>eLearning Support for all Faculties</b>

## Upcoming Webinar: Designing Assessment to Drive Learning

Wednesday, October 19, 1-2:30pm

Facilitator: Dr. Natasha May, Educational Developer  
Lisa Endersby, Educational Developer

Assessment for learning can help instructors identify where students are in their learning, where they need to go, and how best to get there. This workshop will introduce effective strategies for encouraging a growth mindset through designing assessments that provide frequent and timely feedback to your students. Facilitators will also discuss how to tailor these strategies to your course format, assignments, and teaching style.

Registration: <http://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=386041>

## Upcoming Talk: **Barista or Better? New Evidence on Earnings of Post-Secondary Graduates: A Tax Linkage Approach**

**Wednesday, October 19th, 9:00 - 10:30 AM, 519 Kaneff Tower**

Ross Finnie, professor in the Graduate School of Public and International Affairs, University of Ottawa, Director of the Education Policy Research Initiative, and lead author, will give a talk on the report and implications for future research.

Ross Finnie was educated at Queen's University, the London School of Economics, and the University of Wisconsin-Madison. He has been a professor in the Graduate School of Graduate and International Affairs at the University of Ottawa since 2007. Previous to that he was a Research Fellow and Adjunct Professor in the School of Policy Studies at Queen's University, and before that held positions in the School of Public Administration at Carleton University and the Economics Department at l'Universite Laval. Doctor Finnie has also been a Visiting Fellow at Statistics Canada since 1993.

The EPRI-ESDC Tax Linkage project uses administrative data on students provided by 14 PSE institutions from four Canadian provinces linked to tax records held at Statistics Canada to track the labour market outcomes of Canadian college (diploma) and university (bachelor's) graduates from 2005 through 2013. What emerges is a unique and powerful portrait of their labour market outcomes.

**Sponsored by the Offices of the Provost and Vice-Provost, Academic**

**Space is limited, please RSVP at <http://www.yorku.ca/vpaweb/forms/view.php?id=67>**

## Conference Report: DeL, New York, September 21, 2016



Source:

[http://www.theplan.it/images/stories/gallery48433/01\\_SOM\\_NewSchool.jpg](http://www.theplan.it/images/stories/gallery48433/01_SOM_NewSchool.jpg)

Reflections on Designs of eLearning (DeL) 2016 Over the last several months the Teaching Commons has been preparing for their workshop “Teaching in Pjs and Suits: Art and Design Instructors’ Attitudes Toward eLearning” at the DeL Conference. This year the theme of the conference is anxiety and security, so we developed a research study to explore art and design instructors’ attitudes toward eLearning, which include anxieties, as well as excitement. We

presented on Wednesday September 21 in New York City for over 30 participants. We began by introducing ourselves and then quickly engaging the participants in an ice breaker activity. Once the participants had introduced themselves and shared their experience with eLearning, we asked them to write on post-it notes words to describe their attitudes toward eLearning. We reinforced the attitudes they revealed by sharing our own research findings of the attitudes shared by our focus group participants. We then engaged them in a group activity. Each group was given a scenario and asked to fill in the blanks of this scenario, one attitude, one challenge and one strategy for overcoming the challenge. The participants had lively conversations and shared their viewpoints and strategies. They wanted to keep talking with each other. We asked them to each share their scenarios, and attitudes, challenges and strategies were exchanged. We then reinforced this activity with results from our focus group. The conference theme included some key questions that we incorporated into our focus group and were the basis of the scenarios created for the group activity during the conference workshop. This included, the role of the instructor in eLearning, how to create an ‘authentic’ eLearning experience and how to create a sense of belonging and avoid isolation in eLearning. Being educational developers, we then wanted to challenge how the responses to these questions differ in the face-to-face context, and should they?

The feedback we received from the participants was positive. They enjoyed being “forced to work” and of course wanted more time to talk with their peers. They saw the value in the session and using our research findings to help support their colleagues with eLearning.

The DeL 2016 conference was a great experience. We learned so much and got to participate in some great sessions, from debates, to open discussions and other workshops. We also learned so much from the research that was presented and have new strategies to implement here in the Teaching Commons to support everyone who teaches at York!