Enhancing Teaching and Learning
TEL 0009

Seneca@York Multi-Pathways in Engineering Education

Christine Bradaric-Baus, Nahgeib Miller, Faculty of Applied Science and Engineering Technology, Seneca College of Applied Arts and Technology
Pam Edgecombe, Richard Hornsey, Regina Lee, and Jit Sharma, Lassonde School of Engineering, York University

Abstract

Engineering is sometimes called the "Swiss army knife" of degrees because graduates are employed in so many sectors, and demand for Ontario's engineering programs is increasing at an annual rate of 6 – 9%. Similarly, engineering technology college diplomas are experiencing significant growth, leading to an ever-higher demand for improved pathways between institutions. Engineering now represents the fourth largest group of college-university transfers in the Province.

Transfer routes directly from colleges into accredited engineering programs is challenging, but this presentation will introduce a collaborative project between the Lassonde School of Engineering and Seneca College to develop innovative BScTech programs characterized by:

- Multiple entry and exit points;
- Transparent and seamless pathways that optimize student success;
- Well-defined sets of learning outcomes;
- Diploma, undergraduate and graduate level courses recognized by both institutions and used as building blocks within multiple programs in both institutions;
- A required experiential learning component.

Developing Reflective/Reflexive Practice in Social Work Field Education: Curriculum that addresses and responds to ‘theoretical’ and practice demands

M. Goitom, D. Chalmers, & B. Oliver, School of Social Work, Faculty of Liberal Arts and Professional Studies

Abstract

Social workers face complex, dynamic, and rapidly changing environments that places unprecedented demands on practitioners, students and field educators. Reflexivity is a critical competency for social workers and a pedagogical imperative for educators working to prepare social work students for the realities of the field. Defined as a critical approach to professional practice, reflexivity is a recursive process that involves looking outward at the factors that shape the multitude of practice realities that exist couple with an inward turn that includes grappling
with this new knowledge, restructuring and subsequently integrating within existing ideas about the world. This presentation will consider reflexivity as a necessary component within the practicum experience and will discuss the use of creative pedagogical approaches such as online journaling and reflexive photography as examples used to prepare students for the challenges of reflective social work practice.

**Using Social Media in the Classroom**

Aleem Visram, HBA, MBA, Part-Time Marketing Professor, Schulich School of Business

Abstract

This session will feature how to use technology in the classroom to improve the student learning experience. The session will include incorporating social media into the learning process (Facebook, Twitter and Youtube), using turnitin.com for course evaluations, and using surveymonkey.com for student and peer evaluations. Participants will participate in an interactive discussion and practical case study (as well as a visual demonstration) to gain practical experience and knowledge on how to effectively integrate technology and Social Media in the classroom to improve classroom learning experience, increase student engagement and participation in class.

**eLearning**

**TEL 0011**

**Online Collaborative International Learning: The York Experience in Global Context**

Robin Roth, Associate Professor, Department of Geography, Faculty of Liberal Arts and Professional Studies

Abstract

Over the past three years there has been significant progress in the use of online platforms to facilitate interactive learning that helps develop intercultural and international competencies in students in higher education. There is now a proliferation of approaches with varying degrees of reported success but undeniably a growing interest around the world in using the technical tools now available to us to encourage student to student interaction and pedagogical exchange. After a review of the field this session will discuss the present and potential of online international learning at York University. The approach can serve goals around e-learning and internationalization while helping faculty members build and maintain collaborative partnerships around the world. There is significant potential at York but the approach is in the early stages of becoming institutionalized.

Participants will be asked to think about ways the approach could be incorporated into their classes and be asked to suggest, from their perspective, what resources would need to be available to them in order for them to try online international learning.
Crowdmark: Online Collaborative Grading Platform

Narbe Alexandrian, Part-Time Instructor, Accounting Department at the Schulich School of Business
Jaclyn Neel, Assistant Professor, Department of History/Department of Humanities

Abstract

We present a new, online collaborative grading platform which enables rich formative assessment, archived student materials, and TA oversight. In our 15/15 presentation, we will present a high level overview of our marking platform, explaining how it works and highlighting case studies from schools across North America who are currently using the system. Our product demonstration will take the audience through a mathematics exam, demonstrating how the platform saved time and increased efficiency. The last 15 minutes will be used for a Q&A period, where the audience can ask questions regarding the process and the software.

Reflection of my experience with eLearning

Eva Peisachovich, School of Nursing, Faculty of Health

Abstract

Given the dynamics within the world today, pedagogy does not always signify classroom practices or the sole relationship between the educator and student. Being a participant in the eLearning at York University pilot study has both enhanced my understanding of teaching and transformed me as an educator by allowing the opportunity to be more consciously aware of my pedagogical approach and ways of interacting with students. Through the course of the pilot I had the opportunity to a) be a co participant in the study which allowed me both explore and reflect on my own practice by offering an explanation for my own professional learning and b) address issues while drawing on my own experience which have allowed me to come to a better understanding that learning evolves both from personal and professional position. I will talk about my experience teaching an online course to a large group.

Experiential Education
TEL 0013

Radical Possibilities & Interdisciplinary Arts

Dr. Mary Fogarty, Assistant Professor in Dance, York University and Visiting Scholar at New York University's Hip Hop Education Centre.
Joelle Sherman, Undergraduate Student in Dance, York University.

Abstract

How can experiential education radically enhance the learning outcomes of performing arts students within a post-secondary education and beyond? Through our presentation about in-class experiential education within a new post-secondary arts course at York University, as well as the first-hand account of a successful student participant, our presentation will showcase the
possibilities of integrating interdisciplinary art projects with experiential education to achieve optimal outcomes in student learning. Students worked with internationally recognized professionals in the fields of dance, music and visual arts. They also partnered with various local professionals in workshop contexts. We will explore how a collaborative, supportive, reflexive, self-driven and professionally mentored learning environment can lead to the production of meaningful experiences, practical knowledge, high quality student artwork and the achievement of promising future success for students within professional fields of art.

Our presentation will include an overview of the project and theoretical aims of presentation alongside a short video document created by student participant, Joelle Sherman, to provide an overview of her experience. Participants will then take part in a Q&A discussion with the presenters that is guided by presenters.

"I 'clicked' a fancy to you": An Instructor's and Students' Response to Classroom Response Technology (Clickers)

Roger S Fisher, Assistant Professor, Department of Humanities

Abstract

After using clickers for the first time in a large gen ed course (250 students), I have "clicked" a fancy to the new technology. But I wonder about our students. Will clickers transform the classroom or are they simply another piece of pedagogical technology with more promise than performance? Do students see value in purchasing a clicker or would they prefer to have Q&A sessions done the "old-fashioned way"? Are there other ways to transform the lecture hall, literally a place where students are read to, into a gathering of learners? Based on a poll of the students at the end of the year, my own reflections, and feedback from my teaching team, I will describe how the new technology worked well in a text-intensive course, what the students say they got out of it, and how the students themselves say the technology might be used more effectively.

Putting students in a box so they achieve your learning objectives

Richard Leblanc, Associate Professor, Governance, Law & Ethics

Abstract

This session will demonstrate how to integrate learning objectives with teaching methodologies and evaluation methods. Integrating research from boards of directors, students are treated as directors, to assess and develop competencies such as communication style, listening, participation, leadership, presentation and argument skills. Peer review, self-review, case analysis, group work, critiques and reflection are some methods used.
Student Transition and Engagement  
TEL 0015

Transforming Pedagogy

William Gleberzon, Course Director, Departments of History and Humanities

Abstract

Many university academics identify their teaching philosophy as pedagogy, which is derived from the Greek word for “child.” Another term applied to teaching older adults, andragogy, is derived from the Greek term for “male.” However both terms are inappropriate for teaching at the tertiary level. Although the derivations of each term may be unknown by those who use them, their subliminal associations correlates teaching adult university students with teaching philosophies and techniques identified with teaching children and males. I will advance the term, anthragogy with the rationale for using it to identify teaching at post-secondary institutions. Anthragogy is derived from the Greek word for “humans” or “people.” This gender neutral term is more appropriate for teaching adults at the university- and college-levels.

The presentation will also discuss a student self-assessment process and explore the impact of a major pedagogical change in public schools on the tertiary level of higher education.

A First Year Learning Community in the Life Sciences

Logan Donaldson, Professor, Department of Biology, Faculty of Science

Abstract

I will present an overview of how I implemented an enrichment program for life science students. This program, called Science1st was funded for three years by the Academic Innovation Fund. Recently, I have been reaching out to other universities with the objective of seeking larger scale funding and participation.

Of Classes and Clocks, or, Tacit Knowledge in the Lecture Hall?

James Elwick, Assistant Professor, NATS Division / STS program

Abstract

For the past 30 years historians of science have insisted that science involves at least as much tacit and craft knowledge as it does ideas. Unfortunately the setup of the average lecture hall - with nary a cyclotron, scalpel or even hot plate in sight - makes it difficult for non-science students to experience any hands-on experience for themselves. Lacking a lab of one's own, or even equipment, what are some options for getting a relatively large class of such students to experience some basic form of scientific practice? This paper is about a then-new and idealistic lecturer's attempts to improvise a solution.
Developing a ‘culture of writing’ in tutorials

Andrea C. Valente, Teaching Assistant in Traditional and Popular Culture Humanities, LAPS; PhD. Candidate, Department of Humanities

Abstract

First-year undergraduate students often express a degree of anxiety before writing essays and exams. One of the reasons for such anxiety is a lack of writing habit that students have not developed yet. To assist them to overcome a ‘writer’s block’, instructors should nurture a ‘culture of writing’ in classroom that can help students to incorporate this skill later in their own study routine. Thus, this workshop aims to explore writing activities that are interactive, creative and foster the use of new technologies. By the end of this workshop, instructors will be more confident to help their students to create a writing habit that integrates lectures and reading during tutorials.

Dynamic presentations with Prezi

Jennifer Farmer, PhD. Candidate, Department of Chemistry
Thiru Kanagasabai, PhD. Candidate, School of Kinesiology and Health Science

Abstract

This session will introduce educators who want to deliver more dynamic presentations and lectures to Prezi. Prezi is a zooming presentation tool that can be used to make presentations, tutorials, lectures, etc. more interactive, dynamic, and engaging. In this session participants will learn the basics of Prezi, from what it is, where to go to create an account, the benefits of an educational account vs. the public account, how to create presentations within Prezi from both blank and template canvases, see a few examples of our own Prezi presentations, as well as hear about our personal experience with Prezi and how we’ve used it to enhance our presentations. The session will be followed by a Q&A period.

Safe Classrooms and Risky Conversations?

Nicole Bernhardt, Teaching Assistant, PhD Candidate, FGS, Political Science
Rehanna Siew-Sarju, Teaching Assistant, PhD Candidate, FGS, Sociology
Pat Breton, Teaching Assistant, PhD Candidate, Gender, Feminist and Women’s Studies
Sandra Smele, Course Director, PhD Candidate, LAPS, Sociology
Julie Singleton, Teaching Assistant, PhD Candidate, Gender, Feminist and Women's Studies

Abstract

The Equity Reading Group critically engages with anti-racist feminist literature to understand teaching and learning in higher education; and the relationship between student, TA, and Course Director. Informed by bell hook’s work on critical pedagogy, we call for a multi-
disciplinary focus on equity issues within the classroom and offer experiences in employing strategies to foster respectful, but challenging, conversations on oppressions and privileges; such as race, gender, class, ability and sexuality. We focus on the intimacy of the tutorial environment as an opportunity for cultivating a safe space for discussing issues of equity and oppression, wherein safety is understood as coping with the possibility of risk. Conversations about oppression are inherently risky since they involve challenging the hegemonic norms which inform students' engagement with the material and their peers; however by failing to engage in these risky conversations we instead risk reproducing these oppressions within our teaching environments.

Participants will be invited into the conversation through questions and discussion points which they are encouraged to return to during question period. It is our hope that this panel discussion will generate new tools and strategies for addressing equity issues in the classroom. We further hope that our combined experiences of both successful and, at times, unsuccessful anti-racist, feminist teaching practices will open up dialogue between TAs and CD/Professors about critical pedagogy in classrooms.