
The Centre for Teaching and Learning presents the 9th Annual

Celebration of Teaching and Faculty Showcase

Monday, April 3, 2017 - IC Building

The Scholarship of Teaching and Learning



Centre for Teaching and Learning

UNIVERSITY OF TORONTO

SCARBOROUGH

SCHEDULE FOR THE DAY

9am - 10:30am – Pre-Conference Workshops

a) Developing Your Teaching Dossier – IC120

*Clare Hasenkampf, Director, Centre for Teaching and Learning;
Professor, Biological Sciences; Associate Dean - Teaching & Learning, UTSC*

A key to becoming an expert teacher is to have a reflective teaching practice. A Teaching Dossier 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 dossier and the different components of it. The earlier you start to develop a dossier, the easier the process.

b) Research Ethics in Social Sciences and Humanities – IC 200

*Dean Sharpe, Research Ethics Board Manager,
Social Sciences and Humanities, Office of Research Ethics*

This workshop addresses issues and procedures for diverse types of research involving human participants. Topics include the history and principles behind research ethics review; procedures under the Tri-council policy statement: Ethical conduct for research involving humans; UT's risk matrix for assessing participant vulnerability and research risk; free & informed consent, privacy & confidentiality, conflict of interest, and inclusion/exclusion criteria; questions and discussion relating to specific projects and methods.

10:30am - 10:35pm – Welcome Remarks – IC130

*Clare Hasenkampf, Director, Centre for Teaching and Learning;
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Overview and Ethics of SoTL

10:35am - 12pm – IC130

Celia Popovic, Director, The Teaching Commons, York University and Mandy Frake-Mistak, Educational Developer, York University

In this interactive session we will explore definitions of the Scholarship of Teaching and Learning (SoTL), identify what it is, as well as what it is not, and the key benefits to students as to why instructors might engage in it.

We will then consider key ethical issues in connection with SoTL. We will describe a program at York University designed to support faculty in forays into SoTL, and offer tips for success. Throughout we invite participants to consider the issues raised, and to share their experience with each other.



12pm - 1pm – Lunch and Faculty SoTL Success Stories – IC Atrium

In a short video presentation, several UTSC instructors share their SoTL success stories. Instructors are: Sonja Nikkila, Jessica Dere, Brian Harrington and Kathy Liddle. The video will be shown twice during lunch in IC130, and again during the poster/display session.

1pm - 2pm – Panel Discussion: Opportunities and Challenges of SoTL Research – IC130

Moderator: Steve Joordens, Psychology; Panelists: Aarthi Ashok, Biological Sciences; Chris Cochrane, Political Science; Brian Harrington, Computer Science; Ahmed Allahwala, City Studies
SoTL research is undertaken by instructors across the disciplines, for various reasons, using different methodologies. Panelists will discuss their projects, approaches taken, resources used, outcomes achieved, lessons learned, and what they'd recommend to others just getting started.

2:15pm - 2:45pm – Concurrent Sessions I (choose one)

••The following sessions are repeated in Concurrent Sessions II••

a) The UT SoTL Community: Technology & Pedagogy Partnerships – IC200

Mike Kasprzak, CTSI and Adon Irani, CTL

Are you interested in SoTL but not sure how to connect with others or find supports? Come and join us for a session on the SoTL context at U of T—joining the growing Community of Practice, exploring funding opportunities, and discovering diverse educational technology projects.

b) Funding Opportunities to Support Teaching Innovations – IC204

Susan McCahan, Vice Provost, Innovations in Undergraduate Education and Clare Hasenkampf, Director, CTL

Innovations in courses often require new resources for their development. This session will explore UTSC, U of T and Ontario government teaching grant opportunities.

Concurrent Session I continued

c) Using Student Surveys for Course Development: A Qualitative Case Study – IC208

Zohreh Shahbazi, CMS, and Nancy Johnston, Writing Centre

We'll share our action research results from surveying and addressing how upper year Mathematics students engage in the writing process. In this case, we describe a survey of students' learning and writing skills we conducted in an upper level mathematics course in winter 2016, and changes to teaching approaches. We provide an overview of qualitative methods used by many researchers to investigate student progress and learning.

d) A Quantitative Data Analysis Case Study in Education – IC212

Sohee Kang, CMS and Iris Au, Management

We'll review the limitations of educational research and suggest statistical methods for observational classroom data. The grade data collected from the macroeconomics (MGEA06) from Winter 2014 to Winter 2016 will be used as a case study for the hypothesis whether the major reconstruction of the test format has any positive impact on students' learning.

3pm -3:30pm – Concurrent Sessions II (*choose one*)

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3:30pm - 5pm – Reception and Posters/Interactive Displays - IC Atrium

Jessica Dere, Psychology, Brian Harrington, CMS, Alyona Koulanova, (Graduate Student) and Aryel Lutchmie-Maharaj (Graduate Student)

Fit-Breaks: A Physical Activity-Based Intervention for the University Classroom.

In 2016, "Fit-Breaks", short classroom activities involving stretching and light calisthenics, were integrated into the natural 10-minute lecture break of a large introductory computer science class. We investigated if this easily replicable and simple physical activity intervention in the classroom can have a positive impact on student stress, well-being, physical activity habits, and academic performance. Preliminary results indicate that students enjoyed Fit-Breaks as a means to re-energize for the second half of the lecture, with positive trends on well-being, stress, and academic performance compared to students who didn't participate in Fit-Breaks. The results of our initial study will be showcased on the submitted poster.

Sohee Kang, CMS and Brian Harrington, CMS

Immediate Feedback Collaborative Assessment Tool.

Rapid advances in communication technology are transforming the experiences of students in education. Mobile devices and wireless technologies allow a higher degree of flexibility in the ways students access learning materials, interact and collaborate with each other, and communicate with their instructors. We will utilize this communication technology to create a collaborative learning environment for weekly assessment in tutorials. In this interactive display, we introduce the Immediate Feedback Collaborative Assessment Tool (IFCAT) which is a web-based Think-Pair-Share + IF-AT (Immediate Feedback Assessment Technique) testing app. The IFCAT works on any Internet connected device, and integrates with a leader board to encourage student engagement through positive reinforcement. The IFCAT provides a number of significant educational benefits, including better retention of course materials and increased student engagement. This web-based interface could be readily adapted to other courses providing the benefits of IF-AT cards, without additional effort or expense.

Poster and Interactive Displays continued

Heidi Daxberger, Chai Chen and Tom Meulendyk, Environmental Sciences

Hands on Learning Methods in the Environmental Science Labs .

The DPES Environmental Science table will feature teaching equipment and objects purchased through past grants. This will include a demonstration of the use of a purchased polarizing microscope with rock and mineral thin sections, as well as the use of the newly purchased microscope micrometer scales. We will demonstrate how the new Silva compasses are used in the field (field trip pictures) and on a rock sample. Finally, a mineral hardness test by utilizing the newly purchased Mohs Hardness kits, will be demonstrated on mineral samples.

Asal Aslemund, CMS

STAB23 Showcase: A Gallery of Thinking Beyond Numbers.

A course component in the Introduction to Statistics for the Social Sciences (STAB23) has a group project, which aims to develop students' statistical literacy. Students in small groups of 3 to 5 are required to choose an article from Social Sciences, read and reflect on its data collection, analyses and interpretations, and expand its scope by proposing a new research question and a basic statistical methodology that can answer their question. Additionally, as a course incentive, students are invited to make a visual presentation of their article's statistical messages to convey its story to a broader audience (e.g., the class). In this display presentation, I will show some of the best works of my former students, which includes a 3-D model, two paintings, a puzzle, a scrapbook, and a poster.

Sonja Nikkila, English

Fantastic & Familiar: Student Maps of the UTSC Campus.

What can our students learn by investigating the spaces, places, and geography of our own physical campus — and what can our students' conceptualizations and re-interpretations of that campus teach us in return? My display will focus on two years of "mapping" assignments, in which students have to translate the familiar UTSC campus into a fantasized place. This creative-critical cartography assignment is, at surface level, meant to help students engage with the conventions and expectations of the Fantasy genre, but at its deeper and more interesting levels, it explores our shared (and divided) experiences of the spaces we inhabit as teachers, learners, workers, and individuals. From classrooms to architectural aesthetics to washrooms and walkways, pushing the campus "through the looking glass" helps us not to take our experiences of space and place for granted.

Elaine Khoo and May Chew, English Language Development Centre

What helps students develop the critical thinking and writing skills needed for different courses?

Students need to develop their academic writing skills to the level needed to cope with writing assignments in their courses. To help students develop their writing skills in an integral way to their course needs, the personalised support in the RWE program encourages students to engage in daily reading and writing of their course materials to the RWE writing instructor, who provides individualized support that enable dramatic improvements within a semester. Through quantitative and qualitative analysis, this study investigates the nature of support needed to help students develop deeper engagement with course materials and enable them to develop critical thinking skills. Analysis of (a) student responses to a survey and (b) students' online written exchanges with the Writing Instructor on the topic of the student's writing provides themes that are applicable across different teaching contexts for helping students develop their writing and critical thinking skills in various disciplines.

Poster and Interactive Displays continued

Nirusha Thavarajah, Chemistry

The Impact of Peer Facilitation on Learning in a Large General Chemistry Classroom.

Engaging students in cognitive processing activities such as in-class problem solving enhances learning compared to lecturing. A recent study by Freemana et al., (2014) confirms that active learning interventions have significantly improved student learning and that students in passive lecture courses are one and a half times more likely to fail than the students engaged in active learning environments. Active teaching methods, such as peer facilitation, have been shown to be more effective in student learning (Prince, 2004)³. This poster presentation will discuss some preliminary qualitative and quantitative data collected on the impact of peer facilitation on student learning in a large general chemistry classroom.

Samantha Lauby, Conor Anderson and Eliana Vonapartis

Building a Community of TAs: The TA Peer Exchange (TAPE) Initiative.

TAPE is an initiative created by TAs for TAs to promote interdisciplinary resource exchange at UTSC. We provide an open roundtable discussion about common TA scenarios, activities to promote teaching and presentation skills, and opportunities for TAs to get feedback on teaching styles and ideas.

Kathy Liddle, Sociology and Amber Varadi (Student)

Sociology Launch Pad.

This year, I led a pilot project called Sociology Launch Pad to provide guidance and support for 3rd and 4th year students who planned on applying to post-secondary programs. Throughout the year, students attended workshops (assisted by staff from The Writing Centre and the Academic Advising & Career Centre), participated in discussions, refined their goals, and worked on applications. This poster presentation reflects on the program's successes, challenges, and plans for the next stage of development.

Kathy Liddle, Sociology and Maggie Roberts, The Writing Centre

Sociology Reads.

During past offerings of my course From Papyrus to Kobo: The Sociology of Books, students read scholarly research on "one book" programs and envisioned what one would look like on our campus. This year, with support from 11 co-sponsoring departments and organizations, I coordinated the inaugural Sociology Reads program with a committee comprised of students, faculty, and staff. We encouraged the campus to read *Birdie*, by Cree author Tracey Lindberg, developed a reading guide, and offered four events. This poster presentation offers an overview of the program, along with thoughts about the benefits of bringing together literature and sociology.

Shadi Dalili, Chemistry

3-D Molecular Models & Lab Skills Videos for Enhanced Student Engagement.

Chemistry techniques are best taught and learned through hands-on experimentation with, and visualization of, the molecules, chemical phenomena and equipment utilized. Thus, utilizing molecular models to understand 3-dimensional molecular structures is essential to student's understanding of chemical reactivity. With the help of a CTL Teaching Grant, molecular models were purchased for our organic chemistry labs, allowing for the implementation of new experiments utilizing molecular models for visualizing chemical reactivity and stereochemistry in 3-D. Additionally, watching videos on laboratory techniques is an essential part of students' preparation for upcoming labs. Our series of videos (also developed with a CTL Teaching Grant) help students learn and understand the theory behind the techniques, and allows them to see the equipment setup and glassware prior to coming to the actual lab. These videos (including new ones for melting point and polarimetry) on current lab techniques (www.utscc.utoronto.ca/webapps/chemistryonline/) help students immensely in their lab prep.

Poster and Interactive Displays continued

Maydianne Andrade, Vice Dean, Faculty Affairs and Equity, and Clare Hasenkampf, Associate Dean, Teaching and Learning

UTSC Guidelines for Assessment of Teaching Effectiveness.

U of T now has three possible ranks in its teaching stream faculty positions: (1) Assistant Professor, Teaching Stream, (2) Associate Professor, Teaching Stream and (3) Professor, Teaching Stream. Drop by our interactive display to learn more about UTSC's draft documents outlining the process for progression through these ranks and UTSC's draft changes to our "Guidelines for the Assessment of Effectiveness in Teaching in Tenure and Promotion Decisions" necessitated by the new rank (Professor, Teaching Stream).

Cindy Bongard, CTL

Facilitated Study Groups at UTSC.

Facilitated Study Groups (FSGs) offered by CTL provide a resource supporting an alternative peer-driven learning paradigm, with a track record of final grade improvement and increased retention for a subset of courses which have historically proven to be particularly challenging for students. FSG students feel at ease with colleagues, without fear of being evaluated.

Snejina Sonina, Centre for French and Linguistics

Pictographic alphabet? Let's try it as a pronunciation aid!

I will showcase a pictographic alphabet that I created and licensed in 2013. Artalph is a new type of phonetic alphabet that has practical application in language teaching on different levels. The novelty of this alphabet consists in a new principle of sound representation: it is based on the sound articulation. Thus unlike existing alphabets, which are systems of arbitrary signs, the Artalph is a system of motivated signs that are easy to interpret thanks to their pictographic nature.

4pm – 6pm – TATP Session - IC120

Tingting Zhu, Michael Kasprzak, Teaching Assistant Training Program

"Any questions?" Mastering the Art of Questioning

It has happened to all of us. We invite students to participate in class – "Does anybody have any questions?", "Tell me what you understood from the reading?", or "Who would like to share their thoughts about data we have gathered thus far?" – and in response we hear silence, often accompanied by blank stares or downcast eyes. Undoubtedly, asking and answering questions is key to the learning process and effective teaching. Asking skillful questions inspires and motivates students to engage in higher-order reasoning. Yet, asking good questions is an art, designing meaningful questions is a challenge, provoking students to come up with questions can be daunting, and managing too many questions can be overwhelming. In this session, we discuss different functions of questions, investigate problems and techniques associated with questions, assess characteristics of good questions (and good questioners), strategize how to encourage students' responses to our questions, and review how we can encourage questions from students. (This session is directed at TAs and is eligible for TATP elective credit. Instructors are welcome to attend.)

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The Centre for Teaching and Learning

www.utsc.utoronto.ca/ctl