The Centre for Teaching and Learning presents the 7th Annual

Celebration of Teaching and Faculty Showcase

Wednesday, April 8, 2015 IC Building

Re-imagining Undergraduate Education at UTSC
Constructing a Teaching Portfolio – Clare Hasenkampf, Director, Centre for Teaching and Learning; Professor, Biological Sciences; Associate Dean - Teaching & Learning, UTSC.

A key to efficiently becoming an expert teacher is to have a reflective teaching practice. A Teaching Portfolio can assist in developing a reflective teaching practice and is a significant component of tenure, promotion and teaching award files. This event (open to faculty and all levels of career) will consider the purpose of a portfolio and the different components of it. The earlier you start, the easier the process.

Designing and Orchestrating Higher Education Courses for Collective Inquiry
Dr. Jim Slotta, Associate Professor, Department for Curriculum, Teaching, and Learning, and the Centre for Science, Mathematics, and Technology Education, OISE/UT.

How can we design courses where our students learn from one another, and where technology plays a scaffolding role in supporting students’ collaborative editing, design, reflections and peer feedback, as well as their placement into focus groups, delivery of materials and orchestration of inquiry tasks? How can collective inquiry be supported by platforms like wiki, Google Docs, Twitter, Pinterest, Socrative or PollAnywhere? How can we engage students as a knowledge community such that homework tasks feed into collaborative in-class activities? How can we engage students as designers, and contributors of course content? If we want to flip our classroom, what should we do with all that available class time?

This talk will discuss these questions in terms of prior educational research, including current movements to promote “Technology Enhanced Active Learning” (TEAL). It will introduce a new theoretical model called “Knowledge Community and Inquiry,” and present recent examples of courses developed and taught at OISE/UT.
Reflective Assignments: Case Study in a B-Level Physics Course – IC200

Johann Bayer, Senior Lecturer, Physics and Astrophysics, Dept. of Physical and Environmental Sciences, UTSC.

In this session I will present my forays into the realm of reflective assignments for a B-level course in Quantum Mechanics. Although traditionally these types of assignments are more often found in humanities and social sciences I discovered their value and usefulness in the classroom of a physical sciences course. I will present two examples of low-stakes formative reflective assignments in as much detail as the audience would desire, including motivation, logistics, feedback from students, and my thoughts for future courses. Participants will have the opportunity to share their experiences with reflective assignments by opening the floor for further discussion and feedback.

Student and Instructor Reflections on Critical Hope in the Classroom – IC204

Suzanne R. Sicchia, Lecturer, Health Studies; Affiliated Faculty, Centre for Critical Development Studies (CCDS), and Talha Sadiq, IDS Co-op Student, CCDS, UTSC.

Engaging students in critical social analysis that is void of any critical hope can create in them a deep sense of despair. The life work of Paulo Freire and other critical pedagogical theorists and practitioners provides important insights into how educators can work with their students to counter this tendency and foster in them a critical hope that compliments their learning and informs their future practice. In this seminar, the presenters will share their insights and lessons learned from an IDS course taught in this tradition, before opening the discussion up to learn from others’ classroom experiences and insights.

Global Classroom Dialogue: Stimulating Collective Inquiry, Producing Engaged Citizens – IC208

Laura Bisaillon, Assistant Professor, Health Studies Program, and Bettina Von Lieres, Assistant Professor, Centre for Critical Development Studies, UTSC.

Through this workshop, we aim to facilitate lively normative and hands-on deliberation on the challenges and complexities with teaching “global citizenship”. All too often, we gloss over the challenges associated with global teaching and research collaborations. We might not proceed from a place of deep prior cooperation with faculty and students outside of our milieus. Our pedagogical approaches might be informed by dominant North American perspectives; eliding other ontological and epistemological ways of doing and knowing. This workshop is organized as a participatory dialogue where people are encouraged to reflect on their own experiences with global teaching collaborations. This workshop begins with
an overview of lessons learned from a teaching initiative in global citizenship, and further provides the springboard for an interactive discussion about our innovative Global Classroom Dialogue: a classroom project linking students and faculty located in various countries via video conferencing and live streaming.

2:00 - 3:30 pm – Panel Discussion – IC130
What Might Re-Imagined Undergraduate Education Look Like At UTSC?
Moderator: Vice-President & Principal Bruce Kidd. Panelists: Steve Joordens (Psychology), Ahmed Allahwala (City Studies), Connie Guberman (Women’s and Gender Studies) and Jeff Rybak (Management/Alumni).

3:30 - 5:00 pm – Wine and Cheese Reception with Posters and Other Interactive Displays. – IC Atrium

4:00 - 6:00 pm – Fostering Academic Integrity among Undergraduates – IC300
Sheryl Stevenson, Coordinator of TA and Graduate Student Support, Centre for Teaching and Learning.

Participants in the session will gain a set of useful tools for recognizing academic dishonesty and, even more important, for cultivating academic integrity. The workshop’s hands-on exercises will include many classroom activities that can be used to help undergraduates understand the Code of Behaviour on Academic Matters, practice proper paraphrasing and citation, and develop time management skills that will head off the problems that may result in academic offences. Topics covered will include common undergraduate misunderstandings of collaboration (group work), “self-plagiarism,” paraphrasing, citation practice, use of web resources, and giving appropriate credit for images and multimedia. Through scenarios that bring out common problems, participants will discuss ways to enhance undergraduates’ understanding of, and commitment to, the values of academic integrity. Eligible for TATP and GPS credit.

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