Enhancing Teaching and Learning
TEL 0009

Best Departmental Practices for Recognizing and Supporting Teaching and Learning

Janice Newton, Associate Professor, Political Science and School of Gender and Women's Studies

Abstract

The goal of this workshop is to foster the development of practices that enhance the culture of teaching and learning at the unit level. The workshop will discuss the results of a survey of LA&PS departments that identified the best practices that support and recognize teaching and learning. Participants will also be invited to contribute their experiences of departmental practices that have worked in the context of their units. This workshop will be of particular interest to chairs, program directors, members of teaching committees, or anyone who is working to improve the culture of teaching and learning in their unit. A portion of the session will be devoted to sharing participants' experiences within their units. Participants will leave with a list of strategies they can implement in their unit to foster a culture that promotes excellence in teaching and learning.

Making your on-line course as interactive as your in-class
TEL 0011

Anna Blake, Contract Faculty, School of HRM

Abstract

Instructors today are challenged to provide active learning opportunities for students, both for in-class and on-line courses. In-class sessions can be enhanced by using clickers, games, and discussions based on students’ pre-class preparatory work (ProQuest database readings, and other sources), thus reducing the traditional lecturer’s use of PowerPoint slides and/or recordings. On-line courses can be enhanced to provide students with similar opportunities to interact with each other, and improve the exploration of course content. This session explores/compares the different techniques that are being used for in-class and on-line sessions to achieve an interactive learning experience, in the context of a third year occupational health and safety course in the School of HRM. Participants will be taken through different techniques used for in-class and on-line courses. MOODLE has an abundance of tools that can be used to enhance all learning experiences (in-class and on-line). Participants will also be given an opportunity to interact with the instructor about the challenges faced when trying to develop interactive courses, and hear positive feedback from students that made facing these challenges worthwhile.
Experiential Education
TEL 0013

Enhancing Student Engagement and Understanding in Human Anatomy through Virtual Laboratories

Nicolette Richardson, Assistant lecturer, School of Kinesiology and Health Science

Abstract

This session will describe the development of an upper-level blended course in human anatomy. Previously, this course had only a lecture component, as laboratory space and specimens were unavailable, so in an attempt to improve student engagement and understanding of the course material, virtual dissection laboratories were designed which involved biweekly lab assignments and online assessment. In this session we will discuss the nature of the changes to the course, plans for the future of the human anatomy program, and an interactive laboratory module. Participants will take part in a virtual human anatomy lab module, and will be involved in discussions related to the benefits and challenges of virtual laboratories in the sciences. This session will provide a perspective on the development of an online science course based on a pre-existing face-to-face course. Participants will also gain insight into the potential, as well as some challenges, associated with the use of virtual science labs.

Student Transition and Engagement
TEL 0015

Transforming Academic Literacy through English Language Skills

Lillie Lum, Associate Professor, School of Nursing, Faculty of Health

Abstract

The session reports results from a research project examining the English language literacy skills of internationally educated nurses in the York bridging program. The importance of English language skills has been validated. In order to promote academic success, specific educational strategies need to be incorporated into all courses in which English as additional language students (EAL) are enrolled. Participants will have the opportunity to discuss how to integrate key teaching techniques which enhance reading, writing and listening skills of EAL students. They will be invited to

1. examine current approaches to enhancing academic literacy in their own courses
2. engage in English skill enhancement teaching exercises
3. develop strategies to apply online teaching strategies to promote academic literacy to their specific courses
Approaches to Teaching
TEL 0016

One Class Four Ways: An Evolving Model for Blended Learning in the Fine Arts and Humanities

Bridget Cauthery, Adjunct Faculty, Department of Dance, Faculty of Fine Arts

Abstract

In this session Dr. Cauthery will present on how her blended learning foundation-level course in the Fine Arts has been presented four different ways over four consecutive years. Dr. Cauthery’s approach seeks to maintain faculty presence in the online learning environment and to balance both students’ and TAs’ expectations for a rewarding undergraduate experience. She will also discuss how resisting the pressure “to get it right the first time” can lead to an insightful teaching journey where making and learning from one’s mistakes is the goal. Participants will be asked to contribute and discuss their own online teaching and/or learning experiences as well as occasions where perceived mistakes in the classroom have led to important discoveries.