<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 CTL Activities – In Brief</td>
<td>3</td>
</tr>
<tr>
<td>2.0 Personnel, (noncasual) for 2011/2012</td>
<td>8</td>
</tr>
<tr>
<td>3.0 Teaching Expertise Training and Support for Faculty</td>
<td></td>
</tr>
<tr>
<td>3.1 Teaching Expertise Training and Support for Faculty</td>
<td>9</td>
</tr>
<tr>
<td>3.2 Get It While Its Hot-week-long new/continuing faculty for teaching basics</td>
<td>11</td>
</tr>
<tr>
<td>3.3 New Faculty one day orientation and Welcome</td>
<td>12</td>
</tr>
<tr>
<td>3.4 Nutrition for Educators Schedule of bimonthly seminars/workshops</td>
<td>13</td>
</tr>
<tr>
<td>3.5 Program for the Annual Celebration of Teaching and Faculty Showcase</td>
<td>18</td>
</tr>
<tr>
<td>4.0 Facilitating &amp; Supporting a Teaching ‘Community of Practice’</td>
<td>22</td>
</tr>
<tr>
<td>5.0 Support for Faculty with Educational Technology</td>
<td>23</td>
</tr>
<tr>
<td>6.0 TA Training Support, Graduate Student Workshops and Graduate Professional Skills</td>
<td>32</td>
</tr>
<tr>
<td>7.0 Undergraduate Learning Support</td>
<td></td>
</tr>
<tr>
<td>7.1 Facilitated Study Groups</td>
<td>33</td>
</tr>
<tr>
<td>7.2 Presentation Skills</td>
<td>35</td>
</tr>
<tr>
<td>7.3 Service Learning and Community Outreach</td>
<td></td>
</tr>
<tr>
<td>7.3.1 Science Engagement Course</td>
<td>36</td>
</tr>
<tr>
<td>7.3.2 Let’s Talk Science Partnership</td>
<td>38</td>
</tr>
<tr>
<td>7.4 The Writing Centre</td>
<td>41</td>
</tr>
<tr>
<td>7.5 English Language Development</td>
<td>45</td>
</tr>
<tr>
<td>7.6 Mathematics and Statistics Learning Centre</td>
<td></td>
</tr>
<tr>
<td>7.6.1 Student Programming</td>
<td>56</td>
</tr>
<tr>
<td>7.6.2 Program for Conference on Teaching Mathematics at Universities</td>
<td>58</td>
</tr>
</tbody>
</table>
1.0 CTL ACTIVITIES – IN BRIEF

CTL supports UTSC’s Mission in six overlapping ways:

1) Supporting instructors in their development as expert teachers
2) Facilitating and supporting a ‘community of practice’ in which dedicated teachers interact, learn and support each other
3) Supporting faculty and students with educational technologies, including the Weboption
4) Training of Teaching Assistants and Graduate Student Professional Development
5) Supporting students as learners to fulfill the intellectual demands of their courses and to move to autonomous life-long learners
6) Collaborating with other units to bring our pedagogical perspectives to joint endeavors

(1) TEACHING EXPERTISE TRAINING AND SUPPORT FOR FACULTY

- 12 prospective faculty had ‘Get Acquainted with CTL Services’- meetings
- We distributed 33 textbooks ‘Teaching at Its Best’ to new faculty and ‘invested’ sessional instructors
- 33 new faculty/instructors attended teaching orientations; an additional 8 faculty/instructors received New Teacher Starter kits
- 118 different faculty and instructors, 25 staff and 15 graduate students attended one or more of CTL’s 27 different Teaching-related workshops (528 attending in total)
- 40 ‘one to one’ faculty consultations for general teaching topics

(2) FACILITATING & SUPPORTING A TEACHING ‘COMMUNITY OF PRACTICE’

- Nine faculty attended a three-day Instructional Skills Workshop (ISW)
- Six UTSC faculty attended a five day Facilitator Development Workshop (FDW) to enable them to offer the basic ISW workshops to colleagues.
- Start up support and administrative assistance for the establishment of the trans-discipline WIDEN seminar series.
- Establishment of the CTL Ambassadors
- Creation of the CTL book club (six 2-hour meetings to discuss pedagogy in higher education)

(3) SUPPORT FOR FACULTY & STUDENTS WITH EDUCATIONAL TECHNOLOGY

- 626 ‘assists’ to faculty and graduate students for Blackboard and intranet course site support
- 1,046 Courses’ course evaluations were scanned
- 90,863 individual multiple-choice sheets scanned (for 714 different tests)
• WebOption LectureCasting - 92 courses (up 21%) with combined enrolments of over 28,000

4) TEACHING ASSISTANT TRAINING AND GRADUATE STUDENT PROFESSIONAL DEVELOPMENT

• Seven, 3-hour formal TATP training sessions for 133 Teaching Assistants
• Eight, 1 - 2 hour workshops on teaching topics from the TA perspective; 54 TA/graduate students attended
• Graduate Student Professional Development Day – five topic sessions, nine graduate students attending
• Graduate Professional Skills (GPS) - CTL now contributes four events for this tri-campus program; 7 attended

5) SUPPORT FOR STUDENTS WITH THEIR LEARNING AND DEVELOPMENT

ENGLISH LANGUAGE DEVELOPMENT (ELD)

This program helps students improve English language skills and integrate into the academic community:
• Communication Cafes with 132 workshops; 2012 student visits, 595 different students attended
• Facilitator training Program (Student mentors intensive training); 68 students
• Reading and Writing through email (an intensive program combining 1:1 consults with emails; 213 different students engaged with 2,593 reading/emails and 453 ‘one to one’ consultations.
• Summer Learning Institute (SLI); 49 students ‘jump start’ their Language learning and joined the ELD network
• ELD Outreach
  o 57 Referrals and consultations for students with English language difficulties
  o 5 in-class information sessions for 416 students
  o 1 Information session for Green Path’s 180 students

FACILITATED STUDY GROUPS (FSG)

CTL provides faculty-recommended students with facilitation training. Facilitators organize study groups, facilitate discussion and help group members learn to recognize key concepts and develop techniques for course mastery.

We supported 25 courses with 4,998 hours of student participation. Students participating in these study groups typically had higher course completion rates and/or higher grades.
**MATHEMATICS AND STATISTICS LEARNING CENTRE (MSLC)**

The MSLC supports mathematics and statistics courses extensively, and can help additional disciplines requiring specific data analysis and quantitative reasoning course support.

- 916 hours of ‘drop in’ help in Mathematics & Statistics for 3,294 student visits
- 122 virtual tutor hours for 217 student visits
- Test and Exam Help sessions; 140 hrs for 400 student visits
- 32 course-specific review sessions for 1,558 students
- 1:1 tutoring ‘drop in’ - 75 hrs of tutoring
- special tutoring for students registered with AccessAbility Services
- Summer Learning Institute for students to enter Calculus courses with confidence & skills for 134 students
- National Impact - Organization of the Symposium on Teaching Mathematics in Higher Education at UTSC, June 2011

**PRESENTATION SKILLS**

43 standalone workshops; 117 students attended
14 workshops within courses; 506 students
Faculty and staff workshop for ‘Working with students who suffer form social anxiety’

**SCIENCE ENGAGEMENT AND SERVICE LEARNING**

1 credit of the SCIB03 Introduction to Service Learning in the Sciences, 35 students total.
These students:
- enriched the educational experience of 4,146 students in 11 courses at UTSC, and
- provided valuable work to the Toronto community at-large in partnerships with 6 ‘not for profit’ agencies.
- outreach to 4,950 primary and secondary students and community members via partnership with Let’s Talk Science

**THE WRITING CENTRE (TWC)**

The TWC offers students research-based, process-oriented, and engaging ways to improve student academic writing through written and online materials, seminars (in five broad areas: academic genres, writing process, clarity and coherence, grammar and editing and effective personal statements), 1:1 consultations, and writing clinics.
• 56 seminars with 1,536 attendees
• 26 hrs of Writing clinics for 444 students
• 2,701 ‘one to one’ consults for over 1117 different students.

100% of students indicated ‘Yes’ for the question “Would you return and/or recommend the service” and gave service an average rating of 6.0/7, for the question “Overall, how would you rate the quality of instruction in this session?”

6) COLLABORATIVE PROJECTS - CTL AND PARTNERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Co-organize two half-days of research orientation with Vice Principal, Research</td>
<td></td>
</tr>
<tr>
<td>• Co-organize one-day New Faculty Orientation and Welcome with Dean’s Office</td>
<td></td>
</tr>
<tr>
<td>• Interact with Dean’s office on policies such as promotion criteria (teaching) and course evaluations</td>
<td></td>
</tr>
<tr>
<td>• Provide expertise for assembling Teaching Portfolios and high-level teaching awards packages</td>
<td></td>
</tr>
<tr>
<td>• Partner with Vice Dean, Graduate Education Office to deliver 3 - 4 Graduate Professional Skills workshops</td>
<td></td>
</tr>
<tr>
<td>• Administer Teaching Grants (CTL and IITS organize a faculty adjudication panel that distributes a maximum of ~100K/yr)</td>
<td></td>
</tr>
<tr>
<td>• Partner with IITS for Classroom Technology and Learning Management Systems</td>
<td></td>
</tr>
<tr>
<td>• Mental Health Awareness Day in partnership with Health and Wellness Centre; 15 faculty attending</td>
<td></td>
</tr>
<tr>
<td>• Partner with AccessAbility Services to help faculty create rich courses ‘accessible’ to all our students, and to create instructor booklet “Inclusive Teaching and Students with Disabilities”</td>
<td></td>
</tr>
<tr>
<td>• Academic Integrity Matters (AIM) program - workshops and brochures in partnership with Academic Advising, Dean’s Designate for Academic Integrity and International Student Centre; 357 students attending sessions</td>
<td></td>
</tr>
<tr>
<td>• Writing and Math Tutors available in student residences</td>
<td></td>
</tr>
<tr>
<td>• Participation in Academic Advising’s Get Started Orientation sessions</td>
<td></td>
</tr>
<tr>
<td>• Partnership with the UTSC Library:</td>
<td></td>
</tr>
<tr>
<td>- Course-based Information Literacy instruction; 40 in-class workshops, 38 clinics</td>
<td></td>
</tr>
<tr>
<td>- Learning Commons design committee</td>
<td></td>
</tr>
</tbody>
</table>
- “Writing Instructors in the Library”; Library/CTL partnership

- Bring English language training and Study group Outreach to the Green Path program, Student Residences, the International Student Centre, the ‘Second Generation’ Project, and Cooperative Education
- Partner with Let’s Talk Science to train their Science Outreach volunteers
2.0 PERSONNEL, (NONCASUAL) FOR 2011/2012

1) Director (Associate Professor, Biological Sciences) - C. Hasenkampf, PhD

2) Assistant Director (librarian with MA in Education in progress) - J. Patterson

3) Business officer - K. Chan

4) Assistant to Director, Assistant Director and Business Officer - J. Brunton (on maternity leave); Lauren Pais as temporary replacement

5) Assistant, Student Programming - Berenice Monroy

6) Information Literacy & Research Skills Coordinator, (joint appointment with the Library) - S. Fedko

7) AccessAbility and Writing Support, (Senior Lecturer) - N. Johnston, PhD

8) Coordinator, English Language Development (ELD), (Senior Lecturer) - E. Khoo, PhD

9) English Language Development Support (Lecturer 60%) - Heather Lynne Meacock

10) Coordinator, The Writing Centre (Senior Lecturer) - S. King, PhD

11) Coordinator, Science Engagement [Service-learning] and Outreach (Senior Lecturer) - K. Persaud, PhD

12) Coordinator, Math and Statistics Learning Centre (Senior Lecturer) - Z. Shahbazi, PhD

13) Math and Statistics Learning Centre Support (Lecturer 50%) - Kathleen Smith

14) Educational Technologies Administrator - B. Sutherland, M.Ed.

15) Black Board Support and Presentation Skills - D. Weade, M. Ed.

16) Peer Facilitation Strategist and Student Outreach Coordinator - A. Skene, PhD

17) WebOption Coordinator, P. Sheppard through December 2011; search underway for replacement
3.0 Teaching Expertise Training and Support for Faculty

3.1. One to One Consultations
The Director had 40 private, problem-oriented consultations with faculty. CTL faculty also did 12 ‘Introductions to CTL Services’ for faculty job candidates.

3.2. New Instructor Teaching Orientations
We had three types of new instructor orientations:
- A week-long event (‘Get It While Its Hot’) in late July
- a one-day event in early September and
- virtual orientation sessions for Summer and Winter term (powerpoint slides and a package containing a variety of course resource materials).

In total we reached 41 new instructors. Programs for the orientations are given at the end of this section.

3.3. Nutrition for Educators (NFE) Teaching Seminar Series
The CTL organized 27 teaching-related seminars/workshops followed by discussion and lunch. Total attendance at NFEs was 528. Topics are listed at the end of this section.

3.4. Teaching Portfolio Workshop and Clinic
There were three teaching portfolio workshops offered and seven faculty attended one or more.

3.5. Faculty Teaching Showcase and Celebration of Teaching
45 faculty, three librarians, six graduate students, 10 staff and 8 guests from other campuses in the GTA attended this all-day Celebration of Teaching which featured a keynote address, workshops, roundtables and a poster and display session. Program is listed at the end of this section. Note: the event was delayed until May 3, but was for the 2011-2012 year.

In total, CTL 96 different faculty members and 22 sessional instructors participated in one or more of our orientations or workshops. (All were sent letters of participation at year-end.) Even with our robust set of offerings, CTL works closely with the tri-campus Centre for Teaching Innovation and Support, sharing program ideas and ensuring that UTSC faculty have full access to all the centrally delivered programs.

3.6. Principal’s Teaching Awards
The CTL maintains the web materials for the Principal’s Teaching Awards, creates promotional materials and answered questions/provided guidance when requested. The Director serves as advisor to nominators, and as an adjudicator for the awards.
3.7. Teaching Grants

CTL has taken on consolidation of the promotion, administration and adjudication of the existing teaching grants (Equipment, Software and Course Enhancement) and created Assessment of Innovations’ Effectiveness grants. There is now a twice-annual call for proposals with an online application process. A maximum of $100,000 is dispersed to improve the teaching endeavor.
**Get It While It’s Hot!**

**Summer 2011 Teaching Workshops**

**JULY 18 - 22**
M/T/W - AA160
Th/F - AC221

Each day starts with a light breakfast and mingle at 9:30 am. Sessions start at 10:00 am and end by noon with a light lunch each day to wrap up!

Afternoon events are optional.

**NOTE:** Those attending at least four of the five events will receive a copy of a book on pedagogy in higher education and a certificate of participation.

---

**Schedule**

**Monday, July 18 – AA160**
10 am – 12 noon: Getting started and sustaining your teaching: theory, practice and policies. Clare Hasenkampf, Director, Centre for Teaching and Learning

1 pm - 3 pm: Research Grantsmanship - Competitiveness and Oversight. Professor Malcolm Campbell, Vice Principal Research

**Tuesday, July 19 – AA160**
10 am - 12 noon: Aligning learning objectives with course activities and creating activities that maximize learning. Sarah Fedko, Information Literacy Coordinator, CTL/UTSC Library
Sarah King, Senior Lecturer; Coordinator, The Writing Centre

3 pm – 5 pm: Attracting and Guiding Graduate Students and Balancing Work/Life. Professors Malcolm Campbell and Maydianne Andrade, Biological Sciences

**Wednesday, July 20 – AA160**
Classroom technologies that support classroom learning. Janice Patterson, Assistant Director, CTL
Perry Sheppard, Coordinator, WebOption Lecturecasting, CTL
Brian Sutherland, Educational Technologies Administrator, CTL
Daryl Weade, Academic Communications and Technology Specialist, CTL

**OPTIONAL:** Blackboard Hands-on Clinic, 12:30 – 2:00 pm, AC221

**Thursday, July 21 – AC221**
Creating inclusive courses and supporting student learning – within and beyond the classroom.
AccessAbility Services (50 minutes)
Daryl Weade, CTL, MS Word tools for creating accessible files
Allyson Skene, Coordinator, Facilitated Study Groups
Kamini Persaud, Senior Lecturer; Coordinator, Service Learning and Outreach, Science Engagement
Elaine Khoo, Senior Lecturer; Coordinator English Language Development

**OPTIONAL:** Blackboard Hands-on Clinic, 12:30 – 2:00 pm, AC221
**OPTIONAL:** Teaching Portfolio, 2:10 – 3:00 pm, AC221

**Friday, July 22 – AC221**
When things go wrong: students in crisis, disruptive behavior, and academic dishonesty.
Dealing with Disruptive Behaviour - Clare Hasenkampf, Director, CTL
Students in Crisis - Aleksandra Low, Director, Health and Wellness Centre
Academic Integrity - Eleanor Irwin, Dean’s Designate for Code of Behaviour on Academic Matters

**FRIDAY WRAP-UP:** 12:00 – 1:00 pm, Certificate and Book Presentation; Mix and Mingle; Buffet Lunch.

---

**To Register**

Please register for some or all of these workshops by Wednesday, July 14th by sending email to ctl-events@utsc.utoronto.ca.

Centre for Teaching and Learning, University of Toronto Scarborough
1265 Military Trail, AC 320, Toronto, Ontario M1C 1A4, 416.287.5663
This event is for new faculty teaching for the first time, or for experienced instructors new to UT Scarborough.

Those attending will receive a copy of either ‘Teaching at its Best’ by Linda Nilson or ‘What the Best College Teachers Do’ by Ken Bain.

New Faculty Orientation

Wednesday, August 31, 2011, 8:30 am – 6:00 pm
(Management Building, MW170 and MW130)

SCHEDULE FOR THE DAY

8:30 am – 9:30 am  Continental Breakfast and Mingle
9:30 am – 10:20 am  Introduction to Teaching - Clare Hasenkampf
10:30 am – 11:00 am  Scaffolding and Implementing Assignments – Sarah King and Sarah Fedko
11:00 am – 11:10 am  COFFEE BREAK
11:10 am – 11:45 am  Using Educational Technologies Effectively – Perry Sheppard, Brian Sutherland, Daryl Weade
11:45 am – 12:15 pm  When to Get Help for Students:
• AccessAbility Services
• Health and Wellness Centre
• Academic Advising and Career Counseling - Ruth Louden
• English Language Development Centre - Heather-Lynne Meacock
12:15 pm – 1:00 pm  LUNCH
1:00 pm – 1:30 pm  Academic Resources:
• Information and Instructional Technology Services – Zoran Pijevic
• UTSC Library – Elizabeth O’Brien
• Centre for Teaching and Learning – Janice Patterson
1:30 pm – 2:00 pm  Student Panel; Moderator - Kamini Persaud
2:30 pm – 3:15 pm  New Faculty Panel; Moderator - Zohreh Shahbazi
3:15 pm – 3:30 pm  COFFEE BREAK
3:30 pm – 4:00 pm  Welcome and Introductions –
• Dean and Vice-Principal (Academic) Rick Halpern
• Vice-Principal, Research Malcolm Campbell
• Vice-Dean, Graduate Education & Program Development Bill Gough
• Vice-Dean, Undergraduate John Scherk
4:00 pm – 6:00 pm  Reception, Certificates, Prizes (in MW Atrium)

Please RSVP to ctl-events@utsc.utoronto.ca by Thursday, August 25, 2011. For accessibility or dietary requirements, please contact Janice Patterson at janicep@utsc.utoronto.ca.
The Centre for Teaching and Learning presents:

Teaching Events
for Instructors

• September 2011 – December 2011 •
<ctl.utsc.utoronto.ca>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>WED.</td>
<td></td>
<td>Accessible Classroom Materials</td>
</tr>
<tr>
<td>SEPT. 21</td>
<td>12 – 2:00 pm</td>
<td>Daryl Weade, Academic Communication and Technologies Specialist, CTL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This event will help faculty plan their course activities and text materials to be compatible with the accessibility needs of our students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AA160</td>
</tr>
<tr>
<td>MONDAY</td>
<td></td>
<td>CTL Book Club Meeting #1</td>
</tr>
<tr>
<td>OCT. 3</td>
<td>9 – 10:00 am</td>
<td>“Taking Stock – Research on Teaching and Learning in Higher Education” by Dr. Julia Christensen-Hughes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clare Hasenkampf, Director, CTL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IC380</td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td>Educational Technology Mingle #1 - CTL’s Educational Technology team and others</td>
</tr>
<tr>
<td>OCT. 13</td>
<td>12 – 2:00 pm</td>
<td>What new technologies are your colleagues using? How are they using them? Drop into our Ed Tech Mingle and hear first-hand accounts of the opportunities and challenges of some of the latest technologies. You'll get a chance to mingle, chat and try these solutions for yourself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC221</td>
</tr>
<tr>
<td>WED.</td>
<td></td>
<td>Digital Scholarship and Teaching -</td>
</tr>
<tr>
<td>OCT. 26</td>
<td>12 – 2:00 pm</td>
<td>Paulina Rousseau, Digital Scholarship Librarian, Sarah Forbes, Scholarly Communication Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Featuring: Michael Gervers, Professor, Department of Humanities</td>
</tr>
</tbody>
</table>
The mission of the UTSC Library’s Digital Scholarship unit (DSU) is to create, acquire, preserve and provide access to digital collections that will inspire and facilitate research and knowledge creation for the purposes of teaching and learning. It is the DSU’s goal that digital collections will be accessible as a public good, be sustainable, provide for interoperability, facilitate collaborations amongst scholars at U of T Scarborough and beyond, and support experimentation. Michael Gervers will speak about his experience collaborating with the DSU in the context of the Gunda Gunde Manuscripts and DEEDS projects. Emphasis will be placed on how these collections will be used for the purposes of teaching and research. Following Dr. Gervers, Paulina Rousseau and Sarah Forbes will speak in greater detail about the DSU.

**THURSDAY**  
**Extra Credit Assignments to Promote Student Engagement**  
**NOV. 10**  
**12 – 2:00 pm**  
**AA160**  
Lana Mikhaylichenko and Effie Sauer, DPES  
To help students further engage with the course material, we have been experimenting with the inclusion of extra credit projects in some of our general chemistry and organic chemistry courses. Recognizing the diversity of students’ interests and skill sets, several non-traditional project options have been offered in the hopes of appealing to students’ creativity. Working in small groups, students have had the option to write and record songs about chemistry, write poetry, design chemistry themed quiz-show games and prepare presentations on important molecules found around them. Student response has been overwhelmingly positive. Moreover, examination of course statistic suggests that participation in the optional projects has a positive impact on overall student performance in the course. This presentation will provide an overview of the projects offered, show examples of students work and highlight the evidence of positive student impact.

**WED.**  
**Professional Development Through Use of ePortfolios**  
**NOV. 23**  
**12 – 2:00 pm**  
**AA160**  
Kamini Persaud, Service Learning & Outreach, CTL  
The electronic Portfolio is a new and emerging tool that allows professionals to both document their strengths and accomplishments and reflect upon goals and gaps in their achievements. In this seminar, the flexible, adaptable and comprehensive nature of the ePortfolio will be demonstrated. Participants will also learn how the ongoing process of ePortfolio construction fosters professional growth and enrichment.

**THURSDAY**  
**Multiple Choice Exams: developing effective exam questions and understanding the (test scanned) results - PLUS a CTL Social!**  
**DEC. 1**  
**12 – 2:00 pm**  
**AA160**  
Clare Hasenkampf, Biological Sciences/CTL  
The Presentation (12 -1 pm) - The session will be a fast paced seminar that will consider:
1) formats for creating questions that best distinguish between students who know the material and those that don’t

2) how to develop strong multiple-choice questions that get at students ‘higher-order’ thinking, rather than just testing their recall of facts, (feel free to bring one or two short answer/mini-essay questions for conversion to MC)

3) how to interpret the information provided to UTSC instructors on the reports of canned exams

The Social – ur ‘woolgathering’ social is a light-hearted opportunity to spend some time with colleagues as the term winds down. Drop by and chat with friends, spend some time practicing a new skill (knitting, crocheting or poker, anyone?), and enjoy company and cuisine!

**TO REGISTER FOR ANY OR ALL EVENTS:** please send email to <ctl-events@utsc.utoronto.ca>. 
The Centre for Teaching and Learning presents:

Teaching Events for Instructors

• January 2012 – April 2012 •

<ctl.utsc.utoronto.ca>
<ctl.utsc.utoronto.ca>

WEDNESDAY

SMALL-GROUP INSTRUCTIONAL APPROACHES TO ENGAGE AND ENTHUSE STUDENTS

January 25
12 – 2:00 pm
AC221

Carol Rolheiser, Director, Centre for Teaching Support and Innovation (CTSI), St. George Campus. Looking for ways to spark student interest and maintain student engagement? There is broad empirical support for the premise that cooperation and collaboration in the classroom are effective means of promoting a range of positive learning outcomes. In this interactive workshop, we will consider how small group instructional strategies can establish a learning environment in which students are motivated and learning is meaningful. Participants will experience and debrief a number of small group structures that promote discussion, and consider applications of small group learning to their own teaching contexts.

THURSDAY

TURNITIN – A METHOD FOR ORIGINALITY CHECKING AND PLAGIARISM PREVENTION

February 9
12 – 2:00 pm
IC318

Janelle Leboutillier, Saira Mall, and Eleanor Irwin

a. Introduction to and Overview of Turnitin – Saira Rachel Mall, Educational Technology Liaison, Centre for Teaching Support & Innovation (CTSI), St. George Campus

b. Reviewing a Turnitin Report, and What Turnitin Can and Cannot Do – Eleanor Irwin, Dean’s Designate on Code of Behaviour on Academic Matters, UTSC

c. Comments from UTSC instructors who have used Turnitin – Janelle Leboutillier

THURSDAY

PROMOTING CREATIVITY IN CLASSROOM

March 1
12 – 2:00 pm
AC221

Daniel Scott Tysdal (English) & Zohreh Shahbazi, Mathematics

In this session, we explore the potential for utilizing teaching techniques that inspire students to creatively engage in their subject matter. We discuss the value these creative techniques add to the educational experience and we share some of the methods and exercises that encourage this creative thinking in the classroom.
MARCH 14

WEDNESDAY

MULTIPLE CHOICE EXAMS: DEVELOPING EFFECTIVE EXAM QUESTIONS AND UNDERSTANDING THE (TEST SCANNED) RESULTS - PLUS a CTL Social!

Clare Hasenkampf, Biological Sciences/CTL

a) Presentation 4
   5:00 pm, AC221
   The session will consider: a. formats for creating questions that best distinguish between students who know the material and those that don’t; b. how to develop strong multiple-choice questions that get at students ‘higher-order’ thinking, rather than just testing their recall of facts, (feel free to bring one or two short answer/mini-essay questions for conversion to MC); c. how to interpret the information provided to UTSC instructors on the reports of canned exams

b) Social - AC227,
   5 – 6:30 pm

THUR, Mar 29

EFFECTIVE USE OF POWERPOINT IN THE CLASSROOM

Daryl Weade, Academic Communication and Technology Specialist

12 – 2:00 pm, AA160
   We use PowerPoint so much the platform can become as stale as it is ubiquitous. In this session, we’ll share methods useful for making certain each presentation is clear and accessible for all students. This includes methods for reinforcing lesson concepts, the clear identification of key points, and adding alternative media to further aid student comprehension.

UPCOMING! – CTL’s Teaching Showcase – May 3, 2012

A light lunch is provided. Please register by sending email to <ctl-events@utsc.utoronto.ca>.
The Centre for Teaching and Learning presents:

4th Annual
Celebration of Teaching and Faculty Showcase!

Thursday, May 3, 2012
Centre for Teaching and Learning – Innovation, Integration, Excellence

SCHEDULE FOR THE DAY

9:00 - 10:30 am – (IC120) Pre-showcase Event
• Teaching Portfolio Workshop – Clare Hasenkampf, Director, Centre for Teaching and Learning

11:00 am - (IC130) Opening remarks

11:00 – 12:30 pm – (IC130) Plenary -
• Motivating Engagement in Any Size Class – Susan McCahan, Vice-Dean, Undergraduate, University of Toronto Engineering; Member, University of Toronto Teaching Academy; 3M National Teaching Fellow

12:30 - 2:00 pm - Lunch and Round Table Discussions

a. “If the student hasn’t learned, the teacher hasn’t taught” - Myth or (sad) Reality? Malama Tsimenis, French (ROOM: IC208). – We will discuss/debate this widely spread assumption that puts yet another burden on the instructor’s shoulders. We will share ideas, strategies, initiatives that can help our students to take ownership of and responsibility for their learning.

b. Developing a more inclusive course: Encouraging Greater Interactional Diversity – Elaine Khoo and Heather-Lynne Meacock, English Language Development Centre, CTL. (ROOM: IC200). - Helping our international and domestic English Language Learners (ELLs), and others who have similar language- and culture-related challenges integrate into the academic community is often perceived in terms of what these students need, rather than what these students can contribute. What tends to be overlooked is that these are a potentially rich resource that can contribute to better interactional diversity in a course and across campus. In this roundtable, we would like to explore strategies for engaging students in and outside of course contact hours in ways that can support these students towards being active contributors.

c. Mental Health Issues on Campus: Identifying and Responding to Students – Tayyab Rashid, Health and Wellness (ROOM: IC204). - Mental health issues on university campuses have recently received a lot of attention. This roundtable will discuss student mental health issues in the context of learning and the classroom, including: mental health issues faced by Canadian university students in general, and UTSC students in particular (based on current research and student surveys); how to identify and respond to students in distress (based on case studies); culturally informed best practices for making referrals; and information and resources available to the UTSC community.

d. Promoting Academic Integrity among Undergraduates – Sarah Fedko, Library, and Sheryl Stevenson, Writing Centre (ROOM: IC212). - We invite colleagues to share their successes and challenges in fostering students’ academic integrity. The emphasis of this roundtable discussion will be to brainstorm solutions to commonly encountered problems. Participants are encouraged to bring strategies or teaching activities to share with the group. In addition, some discussion will address current academic integrity initiatives at UTSC, so that participants can provide their input and suggestions. Fresh ideas and resources for teaching academic integrity are guaranteed to
and academic writing skills. We present data on the impact of the RWE program on committed s
Instructors that
courses.

Language Learners (both international and domestic) on campus have posed an institutional challenge in terms of
students (English Language Development Centre, CTL).

performance and academic integration,
d.

Engagement course students became a driving force for each activity above. The methods
Lab Skills Seminars, and class and online discussion s

Organic chemistry courses are among the most difficult courses for second year university students, with both a
c.

active experimentation.

3:30 to bett

environment. We will present the methodology and findings of a small teaching assessment project conducted in

positionality as they cross the boundary between the traditional university classroom and the community

focusing on learning as a holistic process resulting from the interaction with the world. Continuous

Adilahwala, City Studies

3:30

Evaluating assessment techniques in community-based experiential learning. Nehal El-Hadi and Ahmed

Unraveling the exponential increase in the number of English Language Learners (both international and domestic) on campus have posed an institutional challenge in terms of ways to support these students achieve academic integration in cost-effective ways. Supporting these students empowers them to contribute their diversity of perspectives that enrich the teaching-learning dynamics in all their courses. The Reading and Writing through Email (RWE) program provides individualized mentoring by Writing Instructors that help students from various programs across campus develop their academic reading, critical thinking and academic writing skills. We present data on the impact of the RWE program on committed students’ ability to

2:10 - 3:30 pm - Concurrent Sessions

a. Defining and Developing Roles in Graduate Student Supervision - Paola Borin, Ryerson University (ROOM: IC208). - New faculty members often make a successful transition from PhD student or postdoctoral fellow with little or no support. While conducting research is at least familiar territory, shifting to the new role of research supervisor is abrupt and often a completely new experience. This session will look at the differing roles, responsibilities and expectations of research supervisors and graduate students, and review some useful tools to facilitate this process.

b. Educational Research: Quantifying the Impact of Your Teaching Innovations - Sarah King, Allyson Skene, CTL; Cho Kin, Tim, Cheng, Ph.D. Candidate, Psychology (ROOM: IC204). - Action research examining the effects of teaching innovations can provide instructors and workshop leaders with valuable information to help them assess the effectiveness of their teaching. At the same time, conducting full-scale experimental research requires time and resources that are often not available to busy faculty members. In this workshop, we will share strategies for collating and analyzing existing data to efficiently and effectively support assessment of programs and teaching initiatives.

c. Using a tablet PC to create a dynamic classroom environment - Effie Sauer, Chemistry (ROOM: IC200). - This session will begin with a brief overview of current tablet technologies followed by examples of how they can be used to enhance the student experience in both large and small classroom environments. Examples will come from my own experience using a tablet PC to teach chemistry, as well as the pedagogical literature covering their use in various disciplines. Several devices will be on hand for any participants wishing to test them out.

3:30 - 5:00 pm - Posters/Interactive Displays (IC Atrium)

a. Evaluating assessment techniques in community-based experiential learning. Nehal El-Hadi and Ahmed Allahwala, City Studies. - Experiential learning has a strong reflective component; as such, effective assessment techniques need to focus on learning as a holistic process resulting from the interaction with the world. Continuous reflection is a crucial component in community-based service learning and allows students to examine their positionality as they cross the boundary between the traditional university classroom and the community environment. We will present the methodology and findings of a small teaching assessment project conducted in 2011 to better understand how to best guide students through Kolb’s (1984) “experiential learning cycle” by linking the concrete experience in and with the community to self-reflective observation, abstract conceptualization, and active experimentation.

b. Writing Strategies: from Essay-writing to Texting – Corinne Beauquis, French. - Do students rely on writing strategies? In this poster presentation, we will identify and examine some of the writing strategies used by our students when writing in French (in a French as a second-language environment). We will also identify some of their writing habits in the context of social media. Finally, we will compare some tools conducive to writing which provide us with opportunities to develop and strengthen students’ writing strategies.

c. Learning Organic Chemistry Though Experience. Lana Mikhailchenko and Wanda Restivo, Chemistry. - Organic chemistry courses are among the most difficult courses for second year university students, with both a challenging lab and a heavy theoretical component. We have created numerous activities to help students not only succeed in the course but to enjoy it as well. These new activities include videos on Essential Laboratory Techniques, Lab Skills Seminars, and class and online discussion sessions where students work together to solve challenging problems. Running these activities alone would be an overwhelming task for the course instructor; UTSC Science Engagement course students became a driving force for each activity above. The methods of assessment and advantages for each group will be presented.

d. Fast-tracking students’ academic writing skills development: Examining RWE impact on course performance and academic integration, Elaine Khoo, Maggie Roberts, Ali Hadidi, Tom Robles, Max Gatta and students (English Language Development Centre, CTL). - The exponential increase in the number of English Language Learners (both international and domestic) on campus have posed an institutional challenge in terms of ways to support these students achieve academic integration in cost-effective ways. Supporting these students empowers them to contribute their diversity of perspectives that enrich the teaching-learning dynamics in all their courses. The Reading and Writing through Email (RWE) program provides individualized mentoring by Writing Instructors that help students from various programs across campus develop their academic reading, critical thinking and academic writing skills. We present data on the impact of the RWE program on committed students’ ability to
meet their needs in coursework, assignments, projects and exams within a one-semester time-frame.

e. **Writing is a skill. You can teach it.** Dan Silver, Salina Abji, Katie Stuart, Cristian Rangel, Sociology. - This presentation offers some practical advice for teaching students how to improve their academic writing. We describe techniques for teaching students to have a point, make a claim, organize a paragraph, write an introduction, and use evidence.

f. **Using Blackboard to Encourage Student Engagement: Online Reading Journal Assignment.** Vannina Sztainbok, Sociology. - This past year, I introduced small-scale online assignments in three of my courses to encourage students to engage with the course readings throughout the term, while enriching their analytical and writing skills. Each assignment was graded for completion and overall quality and was worth a small percentage of the course total. This presentation focuses on how I designed a Reading Response Journal assignment for Blackboard. I found that the assignment facilitated feedback and interaction, and I learned more about my students.

g. **peerScholar, it’s Alive!! And Well!** Steve Joordens, Dwayne E. Pare, Lisa-Marie Collimore and Tim Cho Kin Cheng, Psychology. - peerScholar is an internet-based peer-assessment tool that supports so-called "formative assignments". Research has shown that these kinds of assignments provide an extremely powerful context for teaching students how to think critically and creatively, while also teaching them how to express their ideas effectively. It is now free for use by University of Toronto professors and students.

h. **Media Studies Portal.** Michael Petit, Media Studies. - The Media Studies Portal is an ongoing project of Media Studies and the Joint Program in New Media. Designed for students by students, the portal serves as a learning lab, teaching tool, and a repository of student digital projects.

i. **Shelley Eisner, Campus Graduate Administrator, Office of the Dean, UT Scarborough.**

j. **Designing Learning Documents for Every Population.** Daryl Weade, CTL. - There are many simple methods for making every document more accessible to your entire population. Stop by to sample the impact of poorly designed documents, pick up some material to help become a better designer, and ask some questions along the way.

k. **Mobile Devices for Instruction.** Brian Sutherland, CTL. - Mobile devices are revolutionizing the way we experience electronic communication. These devices have the potential to increase class participation, engage students and facilitate 'situated' or just in time learning right at that teachable moment. Try out some advanced devices, check out some ‘apps’, and chat about how you might want to use mobile devices and media to make m-learning available in your teaching and research.

l. **Teaching Sustainability.** Chuck Hostovsky, Geography. I am passionate about environmental management, and use a range of methods to integrate sustainability into my courses from traditional lectures and multimedia presentations, to field trips, case study analysis and personal ecological footprint auditing.

m. **Instructional Skills Workshop.** Ivana Stehlik, Biological Sciences, David Perley, Religion. – This 3-day intensive workshop offered at UTSC gives instructors a safe environment to conduct hands-on individual experiments on classroom teaching, and provides an opportunity to develop a strong support system that enables peer feedback on teaching. We can tell you more about it!
4.0 FACILITATING & SUPPORTING A TEACHING - ‘COMMUNITY OF PRACTICE’

INSTRUCTIONAL SKILLS WORKSHOPS (ISW)
ISW is a national peer-based instructional program designed to strengthen instructors' skills through intensive, practical, exercises in learning-centred teaching. The workshop engages participants in: generating effective feedback and discussion; planning and delivering mini-lessons; developing participatory instructional techniques; listening actively; and learning and teaching collaboratively. ISWs are a rigorous 3 - 5 day training program. In 2009/2010, CTL facilitated faculty enrolment in the ISW held at Ryerson University. In 2010/2011 we held the first ISW at UTSC with six faculty attending. In 2011/2012 we held our second ISW on campus and nine faculty attended. A first for this year - we held a Facilitator Trainer Workshop (an advanced week-long workshop, for faculty who had already attended an ISW and who wished to learn how to train others.) Six faculty attended the advanced session.

CTL BOOKCLUB
This year a book club was created with two main purposes: (1) to build relationships between faculty in different disciplines and (2) to explore a set of ideas about pedagogy in a substantial, over-time manner. CTL purchased 10 copies of the book “Taking Stock - Research on Teaching and Learning in Higher Education” and seven faculty and one staff member with representation from CTL, Biological Sciences, Mathematics, Humanities, Management and the International Student Centre held six, two-hour meetings to discuss opportunities to improve teaching methods used at UTSC.

WIDEN AT UTSC
This initiative is the brainchild of a collaboration that developed at this year’s New Faculty Orientation between a brand-new faculty member (Alen Hadzovic) and ‘one year’ old returning faculty member panelist (Barry Freeman). WIDEN seminars features 3 short talks on a common theme presented by different disciplines and across the hierarchy (eg. 1 undergrad, one grad student, 1 faculty). WIDEN events this year were organized around the themes ‘On Colour’ and ‘Work’. The WIDEN events happened because of the intellectual work of Freeman and Hadzovic but CTL provides logistical support and a small amount of funds for refreshments. While the topics are not pedagogy, this initiative supports the development of faculty relationships across the disciplines and hence aligns with our mission to create a community of practice.

CTL AMBASSADORS
This group was created to improve communication between CTL and the faculty within our departments. Sandra Daga and Janelle Leboutillier organized the group of ~15 volunteers from the departments to meet twice per term and provide feedback to CTL. This is a ‘work in-progress’ as we determine the best means of reciprocal communication, but already the Ambassadors have influenced the date, venue and keynote speakers for our Annual Celebration of Teaching and Faculty Showcase, as well as features to strengthen our Learning Management System.
5.0 SUPPORT FOR FACULTY AND STUDENTS WITH EDUCATIONAL TECHNOLOGY

Educational Technology Team

The Educational Technology team – Brian Sutherland (Educational Technologies Administrator); Daryl Weade (Academic Communications and Technologies Specialist); WebOption Coordinator (position vacant, search underway); Janice Patterson (CTL Assistant Director).

Services and programs provided - Blackboard and Intranet support (learning management systems); scanning services for course exams and evaluations (print) and evaluations (online); Weboption Lecturecasting (filming and posting of course lectures); general support for various educational/ classroom technologies (e.g. clickers, tablets, mobile devices) and needs (e.g. online learning, captioning); presentation skills development (with and without technology); technology support for accessibility needs; development of technology projects for CTL units.

SELECTED HIGHLIGHTS

• Purchased and setup of a new test/course evaluation scanning system (hardware and software)

• Hosted a successful Educational Technology Mingle, drawing 20 attendees

• Co-applicant in two successful Instructional Technology Innovation Fund projects: one (History Engine 2) was with UTSC instructor, Christine Berkowitz (Principal Applicant); the other with Janice Patterson, for a Lecturecasting student captioning project (in association with the Liberated Learning project.)

• Development of the student captioning editing system for the Weboption (with Liberated Learning) from the ITIF grant

• Completed a redesign of the WebOption website

• Setup of a UTSC domain and module on the Blackboard home page, making it possible to target communications and other content specifically to our campus’s students

• Redeveloped the Service Learning and Outreach website, as last phase of CTL website redevelopment

• Continued support for technology enhancements to CTL programming, including an online CTL event registration site (launch in spring 2012)

• Ten new resource web pages for faculty on the Educational Technology website

• Mobile content managed site for the WebOption (HTML5) with new security system

• Audio versions of web option lectures automatically generated

• Automatic metadata embedding in lecturecast media files

WebOption

The WebOption service continued its growth, seeing considerable increases in demand for filming in Summer (70%) and Fall 2011 (38%) over the same time the previous year. The number of supported courses in Winter 2012 decreased 4% from Winter 2011. There was an improvement in average delivery time of videos to users to approximately 3 hours; the WebOption lead the U of T with 92 courses covered in the academic year 2011-2012. Psychology continues to be the
biggest user of the WebOption service (27 courses) followed closely by Management (23 courses), then DPES (15), Biology (13), CMS (13), Social Sciences (8), Humanities (5), English and Philosophy (1 each).

The launch of the new Weboption website using U of T standard CMS, Drupal, allows for easier updating and clearer information for site visitors. The Coordinator developed and distributed 2000 informational and promotional postcards aimed at students.

The opening of the IC building necessitated delivery of WebOption service to classes in that building. IITS gave permission for us to set up a ‘satellite’ Weboption station in IITS’s basement Help Desk area, resulting in purchase of a lockable storage cabinet for camera gear. A workstation was also set up for videographers to upload and process classroom video.

The former coordinator, Perry Sheppard, was a co-applicant in two successful Instructional Technology Innovation Fund projects. One (History Engine 2) was with UTSC instructor, Christine Berkowitz (Principal Applicant); the other with Janice Patterson for a Lecturecasting student captioning project (in association with the Liberated Learning project.)

There were several technology enhancements to the Weboption service – the launch of a mobile-compatible site; migration of video format to full mobile compatibility, integration of automated audio-only delivery, and preparation of supporting systems for Liberated Learning system integration for the student captioning project.

As of December 31, 2011, the WebOption Coordinator resigned from CTL to take another position at UTSC. A search is underway to fill the position. Janice Patterson took on administrative duties of the Coordinator, including supervising the videographers and liaison with course instructors; and Brian Sutherland took on extra technical support duties.

<table>
<thead>
<tr>
<th>WebOption Lecturecasting Courses – Year to Year, 2009 – 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Summer Full Courses</td>
</tr>
<tr>
<td>Summer Reposted Courses</td>
</tr>
<tr>
<td>Summer Enrolment</td>
</tr>
<tr>
<td>Fall Full Courses</td>
</tr>
<tr>
<td>Fall Reposted Courses</td>
</tr>
<tr>
<td>Fall Enrolment</td>
</tr>
<tr>
<td>Winter Full Courses</td>
</tr>
<tr>
<td>Winter Reposted Courses</td>
</tr>
<tr>
<td>Winter Enrolment</td>
</tr>
<tr>
<td>Total Full Courses</td>
</tr>
<tr>
<td>Total Reposted Courses</td>
</tr>
<tr>
<td>Total Enrolment</td>
</tr>
</tbody>
</table>

Demand for WebOption programming continues to grow. Fall and Summer 2011 saw the most growth with the numbers of full courses up 27% overall from 2010, continuing the previous growth trend. (Demand for reposting dropped in summer 2011.) Again, this year-over-year growth is lower than the 40% growth in 2009/2010, but is larger than the long-term budget forecast of 10% growth year-over-year. Accurately estimating future trends continues to be challenging due to the rapidly
changing landscape of online education. However, budget allocation will—to a large extent—continue to dictate the maximum rate of growth for the program.

**BLACKBOARD AND INTRANET SUPPORT**

Support requests ranged from simple access issues to support for adapting courses for larger class sizes.

<table>
<thead>
<tr>
<th>Support Requests*</th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb</td>
<td>282**</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>Intranet</td>
<td>179</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>60</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>521</td>
<td>87</td>
<td>18</td>
</tr>
</tbody>
</table>

* Each email or phone call may be followed up by 2 or 3 additional emails/phone-calls to clearly define and resolve an inquiry or problem. Explanations of some topics may be accompanied by brief customized videos to easily lead an instructor through problem resolution.

** Support provided primarily by Brian Sutherland and secondarily Daryl Weade.

A documentation working group supporting Bb 9.1 is ongoing; our educational technology team continues to contribute to that, e.g. development of mashups information. The launch of a Blackboard mobile app requires that our team familiarize themselves with it to offer appropriate support to our campus users; thus testing of that is underway. These new features and services necessitate redevelopment of Bb documentation on our Ed Tech site (in progress).

A major achievement in LMS-oriented Educational Technology this year was the setup of a UTSC domain and module on the Blackboard home page, with cross-authentication to the intranet. This made it possible to target communications and other content specifically to our campus’s students while suppressing building blocks which had been presenting irrelevant content such as the ‘UTM Meal Plan login’. The intranet also had substantial course management portions rewritten, such as the discussion forum and marks tool.

In support, CTL Educational Technology team continues to participate in the tri-campus community, contributing actively to various projects including the Bb 9.1 documentation working group and the documentation website evaluation group.

Blackboard workshops offered: See Appendix Two.

**PRESENTATION SKILLS***

**Faculty presentation skills workshops (D. Weade)** - 3 Workshops offered; 7 attendees

**Working with Students who Suffer from Social Anxiety (Train the trainer event)** – 3 workshops in the series; 11 attendees including faculty, staff and students from CTL, Health and Wellness, and the International Student Centre.*See titles of Workshops in Appendix One.

Notes:

a. During Daryl Weade’s parental leave absence in the fall, three work-study students continued to provide workshops to students. Also, during that time Daryl provided 7 in-class presentation skills workshops for Hugh MacDonald’s business communication course.

b. Daryl is currently developing a certificate program aimed to move UTSC students through complete preparation for continuing to develop presentation skills as lifelong learners.

**SCAN SERVICES**
A. **Paper evaluation scanning:** Scanned evaluations for 1,046 courses with a total of 33,610 sheets scanned.

B. **Test and exam scanning:** Scanned tests/exams for 641 courses with a total of 90,863 sheets scanned.

The centre completed the addition of a new test/evaluation scanner and upgrading to new scan software providing more comprehensive testing results. This included:

- Assessing needs of new scan system and ensuring no loss of features with an upgrade
- Evaluating various solutions, identifying core needs
- Fine tuning new scanner setup, working with tech support to troubleshoot ongoing problems
- Developing new report overviews to build on data available in old report structure
- Developing documentation supporting faculty who will see change with this upgrade
- Developing documentation supporting the service as a whole, including Q&A workshops, to help new faculty understand the benefits of our service

**iClickers**

iClickers continue to be used across the campus with good success in most departments, notably the sciences and languages, while the tri-campus working group contemplates upgrading the official audience response system to iClicker2.

20 instructors across a variety of disciplines are using iClickers. There were three non-credit uses of the clickers.

**OTHER EDUCATIONAL TECHNOLOGY PRESENTATIONS**

- Provided 8 workshops for UTSC faculty and staff - 77 total attendees. (Topics included presentation skills, IC lectern technology training, Tablets in Education (NFE), Accessibility NFE, Accessible Office Documents (GIWIH))
- GIWIH workshop on developing appropriate material in Microsoft Office
- A Nutrition for Educator’s presentation on accessible content and appropriate planning
- Presentations in CTL’s annual New Faculty Orientation
- Presentations in CTL’s annual Get it While it's Hot faculty event
- Graduate Calculator presentation at TechKnowFile
- Web Option Presentation at TechKnowFile
- Accepted for two upcoming Techknowfile presentations on mobile technology and a Blackboard Mashups tool

**Appendix One**

**Presentation workshop titles for students**

- Presentation skills basics
- Preparing to present
- Academic presentation practice
- Using PowerPoint to present
- Using technology in your next presentation
- Creating a Presentation with a Good Flow
- Maintaining Eye Contact
- What to do the last 48 hours before your presentation
- Body language workshops

**Presentation workshop titles for faculty**

- Presentation skills for instructors
- Pairing good presentations with student engaging activities
Presentation workshop titles for TA
- Presentation basics
- PowerPoint design
- Building posters in PowerPoint

Blackboard workshop titles
- Using External Tools and Media in Blackboard
- Dynamic Conversations in Blackboard
- Hands-on sessions

Educational technology workshop titles
- Graduate student workshop on InDesign
- Drupal training for CTL staff
- IC lectern technology training
- Tablets in Education NFE
- Accessibility NFE
- Accessible Office Documents for GIWIH

Appendix Two –

Learning Management Systems/Educational Technology Workshops

Blackboard Users Group (Mashups)
Teaching Orientation
Get It While It's Hot – Blackboard
Introduction to Instructional Technologies (various)
Blackboard Domain Administration Training
Orienting departmental staff to the new features in Bb 9.1 Faculty Orientation
Customizing Your Online Course
Educational Technology Mingle - NFE
Student Grades and the Paperless Course
Personal Lecturecasting
Exploring Social Media
The iClicker Audience Response System
Managing the Course Cycle
New Faculty Orientation Hands on Blackboard workshop
Blackboard 101
Mobile and Context Aware Computing in Education
Blackboard Grade Center and the Paperless Course
Blackboard Course Communications
The iClicker Audience Response System
Blackboard Course Cycle
Teaching with the UTSC Intranet
6.0 TA TRAINING SUPPORT, GRADUATE STUDENT WORKSHOPS AND GRADUATE PROFESSIONAL SKILLS PROGRAMMING

6.1 TRAINING FOR FIRST TIME TEACHING ASSISTANTS
This training is provided by the tri-campus Teaching Assistant Training Program, but CTL serves as the local liaison and facilitates contact with departments.

Fall Training Sessions
September (3 sessions); a. Sciences - 16 people; b. Sciences - 27 people; c. Management - 28 people; October – one ‘catch-all’ all-discipline session - 20 people
TOTAL Fall attendees - 91

Winter Training Sessions
January (2 sessions): a. Sciences - 17 people; b. ‘Catch-all’ session - 25 people
TOTAL Winter attendees - 42

6.2 TEACHING RELATED WORKSHOPS FOR TEACHING ASSISTANTS AND GRADUATE STUDENTS
- Grading Workshop - October, 7 attendees
- TA Day (all-day event) - 3 workshops and two panels - January 2012 – 9 attendees
- Preparing Your Teaching Dossier – 4 attendees
- Working the Room: Strategies for Improving your Classroom Presence – 8 attendees
- Strategies for Fostering Academic Integrity among Undergraduates – 8 attendees
- Elements of Effective Lesson Planning – 5 attendees
- Developing Study Skills in Undergraduate Learners – 6 attendees
- An Introduction to Grading Lab Reports in the Sciences – 7 attendees
- Presentation Skills Workshop - 9 attendees

Four people obtained the Teaching Fundamental TATP certificate; 1 person obtained the Advanced University Teaching Preparation Certificate.

6.3 GRADUATE PROFESSIONAL SKILLS PROGRAM
One student completed the GPS credit for attending the 2011 Annual Celebration of Teaching and Faculty showcase and writing an analysis of its themes and directions forward.

Plans are underway to diversify our GPS offerings and promote them more effectively.
7.0 STUDENT PROGRAMMING

7.1 Facilitated Study Groups (FSG) 2011 Annual Report (Winter 2011, Summer 2011, Fall 2011)

HIGHLIGHTS
• supported 25 courses over 3 terms, with a total of 662 study groups providing 4998 student contact hours
• 863 unique individuals participated in FSGs, and many of those attended FSGs in more than one course.
• Overall, students who participated in FSGs earned an average grade of 73, while those who did not attend earned an average of 67 ($p < .001; d = .16$).
• Only 12% of total attrition in participating courses were students who had attended one or more FSGs; 88% of class attrition were students who never attended FSGs, even though FSG participants represent an average of approximately 20% of enrolment.
• 21 Facilitators received extensive training; a few of these have returned for more than one term.
• FSGs expanded into Management in Fall 2011, and will expand into Psychology in Winter 2012
• Finding appropriate space continues to be a struggle. The size of the room, especially the portable, is still problematic, especially if there is significant demand in a particular course.

GRADES AND RETENTION
Table 1: Comparing the mean grades and attrition rates for FSG vs. non-FSG students, 2011.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Mean Grades (%)</th>
<th>Attrition Rate</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FSG</td>
<td>NON-FSG</td>
<td>FSG</td>
<td>NON-FSG</td>
</tr>
<tr>
<td>WINTER 2011</td>
<td>BIOB11H3</td>
<td>68.30</td>
<td>64.25</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>CHMA10H3</td>
<td>61.59</td>
<td>63.07</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>CHMB41H3</td>
<td>76.47</td>
<td>64.00</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>CHMB42H3</td>
<td>74.34</td>
<td>66.03</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>HUMA01H3</td>
<td>76.06</td>
<td>68.65</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>MATA30H3</td>
<td>70.68</td>
<td>59.73</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>MATA36H3</td>
<td>70.00</td>
<td>63.89</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>Course</td>
<td>Summer 2011 Mean</td>
<td>Summer 2011 Grade</td>
<td>Summer 2011 DFW Rate</td>
<td>Summer 2011 FSG Participants</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>PHYA11H3</td>
<td>73.04</td>
<td>67.31</td>
<td>7 (16%)</td>
<td>25 (45%)</td>
<td></td>
</tr>
<tr>
<td>PHYA21H3</td>
<td>64.33</td>
<td>67.72</td>
<td>1 (25%)</td>
<td>15 (21%)</td>
<td></td>
</tr>
<tr>
<td>PHYA22H3</td>
<td>73.50</td>
<td>65.47</td>
<td>1 (14%)</td>
<td>63 (52%)</td>
<td></td>
</tr>
<tr>
<td>RLGA02H3</td>
<td>77.77</td>
<td>69.59</td>
<td>3 (8%)</td>
<td>52 (18%)</td>
<td></td>
</tr>
<tr>
<td>BIOA01H3</td>
<td>64.50</td>
<td>64.32</td>
<td>2 (18%)</td>
<td>28 (44%)</td>
<td></td>
</tr>
<tr>
<td>BIOA02H3</td>
<td>70.00</td>
<td>66.84</td>
<td>2 (33%)</td>
<td>14 (42%)</td>
<td></td>
</tr>
<tr>
<td>CHMA11H3</td>
<td>64.82</td>
<td>60.30</td>
<td>1 (3%)</td>
<td>25 (40%)</td>
<td></td>
</tr>
<tr>
<td>CHMB42H3</td>
<td>76.21</td>
<td>66.58</td>
<td>3 (17%)</td>
<td>31 (30%)</td>
<td></td>
</tr>
<tr>
<td>BIOB10H3</td>
<td>74.28</td>
<td>67.73</td>
<td>7 (11%)</td>
<td>19 (6%)</td>
<td></td>
</tr>
<tr>
<td>BIOC12H3</td>
<td>74.98</td>
<td>69.79</td>
<td>13 (15%)</td>
<td>19 (21%)</td>
<td></td>
</tr>
<tr>
<td>CHMA10H3</td>
<td>73.57</td>
<td>69.41</td>
<td>9 (6%)</td>
<td>41 (6%)</td>
<td></td>
</tr>
<tr>
<td>CHMB41H3</td>
<td>74.49</td>
<td>69.91</td>
<td>20 (18%)</td>
<td>51 (20%)</td>
<td></td>
</tr>
<tr>
<td>HUMA01H3</td>
<td>77.93</td>
<td>68.90</td>
<td>5 (13%)</td>
<td>32 (19%)</td>
<td></td>
</tr>
<tr>
<td>MATA30H3</td>
<td>71.67</td>
<td>61.84</td>
<td>5 (22%)</td>
<td>161 (48%)</td>
<td></td>
</tr>
<tr>
<td>MGTA03H3</td>
<td>73.76</td>
<td>66.60</td>
<td>1 (1%)</td>
<td>27 (2%)</td>
<td></td>
</tr>
<tr>
<td>PHYA10H3</td>
<td>64.64</td>
<td>66.63</td>
<td>19 (61%)</td>
<td>38 (24%)</td>
<td></td>
</tr>
<tr>
<td>PHYA11H3</td>
<td>74.00</td>
<td>69.06</td>
<td>15 (42%)</td>
<td>72 (59%)</td>
<td></td>
</tr>
<tr>
<td>STAB22H3</td>
<td>68.81</td>
<td>69.50</td>
<td>1 (4%)</td>
<td>57 (16%)</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

We continue to focus on facilitating A or B level courses, especially those with a high DFW (drop, fail, withdraw) rate, as these tend to see the greatest benefits from FSGs. In more than half (15/25) of the courses supported in 2011, FSG participants had both a higher mean grade and a lower rate of attrition than those who did not attend study groups. Of the remaining courses, 4 courses showed a higher mean grade for FSG participants; and 4 showed substantial reduction in attrition. Only 2 courses did not show clear benefit to participating students — and in both cases, this was likely due to poor attendance, as only a few students in those classes chose to attend study groups, and of those few, most only attended once.
While some of these particular results may be due to chance or other factors, compiled results reveal that overall students who participate in FSGs earn a mean grade of 73, a full 6 points higher than those who do not participate (mean grade = 67). These results are significant on t-test (p<0.01), with a small effect size (d=0.16). Further, in specific classes with a high level of FSG participation, there is a small to moderate positive correlation between number of times a student attended FSGs and their final grade.

Student response continues to be enthusiastic, with a majority students ranking the sessions at 4 or above on a 5-point scale indicating helpfulness. Some of their comments also indicate their views on the sessions: “helped me raise my mark by at least 20 points”, “facilitator was amazing”, “made me get involved in studying”. Instructors have also been enthusiastic about the results, and an increasing number are inquiring about adding FSGs to their courses.

FUTURE DIRECTIONS

It is crucial to the ongoing success of this program to have access to larger rooms. The bulk of student complaints are about the size of the portable room, as there just isn't enough space for all students who wanted to attend. Even AC219 is frequently filled to capacity, with some students being turned away. Also, to ensure the study groups can begin at the same time as classes, it would help to either have dedicated space-- or at least a higher priority in the room booking system.

The program will continue to expand to include:
1) more courses, and in more departments
2) greater opportunities for students to create supported study groups in classes that do not have FSGs
3) opportunities for specialized study groups (focusing, for example, on writing or language skills)
4) development of senior facilitator positions, where experienced facilitators will train and support fellow students in facilitating study groups effectively

7.2 PRESENTATION SKILLS WORKSHOPS

Workshops by Peers presentation specialists - Total of 43 workshops; 117 students attended these workshops

Organized workshops for students (D. Weade) - Introduction session for management student group; 8 students attended

In-class workshops for students (D. Weade) - 14 workshops; 506 students enrolled in course. Units using this support include: Management, Biology, ELD and the Summer Learning Institute
7.2 Service Learning and Outreach Program

Coordination:
Program Coordinator: Dr. Kamini Persaud, Senior Lecturer
Student Outreach Coordinator (50%): Dr. Allyson Skene

Instruction:
Dr. Kamini Persaud, Senior Lecturer (Fall 2011, Winter 2012)

Course:
SCIB03H3 Introduction to Service Learning in the Sciences
• 0.5 B-level elective credit
• Breadth Requirement: Social and Behavioural Sciences

Departments Involved: Involves students, faculty and courses in the departments of
• Biological Sciences
• Computer & Mathematical Sciences
• Physical & Environmental Sciences
• Psychology

Summary Figures:
Total No. of Terms Offered = 2 (Fall 2011, Winter 2012)

Hires (Program Support):
4 Teaching Assistants
2 SCIB03H Course TAs = 70 TA hrs
2 Team Research (BIOC99H) TAs = 70 TA hrs

1 Student Outreach Coordinator (50%): Dr. Allyson Skene

No. of Students Enrolled in SCIB03H3 = 35

<table>
<thead>
<tr>
<th>Placement Term</th>
<th>“IN-REACH”-type Placements</th>
<th>“OUTREACH”-type Placements</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2011</td>
<td>12</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>WINTER 2012</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>14</td>
<td>35</td>
</tr>
</tbody>
</table>
**No. of Different Community Partners (Outreach) = 6**

- Centre for Global Health, Dalla Lana School for Public Health, U. of T. \(\times 1 \text{ term}\)
- International Journal of Mental Health and Addiction \(\times 1 \text{ term}\)
- Let's Talk Science (LTS) \(\times 2 \text{ terms}\)
- Models of Human Disease, Faculty of Medicine, U. of T. \(\times 2 \text{ terms}\)
- Multi-Organ Transplant Student Research Training Program, Toronto General Hospital \(\times 1 \text{ term}\)
- Parkinson’s Clinic of E. Toronto & Movement Disorders Centre \(\times 1 \text{ term}\)

**No. of Different Courses Supported by In-Reach Students = 11**

- BIOA01H/BIOA02H Introductory Biology \((enrolment=1518)\) \(\times 2 \text{ terms}\)
- BIOB30H: Mammalian Physiology \((enrolment=447)\) \(\times 1 \text{ term}\)
- CHMB31H3: Intro. to Inorganic Chemistry \((enrolment=483)\) \(\times 1 \text{ term}\)
- CHMB41H: Organic Chemistry I \((enrolment=397)\) \(\times 1 \text{ term}\)
- CHMB42H: Organic Chemistry II \((enrolment=335)\) \(\times 1 \text{ term}\)
- EESA01H3 Intro. to Environmental Science \((enrolment=134)\) \(\times 1 \text{ term}\)
- MATA30H: Calculus I for Biological & Phy. Sci. \((enrolment=174)\) \(\times 1 \text{ term}\)
- NROB60H: Cell Anatomy & Physiology \((enrolment=175)\) \(\times 1 \text{ term}\)
- NROC61H Learning and Motivation \((enrolment=110)\) \(\times 1 \text{ term}\)
- NROC63H: Neuroscience Laboratory \((enrolment=19)\) \(\times 1 \text{ term}\)
- PSYB64H: Physiological Psychology \((enrolment=180)\) \(\times 1 \text{ term}\)

**No. of Different Faculty Who Adopted In-reach Students = 9**

- Mathematics \(\times 1 \text{ term}\)
- Chemistry \(\times 1 \text{ term}\)
- Chemistry *NOTE: No successful student applicants \(\times 1 \text{ term}\)
- Biological Sciences \(\times 2 \text{ terms}\)
- Psychology/Neuroscience \(\times 1 \text{ term}\)
- Chemistry \(\times 2 \text{ terms}\)
- Environ. Sci. *NOTE: No successful student applicants \(\times 1 \text{ term}\)
- Biological Sciences \(\times 1 \text{ term}\)
- Chemistry \(\times 2 \text{ terms}\)

**Let’s Talk Science Partnership**
- See report next page.
A YEAR IN REVIEW
Over the past two years the Center for Teaching and Learning (CTL) has provided generous support for the Let’s Talk Science Program (LTSPP) in the amount of $6000. This has allowed LTSPP to expand through the training, recruitment, and supervision of undergraduate students. Here we outline our efforts in the Fall and Winter terms of 2012. This report describes how the 140-hour teaching assistantship has been utilized, the goals we achieved, and our plans for expanding and sustaining this vital partnership in the future.

Measurable Goals for 2011-2012:

1. To train a new cohort of undergraduate/graduate volunteers in Science with Impact.

2. To mentor undergraduate students in the CTL Science Engagement Program through hands-on science placements and training with LTSPP at UTSC.

3. To coordinate participation in the Science and Technology fair through hands-on activities and competition.

4. To redevelop the LTSPP UTSC website.

Goal 1: Mentorship through science with impact training.

Of the 137 volunteers who are registered with the Let’s Talk Science Partnership Program, 60% successfully participated in the program during the year. As of this year Darren Gigliozzi our undergraduate coordinator has recruited and trained an additional 45 volunteers, to replenish our program with a fresh crop of enthusiastic volunteers (Fig. 1).

Goal 2: Science engagement students

Since September 2009, the Let’s talk Science Partnership Program has successfully mentored 20 undergraduate students in the Science Engagement program. These students often take on the role of “Head Volunteer” and participate in most of our in-class hands-on visits in the community.

The Undergraduate Coordinator is responsible for supervision of the Science Engagement students. Supervision of the students includes bi-weekly or weekly meetings with students to discuss progress and challenges, email communication with students, meetings with faculty to receive guidance and discuss progress of students’ projects, and evaluating final projects.

This year, the Let’s Talk Science program at UTSC focused on Developing Psychology and Neuroscience activities as well as Earth Sciences. In previous years these two streams have been under-represented. We will be utilizing the kits developed by our science engagement students for our regular high school visits as well as for special events.
Our Psychology and Neuroscience kit targeted high school students, and we have trained 10 volunteers to use the kit. This kit will also be used for Brain Month this year, in a total of 15 activities at 6 different high schools. Our other kits focused on the characteristics of volcano’s and techniques used in archaeological digs. To develop these kits a partnership was formed with Nick Ayles who gave us guidance and kindly allowed us to use the Geologic Journeys Series as a starting point. These kits will be used in an exciting new course, centered on the general theme of “Understanding the Environment”. It will be offered at East Scarborough Storefront. The course will feature 3 guest speakers and two field trips over its six-week duration.

Goal 3: Coordinate all aspects of the Science and Technology Fair outreach.
The Toronto SciTech Fair is an annual event hosted at UTSC. This one-day event brings in elementary and high school students from the community to discuss and learn about the pure and applied sciences.

For the past three years, Let’s Talk Science has partnered with Organizers of the SciTech Fair to provide fun, interactive activities for participants. Coordination of this event is the primary responsibility of the Undergraduate Coordinator, and includes:

Advertising the event to volunteers, developing appropriate activities, organizing and preparing supplies and materials, hosting activity training sessions, and acting as the lead contact of the event between fair organizers and volunteers.

This year, a group of 23 dedicated Let’s Talk Science volunteers from UTSC delivered hands-on activities to students in Grades 7-12. Students were engaged in a DNA guitar hero, DNA extraction, and DNA gel electrophoresis.

Conclusion:
LTSPP has experienced a banner year in terms of expansion, new partnerships on campus (Psychology), increasing our profile in the community (Science Rendezvous, All Science Challenge, Waterwise) and record numbers of events, youth reached and UTSC volunteers. It is clear that some of our greatest successes are due to the partnership with CTL, namely through the funding of an undergraduate coordinator and the mentorship of undergraduate Science Engagement students. The quality of the science-outreach and the reputation of UTSC as a whole has increased. We look forward to building on this partnership with the CTL through ongoing efforts in undergraduate training. Please see Table 1 for a breakdown of hours for the 2011-2012 academic year.
7.4 The Writing Centre

TWC Report on Student Programming, May 1, 2011-April 30, 2012
Prepared by Sarah King (with Nancy Johnston and Sheryl Stevenson)

The UTSC Writing Centre mandate is to support students as academic writers. While we support writing in a broad range of contexts, including creative writing, personal and professional writing, our focus is on supporting student learning in and through writing assigned in credit courses. Our approach in all contexts is research-based, process-oriented, and engages students as active learners.

2011-12 was a year of consolidation and maintenance. With a reduced faculty complement (1.6 lecturers instead of the full 2.0), we maintained and slightly expanded our one-on-one appointments program, writing centre seminar program, and writing clinic program. Customized in-class workshops were reduced, but the number of courses served through writing clinics, and new Research and Writing Clinics (in partnership with UTSC librarians) increased. We continued to emphasize collaborative programming and responsiveness to initiatives from other UTSC units, and piloted an undergraduate writing group, off-site writing tutoring and citation support, as well as expanding our contribution to academic integrity initiatives on campus.

Individual Program Details

1. One-on-one appointments. Students receive individualized feedback and instruction on writing for course assignments and related writing (e.g. personal statements for graduate and professional school applications). Booked appointments 50 minutes; drop-ins 20 minutes.
   • High-demand service that continues to be oversubscribed. Total of 879 entries (170 unique students) on waiting list, with an average of 3.34 names on the waiting list for any single appointment. The highest number of students waiting for any single appointment is 22.
   • Consistently very highly rated program: On student evaluations (booked appointments only), 100% of students would return and/or recommend; this year average rating of all instructors 6.38/7 (Question: “Overall, how would you rate the quality of instruction in this session?”)

Direction: STABLE. Our focus is on maximizing the efficacy of this high-cost, high-benefit service through extended drop-ins at peak times and improved record-keeping

<table>
<thead>
<tr>
<th></th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stud</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booked (50 min)</td>
<td>1724</td>
<td>1507</td>
<td>678</td>
<td>1442</td>
</tr>
<tr>
<td>Drop-in (20 min)</td>
<td>661</td>
<td>n/a</td>
<td>639</td>
<td>n/a</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2385</td>
<td>2146</td>
<td>2282</td>
<td>2701</td>
</tr>
</tbody>
</table>

NEW in 2011-12

1 415 students book 50-min appts only; 421 students came only to drop-ins; 281 students attended both: total 1117 students
• Added staff and extended drop-in hours at peak periods (November and March), contributing to an increase of 23% in drop-in appointments. Use of AC-221 enabled students to work while waiting, effectively creating additional study space.
• Addition of electronic record-keeping for drop-ins enabled us to identify three distinct groups of students roughly equal in size: students who book 50-minute appointments only, students who attend drop-ins only, and students who attend both

2. Customized in-class workshops related to assigned writing
• Requested by course instructor, tailored to instructor goals, assignment genre, and student needs; workshop slides and handouts posted to course management system (Blackboard or Intranet)
• Involve consultation and planning in collaboration with instructor, development of instructional materials, and follow-up: feedback to instructor on assignment design
• Include large and small classes across most UTSC depts. All disciplines are represented, although increasing numbers of tailored workshops in upper year Humanities, Psychology, Social Sciences, Biological and Environmental Sciences
• The hours listed do not indicate hours of preparation or consultation
• Writing Support Coordinator on leave, which reduced ability to accommodate requests for in-class workshops; some requests for in-class workshops redirected to Writing Clinics

Direction: CONSOLIDATION after a period of significant growth under leadership of Writing Support Coordinator. Short-term reduction due to faculty leave; long-term plan is to adopt a more strategic approach

3. Writing Clinics

Unique program of the UTSC Writing Centre, provides tutoring (by a coordinator) and peer mentoring by selected, carefully-trained peers who assist students in formulating and seeking answers to questions about writing assignments, engaging in brainstorming and research activities. Consistently excellent feedback and increased numbers of attendees

NEW in 2011-12
• Partnered with subject librarians to offer course-based Research and Writing clinics

Direction: GROWTH, particularly in course-related clinics.

2 Elimination of FS2 program in BIOA01 and BIOA02 contributed to a reduction of 1500 students attending customized in-class sessions
<table>
<thead>
<tr>
<th></th>
<th>2008/9 (first year)</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinics</td>
<td>Hrs</td>
<td>Attend</td>
<td>Clin</td>
</tr>
<tr>
<td>Stand-alone</td>
<td>14</td>
<td>22</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Course-related</td>
<td>2</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Course-related research &amp; writing</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>26</td>
<td>100</td>
<td>8</td>
</tr>
</tbody>
</table>

4. Writing Centre Stand-Alone Seminars

- Small-group seminars and workshops addressing common writing-related issues relating to four broad areas: academic genres, writing process, clarity and coherence, grammar and editing.
- Popular Personal Statement workshops (for graduate and professional school applications) counted separately because they are not strictly academic writing.

NEW in 2011-12
- Collaborated with AACC to offer two Personal Statement workshops: Getting Started on Your Personal Statement, and Editing Your Personal Statement

Direction: STABLE.

<table>
<thead>
<tr>
<th></th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Attend</td>
<td>Hours</td>
<td>Attend</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>23</td>
<td>271</td>
<td>11</td>
<td>139</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>4</td>
<td>133</td>
<td>3</td>
<td>165</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>404</td>
<td>14</td>
<td>304</td>
</tr>
</tbody>
</table>

5. New Collaborative Programming

- AIM (Academic Integrity Matters): with three other academic support and student services units, as well as the Dean’s Designate, developed new initiatives that foster a culture of academic integrity at UTSC;

³ Elimination of FS2 program in BIOA01 led to student anxiety around lab report. Scheduled 6 one-hour clinics, all oversubscribed (40 students each); attendance exceeded registration.
initiatives include student workshops, exercises, and instructional materials; panel presentation at an international conference; and other projects under development.

- **Writers’ Space**: in consultation with staff from AccessAbility, piloted a weekly undergraduate writing group aimed at students with writer’s block, problems completing papers on time, and/or anxiety about writing.

- **Writing-in-Residence**: piloted weekly drop-in hours in Residence

- **Citation Support**: piloted daily hour of citation support at the Library reference desk
7.5 ENGLISH LANGUAGE DEVELOPMENT

ENGLISH LANGUAGE DEVELOPMENT CENTRE REPORT 2011-12
Prepared by Dr. Elaine Khoo with assistance from Heather-Lynne Meacock

7.5.1.0 Overview
The English Language Development Centre (ELDC) continues its mission to help students participate more actively and achieve greater success at university through better English language communication skills. Students need to have at least the pre-requisite level English in order to understand lectures, read their textbooks and journal articles, write assignments, respond to test/exam questions, or participate in class discussions, etc. With the increasing number of international students and the significant number of domestic students from immigrant families who have English language needs, the ELDC role in supporting these students is vital in order to enable these students to become active contributors who enrich their respective learning environments with fresh, new and diverse thoughts. Through a comprehensive suite of programming, outreach, collaboration and innovation, ELDC programming continues to meet the Academic English communication and critical acculturation needs of the diverse body of students across campus. The ELDC’s integrated approach to developing student engagement and academic development builds simultaneously on academic acculturation while it promotes a strong sense of willingness to participate and to form supportive learning communities. This important strategic approach works to subvert the paradigm of marginalization through remedial support, and instead offers a customized learning experience. Students not only work towards their own academic goals, but also towards contributing to their academic community in meaningful ways.

In the past year, ELDC served a total of 1886 students through (a) core ELDC programming, and (b) academic outreach. There were 5642 visits/contacts by 876 different students through the ELDC core programming. In addition, ELDC reached another 1010 students through its various channels of academic outreach. This amounts to having served 17% of the 11,000 students at UTSC. Students served came from all the departments on the UTSC campus.

7.5.2.0 ELDC suite of core programming
The ELDC programming consists of 4 major streams to provide comprehensive support that can meet students’ respective individual needs. The Café series (Stream 1) and the RWE program (Stream 2) address the core academic communication needs of students across all the departments on campus. The FTC program (Stream 3) provides students the opportunity to develop more advanced communication, personal and professional facilitation skills. Unlike the other three streams which are offered on a trimestered basis, the ELD SLI (Stream 4) is offered only in summer mainly to proactively help incoming students be more prepared to meet the academic expectations at university.
Since participation is voluntary, the number of visits (or contacts) for each stream would be an indication of the perception of value of the respective programs by students. In the Café stream, the figure represents the number of visits to the cafes. In the RWE stream that figure indicates the combination count of critical thinking emails written and number of face-to-face consultations between tutors and students. In the FTC stream, this figure indicates the number of café facilitations by the facilitators undergoing the service learning component of their FTC training and the weekly 2-hour in-class training on the theoretical aspects of their FTC program. For the ELD SLI, the visits refer to the number of students attending each day of the ELD SLI independently.

Table 1: Overview of Activities and Participation Profiles

<table>
<thead>
<tr>
<th>Stream 1: Focus on Oral communication and academic coping skills, critical thinking, fluency and confidence for academic engagement</th>
<th>Stream 2: Focus on Academic Writing skills, critical thinking and academic identity</th>
<th>Stream 3: Focus on leadership skills development, service and learning community</th>
<th>Stream 4: Focus on helping incoming students with transition to university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Café</td>
<td>Academic Vocabulary Café</td>
<td>Personalized Academic Reading and Writing through Email (RWE)</td>
<td>Facilitator Training Certificate Program (FTC)</td>
</tr>
<tr>
<td>68 events offered</td>
<td>23 events offered</td>
<td>2593 critical thinking emails (~2593 virtual “visits”)</td>
<td>Silver Level</td>
</tr>
<tr>
<td>@1.5 hrs ( =102 training hrs)</td>
<td>@1.5 hrs ( =34.5 training hrs)</td>
<td></td>
<td>Gold Level</td>
</tr>
<tr>
<td>436 different students</td>
<td>245 different students</td>
<td>Service learning component: 91 cafes (@2 facilitators per café (=182 visits)</td>
<td></td>
</tr>
<tr>
<td>1196 visits</td>
<td>324 visits</td>
<td></td>
<td>Theory-training component: 11 classes (=events)</td>
</tr>
<tr>
<td>Discussion Skills Café</td>
<td>Seminars</td>
<td>453 face-to-face meetings (=visits)</td>
<td>@ 2 training hrs (22 hrs)</td>
</tr>
<tr>
<td>23 events offered</td>
<td>18 events offered</td>
<td></td>
<td>108 visits</td>
</tr>
<tr>
<td>@1 hr (23 training hrs)</td>
<td>@1.5 hr ( =27 training hrs)</td>
<td></td>
<td>(Gold level: 5 sessions x6 facilitators =30 visits)</td>
</tr>
<tr>
<td>200 different students</td>
<td>205 different students</td>
<td>Silver level: 6 sessions x13 facilitators =78 visits</td>
<td></td>
</tr>
<tr>
<td>235 visits</td>
<td>257 visits</td>
<td></td>
<td>294 visits</td>
</tr>
</tbody>
</table>

Total for Stream 1: 132 events offered (68+23+23+18) |
2012 visits (1196+235+257+324) |

Total: 11 events |
3046 visits (2593+453) |
290 visits (182 visits* |
294 visits |

6 events |
108 visits** |

English Language Development Summer Learning Institute |
6 on-campus days plus online ( =6 hrs of on-campus)
595 different students
(436+245+200+205)

213 different students

19 different students

49 different students

186.5 training hours

1729 hours of reading and 864 hours of writing

22 training hours

36 training hours

149 events

2837.5 training hrs

5642 visits

876 different students

Approximately 6.4 visits per student

This high number of visits/contacts per student indicates that the programs resonated with students’ needs, thus engaging students voluntarily in sustained self-selected learning.

* Service component: Each Communication Café and Vocabulary Café would have 2 facilitators who assist the instructor in running the games.

** Training component: 5 gold training sessions for 6 gold facilitators + 6 silver training sessions for 13 silver facilitators

7.5.3.0 Description of Core Programs

The core programs have a fixed curriculum and pedagogy unique to the respective streams.

7.5.3.1 Café Series and Seminars

Students’ appreciation of the oral communication and academic skills that they develop through the café series are reflected by the number of students who voluntarily return to participate in more sessions. Since feedback from previous Co-op students indicated the skills, strategies and confidence they acquired through the Café series helped them in the workplace, the Arts and Science Coop require that students in their Navigating the World of Work (NWoW) program complete 5 Cafés (of which at least 3 must be Communication Cafés, while the other two can be from Vocabulary Cafés or the Discussion Skills Building Cafés)

7.5.3.1.1. Communication Cafés

Through an innovative approach using games that we invented in 2006, we have engaged students in transformative learning based on 10 active learning modules of 90 mins/session targeting academic communication skills development. These are offered in the first 5 weeks of each semester, with 2 themes per week, and multiple sessions per theme. A total of 68 Communication Café sessions were offered in 2011-12. The Communication Café participants constituted 73% of the students who participated in Stream 1.

- **Social Media** (Twitter@UTSC_CommCafe). Ubiquitous Learning. Revision of pilot launched the previous year. Communication Café Challenges offer extended learning opportunities outside of the classroom environment with instructor feedback. The Communication Challenge is a contest held in the fall which awards the student who has accumulated the most points earned through a combination of attendance at Cafe events (ComCafe, Vocab Cafe and Discussion Skills Building) and extended learning opportunities offered through the challenges. Challenges are posted on the ELDC website, ELDC Blackboard, in AC221 and on our Facebook and Twitter account. One winner is announced yearly. The winner of this year’s challenge is Xiaoyue Zhao, who attended 18 Cafes.

New developments:
- To meet student demand, extra sessions that extended the programming to November 11th, 2011 were added (i.e. beyond the regular first 5-week of semester offering)
• One new game was created and introduced into the Cafe’s regular programming. **Listen Up: Listening for Cue and Clues**, initially presented as a pilot last year, was successfully re-designed to offer students the opportunity to practice more advanced listening competencies.

• **Communication Café Participation Certificates.** Offered Certificate of Participation for committed Cafe students who attended 10 Cafes or more over the academic year. Attending 10 Cafes entails spending 15 hours of participation time per student. This year, 9 students were awarded certificates for their outstanding commitment towards developing their English Communication and academic skills.

• **First Year Experience Caucus.** ELDC presented a Cafe for the First Year Experience Caucus, which is a leadership conference for first year students interested in getting involved on campus. Sessions were held in the winter 2012 term.

7.5.3.1.2 Academic Vocabulary Café
Successfully piloted in March 2011, the new Academic Vocabulary Café was extended to 10 new interactive learning modules focusing on the Academic Word List (Coxhead, 2000). The Cafe runs for 5 weeks at the start of each term, with 1 theme per week and multiple sessions. A total of 23 sessions were offered. It attracted 41% of the students who participated in Stream 1, indicating that students found this support extremely useful.

7.5.3.1.3 Discussion Skills Building Café
Piloted in the spring of 2011, these casual one-hour workshops use multimedia such as film, video, audio and images to generate discussions on current, interesting topics. Hands-on activities are designed to provide students with the opportunity to build their English language discussion skills while engaging critically with media and ideas. The series was successfully implemented for the 2011-12 term. Discussion Skills Building is offered twice a week for the first 5 weeks of term. A total of 23 sessions were offered and accounts for 33.6% if the students who participated in Stream 1.

Improvement on two pilot sessions from last year:
**Language and Culture through Film (Pilot—2 sessions)**

Sessions provide hands on active learning activities designed around film content to provide opportunities for developing English language communication skills while engaging in critical discussions about Canadian culture. (Skills targeted: critical thinking, cultural awareness, media literacy, oral communication, group discussion)

7.5.3.1.4 Seminar
The seminar series served 34.5% of the students who participated in Stream 1.

The following ELDC “staple” seminars were given:

• Fast-Track Your Academic Writing Skills Development
• Expand Your Active Vocabulary
• Reading Academic Texts and Making Notes

New seminars:
• **Using Zotero to keep track of your Research and Writing**
This interactive seminar was newly developed as a result of overwhelmingly positive feedback on its usefulness and value when taught to CTLA19 students in Fall 2011. This seminar equips students with
the ability to manage and track the library research they do to write their essays. It helps them avoid the pitfalls of plagiarism that arises from not being able to track where they extracted information from sources.

- *How to Writing Persuasively in Academic Writing*
- *Critical Grammar and Vocabulary Use in Writing*

These two new seminars were developed in order to directly address the key areas of need in students’ academic writing.

### 7.5.3.2 Personalized Academic Reading and Writing through Email (RWE)

Since its inception in 2005, the RWE program has helped many students cope with their academic reading/writing resulting in their scoring better grades in assignments and tests. For some examples of impact see Appendix B.

Offered every semester, the RWE’s blended learning concept supports students’ personalized online and face-to-face contact with a dedicated tutor, and creates a customized learning experience. The demand for the RWE program far exceeded the places available in Fall 2011, resulting in 60 students being on the waitlist. As a result, changes were made to the program in Winter 2012 in order to support more students.

The RWE program has successfully attracted participation from many students whose vocabulary levels were tested to be below the levels they should have for their year of study (see Figure 1). Since 65% of RWE students are Year 1 and Year 2 students, this program serves to help these students lay a good foundation in academic writing. Furthermore, the RWE program helps many students who might otherwise struggle with expressing themselves in writing. Thus, even if a student engages with RWE for a short time, it is already a step forward in moving the student towards more standard writing (see Figure 2), and may contribute towards better retention through lower attrition.

By engaging in RWE and striving to meet the RWE requirement of reading and writing every day, these students have reported being better able to keep up with course readings as well as being able to score better marks in assignments as well as perform better in tests and exams in their courses.

Figure 1: Profile of RWE students’ vocabulary levels

Figure 1 indicates that RWE served its target population, with 74% - 80% of the students below the vocabulary levels expected for their year of study, based on the Nelson-Denys test.
Engaging students in daily target-level reading and writing is key to transforming their academic writing ability. Over the past year, the 213 students in the RWE program had collectively written 2593 critical thinking emails and had 453 face-to-face sessions with their RWE tutor. Since RWE students are expected to engage in 40-minute reading and 20-minute writing sessions, this indicates that collectively students had engaged voluntarily in 1729 hours of reading and 864 hours of writing. These statistics are noteworthy given that RWE is a voluntary program and students are likely to drop out when they have multiple assignment deadlines or tests/exams in their courses. Yet, there were students who wrote over 41 critical thinking emails. In Winter 2012, 8 students wrote so many emails, the highest being 78 emails, that they have been categorized into the “Transformed” category. This category of students have provided evidence that their engagement in RWE had enabled them to perform better academically. For instance some students brought in their assignments where they scored an A rather than a B or C as they previously did. Approximately 78% reported use of RWE for course-support. Others took the opportunity to read widely on areas not related to their courses.

### 7.5.3.3 Facilitator Training Certificate Program

The FTC is our leadership and volunteer peer-facilitation program for highly committed students who regularly attend Cafes. The volunteer program includes instruction, peer co-facilitation, research, development, outreach and mentoring. There were 5 training sessions for the 6 Gold facilitators and 6 training sessions for the 13 silver facilitators.

A Silver facilitator, Xiaoyue’s paper, "How speaking a New Language Changes Me" will be published as part of the ELDC collected multilingual narratives pending her approval.

**Revised: Peer Anti-Oppression Workshop**

This workshop is designed to give students the language needed to discuss and problem-solve issues around oppression. Developed for FTC peer-facilitators, but open to other peer groups.

### 7.5.3.4 English Language Development Summer Learning Institute (ELD SLI)

Incoming students to UTSC are given the opportunity to participate in 2 weeks of intensive blended learning: on campus and online. Students attend 9 am – 3 pm, 3 days per week on campus and engage in online faculty-student interaction daily including non-class days. In addition, they get individual face to
face writing conferences and detailed constructive feedback on their writing. The ELD SLI was offered on August, 8th, 10th, 12th, 15th, 17th, 19th, 2011 and served 48 students.

7.5.4.0 Academic Outreach:
The different channels listed below reached **1010 students**.

7.5.4.1. AIM to Meet University Expectations (Academic Integrity Matters)

In collaboration with ISC, TWC, AACC, and Dean’s Designate, Professor E. Irwin. Total AIM outreach - **357 students/faculty**

7.5.4.2. One-on-One Consultations (by appointment): **57**

This includes the ELD consultations as well as student referrals (include those referred by the Dean Designate’s office for academic integrity), Faculty and Staff Consultations (ELD support, resources) FTC peer-facilitators; project supervision, personal skills mentoring.

7.5.4.3 In-class visits: **416 students**

At the invitation of faculty teaching the respective courses, ELDC faculty conducted in-class visits for the following courses.

- GASA02 Introduction to Global Asia Studies (56 students)
- MGTB23 Managing People and Organizations (30 students)
- SOCB47 Social Inequality (170 students)
- SOCB53 Race and Ethnicity (120 students)
- VPSD56 Advanced Studio Practice (40 students)

7.5.4.4 Green Path: **180 students**

In order to promote a more seamless transition for Green Path students, an afternoon seminar was conducted to help them understand the rationale and range of ELD support available to them.

7.5.5.0 Evaluation and Impact

The ELDC support to students is of critical importance to their success at university since every course requires students to have the level of English language proficiency and critical thinking skills in order to engage meaningfully with academic listening, reading of academic texts, writing for academic purposes and oral communication in tutorials and with faculty or TAs. The ELDC approach to supporting students involves building a sense of community which has provided value-added learning capacity for students.

Since participation in ELDC programming, aimed at addressing the low starting points of students academic communication skills, is voluntary, the strongest performance indicator is the returning participation of students. Given that students have multiple demands on their time, their willingness to return for repeated sessions indicate that they find the ELDC support valuable. As many students coming to ELDC programs have extremely low levels of English (see, for example, Figure 1 above), getting the same students to come back for continued support is important. Impact is seen over an extended period of repeat visits. Support is time and labour-intensive, but getting students over the threshold so that they are able to be highly participatory contributors in the academic community is a worthwhile investment because many of these students want to “give back” by helping to support other students in their ELD journey. The most obvious example of the suggest of this peer support model is the facilitator training.
program where the 19 facilitators-in-training have volunteered a total of 136.5 hours in the 91 Communication Café and Vocabulary Café sessions to support other students.

Some notable statistics of impact:

- 58% of the students attended more than once in the Café series.
- 98.3% of the students who responded to surveys after Cafes considered Cafes to be good, very good or outstanding. (N=604)
- 98.2% of the students who responded to surveys after Cafes found the Café approach to learning and practicing communication and critical thinking skills to be good, very good or outstanding. (N=604)
- 9 students have voluntarily attended at least 10 Cafes, and will be awarded a certificate.
- 1 student, Xiaoyue Zhao, who won the Communication challenge, had attended 18 cafes.
- 2 students in the RWE program in Winter 2012 had written over 70 critical thinking emails. An impact statement from one of them can be found in Appendix B.

7.5.6.0 Recognition

6.1 The value of the ELDC program in promoting greater interactional diversity amongst all students on campus through empowering them with greater confidence and facility with English language was recognized and featured as one of the five profiles promoted across all three campuses by the office of the Vice President, Human Resources and Equity, when U of T commemorated the International Day for the Elimination of Racial Discrimination. The ELDC program was featured as a proactive approach to encourage greater integration among students from diverse backgrounds in order to contribute to a more dynamic teaching-learning environment.

6.2 Charlotte Sheldrake, Associate Dean International Education, English Language Centre, Vancouver Island University requested a meeting to with E.Khoo and H-L Meacock with a view to discuss ELL program renewal at VIU with the possibility of modeling ELDC initiatives (with attribution) in VIU contexts. Meeting took place on June 15, 2011.

6.3 Invited to participate in a Day of Conversations about ELL held at OCADU on April 17, 2012. The invited group included faculty representatives from U of T New College, UTSC, Ryerson, and OCADU who were invited to share in a day of conversation with regards to ELL support for students.

6.4 In recognition of the value of ELD programming as fundamental in helping students, when establishing their Academic Programmer and Promoter (APP) positions, Residence Life inquired about FTC-trained facilitators who would be ideal candidates for this mentoring and outreach position. Facilitators Richard Cheng and Jie Change were hired.

6.5 Jie Chang was given the Academic Programmer and Promoter Star of Excellence Award.

6.6 A number of other ELD students were given awards during the Honours Night.

6.7 A Silver facilitator, Lubaba Khan, successfully presented a paper on second language speaker experience at the 3rd Annual Humanities Undergraduate Research Conference this year. Her paper was “Why preserve endangered languages?”

7.5.7.0 ELDC collaborations and service

ELDC has continued with many existing collaborations established from the previous year, and established new collaborations that strengthen the support available to students who are challenged as a result of lack of academic communication skills.
1. Registrar’s office: Outreach to support students at academic risk who need ELD support
2. AACC: Proactive identification of support of students at academic risk due to language deficiency. A pilot project, Building on Student Strengths, is in its pre-implementation stage.
3. Arts and Science Co-op: To ensure students going out for their first Coop placement are equipped with the communication and interpersonal skills as well as confidence to participate actively, participation in the Café series is a requirement
4. Residence Life: Coaching of FTCer for film production of short video to familiarize new students in Residence with the academic support services and student life services available to them at UTSC.
5. TWC: Professional development day on reinforcing mutual support between TWC and ELDC (September 2011)
6. AACC: Training for Get Started coaches
7. AACC: Ready, Set, Go (June 2011) (with involvement of FTC facilitators)
8. CTL: New Faculty Orientation
9. AACC: Mix-and-Mingle (CTL Poster) and lunch time
10. Registrar’s Office: Fall Campus Day for potential incoming students and their parents (Nov 19, 2011)
11. International Student Centre: Cross promotion of events to support student needs
12. Registrar’s office: Support for UTSC outreach to recruit international students – Heather-Lynne’s presentation on comprehensive ELDC support at UofT’s Continuing Education department with Assistant Registrar, Nov. 11, 2011

7.5.8.0 Credit Courses
The following courses aimed at non-native speakers of English have been approved to be taught by ELDC faculty starting Fall 2011.
CTLA19  Writing Practicum for Non-Native Speakers of English (fall 2011/winter 2012)
CTLA01  Foundations in Effective Academic Communication (Change of code and course title from CTLA19, but curriculum the same, to be taught starting Summer 2012)
CTLA02  Exploring Cross-Cultural Perspectives in Academic Contexts

7.5.9.0 Areas of development as we move forward
ELDC support is resonating with student needs, and students have voluntarily stepped forward to participate in the program with positive outcomes. Students have indicated that there are additional key areas of support still lacking such as support with academic reading with critical thinking (beyond the one seminar on the much-needed area of academic skill), listening skills as well as pronunciation). More resources are needed in order to meet the demands of student needs and to take proactive action to support incoming students with levels of English insufficient for academic purposes. Also, there is a need to develop assessment instruments to evaluate students’ progress in quantitative ways.

7.5.10.0 ELDC Team
The ELDC team consists of one full-time Senior Lecturer, Dr. Elaine Khoo, Coordinator, a 0.6 FTE Lecturer, Heather-Lynne Meacoc, and experienced CUPE 3 Writing Instructors: Maggie Roberts, Negin Dahya, Tom Robles, Max Gatta, and Ali Hadidi.

ELD also works with and fosters student staff as a part of our ELD team, through the work-study program. 5 student staff members were mentored within the ELD program and worked for 1 - 3 terms this year, learning new skills while working on a variety of projects.

Appendix A:
Survey of Students’ Perception of the RWE program administered during their first month of RWE  (N=35) in Winter 2012

48
Survey participants responded on a 5-point Likert scale where 1 = Strongly Disagree and 5 = Strongly Agree to the completion of the following sentence stem:

"As a result of my engagement in the RWE program so far...

<table>
<thead>
<tr>
<th>Statements related to reading</th>
<th>1 (Strongly disagree)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am doing my academic reading more effectively</td>
<td>2.9%</td>
<td>8.6%</td>
<td>37.1%</td>
<td>20.0%</td>
<td>31.4%</td>
</tr>
<tr>
<td>I have expanded my active vocabulary</td>
<td>0</td>
<td>11.4%</td>
<td>54.3%</td>
<td>25.7%</td>
<td>8.6%</td>
</tr>
<tr>
<td>I enjoy reading a wide range of topics.</td>
<td>2.9%</td>
<td>14.3%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>25.7%</td>
</tr>
<tr>
<td>I feel that I am able to read my academic texts more critically.</td>
<td>2.9%</td>
<td>5.7%</td>
<td>34.3%</td>
<td>34.3%</td>
<td>22.9%</td>
</tr>
<tr>
<td>I am keeping up with my course readings more effectively.</td>
<td>2.9%</td>
<td>2.9%</td>
<td>31.4%</td>
<td>34.3%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statements related to writing</th>
<th>1 (Strongly disagree)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am enjoying writing to my tutor.</td>
<td>1%</td>
<td>8.6%</td>
<td>8.6%</td>
<td>48.6%</td>
<td>31.4%</td>
</tr>
<tr>
<td>I am more confident about expressing my thoughts in writing.</td>
<td>2.9%</td>
<td>11.4%</td>
<td>34.3%</td>
<td>28.6%</td>
<td>22.9%</td>
</tr>
<tr>
<td>I feel that I am expressing my ideas more critically in writing.</td>
<td>2.9%</td>
<td>11.4%</td>
<td>31.4%</td>
<td>28.6%</td>
<td>25.7%</td>
</tr>
<tr>
<td>My writing is more organized and easier to read.</td>
<td>2.9%</td>
<td>17.1%</td>
<td>31.4%</td>
<td>31.4%</td>
<td>17.1%</td>
</tr>
<tr>
<td>I am more aware of using correct grammar and linguistic expressions</td>
<td>5.7%</td>
<td>14.3%</td>
<td>31.4%</td>
<td>20.0%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

Appendix B

Sample student reflections about RWE:

**Student 1**: "I am truly grateful that I took the chance to be in this program. The program guided me in developing my basic studying strategy to a comprehensive and critical thinking that is greatly needed in academic reading and writing. I started to get A’s with good feedback and comments on my essays and it definitely feels rewarding."

**Student 2**: “As a result of the RWE program, I was able to improve my writing and critical thinking skills. I am much more articulate in my writing and speech because of the support I received through Ali and the rest of the staff in the RWE program. By learning how to properly structure an argument paragraph, I have been able to express my ideas and thoughts with style, continuity, and emotion. Ali’s critical writing and thinking manual was essential to my development of correct sentence structure and concise writing. I was able to critically analyze the writing of articles and journals in order to enhance my personal knowledge and spark my curiosity regarding the relevant topics I was reading.

In addition to my improved ability to communicate, was a marked change in my study habits. By reading and writing academic material daily, I was able to focus more on my course readings and found myself increasing interested in the field of psychology and academia in general. After having a rough start in
university, the RWE program really put myself on a track to success! It was the boost I needed to bump start my career in order to pursue my aspirations in the future.”
7.6 MATHEMATICS AND STATISTICS LEARNING CENTRE

Section 1: Summary of the Activities

1) The following activities were performed by CTL lecturers Zohreh Shahbazi and Kathleen Smith, and CTL-hired TAs Duy Minh Dang, Natalia Chernega, and Yik Chan Lui. (For details please see Section 2.)

<table>
<thead>
<tr>
<th>Mathematics support</th>
<th>Hours/sessions offered</th>
<th>Number of participating students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Math Prep Course</td>
<td>3 sections</td>
<td>134 students</td>
</tr>
<tr>
<td>2) Regular Help Hours</td>
<td>724 hours</td>
<td>2896 visits (at least)</td>
</tr>
<tr>
<td>3) Virtual Tutorials</td>
<td>122 hours</td>
<td>217 visits (67 students)</td>
</tr>
<tr>
<td>4) Exam Help Hours</td>
<td>100 hours</td>
<td>300 visits (at least)</td>
</tr>
<tr>
<td>5) Seminars &amp; Review Modules</td>
<td>32 seminars</td>
<td>1558 students</td>
</tr>
<tr>
<td>6) Individual Help Sessions</td>
<td>70 hours</td>
<td>70 visits (40 students)</td>
</tr>
<tr>
<td>7) Help sessions for students introduced by the AccessAbility office</td>
<td>36 hours</td>
<td>2 students</td>
</tr>
<tr>
<td>8) Counseling Program</td>
<td>??</td>
<td></td>
</tr>
<tr>
<td>9) Courses that benefited with the offered programs</td>
<td>MATB44F, MATB41F, MATA31F, MATA30F/Y, MATA32F, MATA33, MATA35, MATA36, MATA37, MATB24F, MATC01F, CSCB36F, MATC34F, MATC09F, MATC15, ECMA04H3, ECMA06H3, ECMB02H3, ECMB12H3, ECMB06H3, ECMB11H3, ECMB12H3, CHMB21H3S</td>
<td></td>
</tr>
<tr>
<td>Total number of students visits</td>
<td></td>
<td>5117</td>
</tr>
</tbody>
</table>

2) The following activities performed by CMS lecturer Mahinda Samarakoon (hired by CTL for 60 TA hours) and CTL hired TA Yik Chan Lui. (for details please see Section 2.)

<table>
<thead>
<tr>
<th>Statistics support</th>
<th>Number of participating students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Regular Help Hours</td>
<td>400 visits (at least)</td>
</tr>
<tr>
<td>2) Exam Help Hours</td>
<td>100 visits (at least)</td>
</tr>
<tr>
<td>3) Consultation for Faculty and Staff</td>
<td>50 visits by students and 5 visits by faculty and staff</td>
</tr>
<tr>
<td>4) Individual Help Sessions</td>
<td>5 visits</td>
</tr>
<tr>
<td>5) Courses that benefited with the offered programs</td>
<td>ECMB11H3, ECMB12H3, STAB22H3, STAB52F PSYB07H3, PSCB57H3, SOCBO6H, CHMB21H3S</td>
</tr>
<tr>
<td>Total number of students visits</td>
<td>555</td>
</tr>
</tbody>
</table>

3) Planning and Organizing the “Symposium on Teaching Mathematics in Higher Education” held on June 1st, 2011 with joint financial support from CTL & CMS. The day started with Dr. H. Kunz’s plenary talk, and then followed with twenty minutes talks (seven
talks) and a panel discussion at the end of the day (9 am – 5 pm). There were 39 participants from various Canadian institutes. (See Symposium Program below.)

Review Modules

1. Algebraic Manipulation, Equations and Inequalities (24 students)
   Functions Part I: (35 students)
   Trigonometric Functions (32 students)
2. Graph Sketching and Optimization Seminar (42 students)
3. Integration Workshop: Part I (73 students)
4. Integration Workshop: Part II (65 students)

Test/Exam Review Sessions

1. MATA30H3F Midterm Review - Problem Solving Session Part I (31 students).
2. MATA30H3F Midterm Review - Problem Solving Session Part II (49 students).
3. Continuity and Differentiation (58 students)
4. MATA30Y Term Test Review (123 students)
5. Indeterminate Forms & L’Hopital’s Rule (30 students)
6. Trigonometric Integrals & Trigonometric Substitution (119 students)
7. Integration Technique Review (143 students)
8. A30F Final Exam Review Seminar (150 students)
9. MATA36 Midterm Review - Problem Solving Session (55 students)
10. MATA30 Final Exam Review - Problem Solving Session (65 students)
Symposium on Teaching Mathematics in Higher Education
Symposium Schedule  Registration and Breakfast

Plenary Speaker. Herb Kunze, the recipient of 2007 OCUFA Teaching Award, University of Guelph

Break

Teaching Calculus from a Calculus Textbook. Nadia Hardy

Just-in-Time Teaching Numerical Methods. Dhavide Aruliah

Calculus Video Clips. Shay Fuchs

Lunch

Teaching Students to Communicate Mathematically. Lindsey Shorser

Wolfram Alpha vs. On-line Quizzes. A Rose or a Thorn to First Year Large Calculus Courses. Dot Miners


Systematic Integration of Technology in Undergraduate Mathematics Programs. Chantal Buteaue, Daniel Jarvis, Eric Muller, Zsolt Lavicza

Break Panel Discussion and Conclusions

**Herb Kunze, Plenary Speaker**

Herb Kunze is a Professor in the Department of Mathematics & Statistics at the University of Guelph. He obtained his Ph.D. in Mathematics from the University of Waterloo in 1997 and began working at the University of Guelph in 1998. His current research interests include fractal-based methods in analysis, inverse problems, and mathematical imaging. Herb has published over 50 peer-reviewed research papers and is a co-author of “Fractal-based Methods in Analysis,” to be released in the Applied Mathematical Sciences book series by Springer later this year. He is also writing an undergraduate calculus text book, to be released in the next few years.

Herb has put an equivalent effort into his teaching. He has taught classes of all sizes and all levels (350 to 5 students, both undergraduate and graduate), and has consistently been identified as a very effective and available teacher by his students and his colleagues. Herb’s other contributions to teaching include: the development of computer and web-based materials to help clarify and enhance his students’ understanding of course material, and research student supervision (11 undergraduate research assistants, 10 M.Sc. students, and 2 Ph.D. students). His teaching in a large first-year calculus course led to him being listed as a “Popular Prof” in five editions of Macleans magazine’s Guide to Canadian Universities (2000-2004). Based on his teaching and his contributions to the scholarship of teaching, Herb was awarded the University of Guelph Faculty Association’s Distinguished Professor Award (recognizing teaching) in 2001 and an OCUFA Teaching Award in 2007.
Teaching Calculus from a Calculus Textbook. Nadia Hardy (Concordia University)

In many universities across Canada (and many other countries as well), Calculus courses are taught by instructors (very often mathematics graduate students) with little or no previous teaching experience. In such cases, Calculus textbooks might become a powerful tool for class preparation – including decisions on time allotted to theoretical explanations vs. examples, and choosing examples and exercises for practice, assignments and tests. In this talk, I will address some of the epistemo- logical inconsistencies – from the perspective of mathematical knowledge – that may occur when reading the typical Calculus textbooks too literally. I will also reflect on the lack of unifying structure(s) for the knowledge presented in these textbooks. Previous research shows that although the written products of (successful) Calculus students may bear some resemblance with mathematics, these students’ reasoning has little to do with mathematical reasoning. Furthermore, students’ approaches to Calculus tasks are strongly biased by their interpretation of the task as a school task rather than as a mathematical task. I will suggest some strategies to help instructors to re- ad textbooks in a critical way; thus becoming vigilant of the epistemology conveyed more or less explicitly by the textbooks’ didactic and mathematical discourses. Finally, I will discuss how such critical reading and epistemological vigilance could help instructors to make decisions regarding their lectures that would allow students to engage in advanced mathematical practices (hypothetical thinking, critical thinking, exploration of techniques, validation, etc.).

Just-in-Time Teaching Numerical Methods. Dhavide Aruliah (University of Ontario Institute of Technology)

For the 2011 Winter offering of “Numerical Methods for Engineers”, I applied Just-in-Time Teaching (JiTT, see Novak, Gavrin, Christian, and Patterson, 1999). This teaching framework relies on students completing warm-up exercises shortly before each class (usually using some on-line medium). The instructor consequently tailors the lesson precisely to the areas where students need help. The obvious strength of the method lies in encouraging students to read their textbooks prior to coming to class. The most apparent weakness is in preparation time for the instructor; admittedly, this may be comparable to that used with other teaching strategies if applied wisely. I will explain precisely how I structured the course with rationales. By sharing some examples of pre-class Reading Assignments and In-Class Assignments, I hope to show the flavour of exercises that worked well and not-so-well. Statistical analysis of the grades recorded through the term indicates high levels of student participation and engagement (much higher than in previous years of teaching the same course). Moreover, cursory examination of student responses to exercises suggests that the quantity and quality of deep learning was noticeably higher than in previous years. I will infer strategies for adapting the lessons learned to future courses. Finally, I will offer recommendations of how busy instructors might feasibly apply JiTT within their other time commitments.

Calculus Video Clips. Shay Fuchs (University of Toronto Mississauga)

In the last few years, we have created several video clips, on topics covered by our first year calculus courses. Each clip is 12-15 minutes long. In each of the videos, the relevant concepts and ideas are being reviewed, and then two or three examples are being discussed and solved. The videos use high quality electronic slides, often accompanied by graphs, diagrams and/ or animations. The videos are not attached to a specific calculus course or to a textbook, and therefore can be used in almost any first year calculus course, and by any college or university. A list of practice problems with answers is available at the end of each clip. In the symposium, I will talk briefly about the rational behind the clips and the tools we used to create them. Then we will watch one of the videos.
Teaching Students to Communicate Mathematically. Lindsey Shorser (University of Toronto)
Communication is important. Without it, students cannot learn, convey their own understanding, or, ultimately, receive appropriate feedback. This is especially true in mathematics where all communication is representational. In this talk, we will examine the different modes of mathematical communication, including proof-writing and much more, in an effort to parse our own instructional methods in a new way.

Wolfram Alpha vs. On-line Quizzes. A Rose or a Thorn to First Year Large Calculus Courses. Dot Miners (Brock University)
In the assessment of our large first year calculus course for non-math majors (1350 students), on line quizzes are used in addition to hand in assignments and written tests. The on-line quizzes use WebWork. The advent of Wolfram Alpha became a challenge in this assessment method. David Bressau from MAA states "The kinds of questions that WeBWorK is best at asking are the same questions that Wolfram|Alpha is best at answering." (http://www.maa.org/columns/launchings/launchings_08_09.html) Instead of ignoring that Wolfram Alpha exists, we have made Wolfram Alpha an integral part of the assessment.
WebWork allows questions with random coefficients to be made or modified, it is independent of any textbook. WebWork questions were made so that although some parts could be answered with Wolfram Alpha, in order to complete the question further work had to be done. Some questions also included short hand component requiring Wolfram Alpha graphs and interpretation of answers. In this way Wolfram Alpha becomes a tool but not a ‘cheat’. An end of term survey indicated that 70% of the students checked boxes for either it was or ‘great for visualizing functions as graphs’ or ‘a great help in learning all of calculus’. Only 12% checked ‘too easy to get answers no thinking needed’. This talk will explore the successful integration of Wolfram Alpha and invite comments from other instructors as to their experiences with this new rose, (or thorn?) in the math garden.

With the advent of the digital era, emerging technologies such as computer algebra systems (CAS) brought with them the potential to shape new directions in the teaching and learning of mathematics. Despite the fact that there are a growing number of international studies which demonstrate that CAS-based instruction has the potential to positively influence the teaching and learning of mathematics, CAS has not been widely implemented in schools and tertiary institutions (e.g. Artigue 2002; Pierce & Stacey 2004). However, among others, two recent studies investigated, each from a different perspective, the integration of CAS in post-secondary mathematics instruction: i) Lavicza’s (2008) international (US, UK, Hungary) survey of mathematicians; and ii) Buteau, Marshall, Jarvis, & Lavicza’s (2010) literature review. We propose to present results of a comparative study between these two, outlining what mathematicians say/write about CAS.

First we will present results with respect to four emerging themes: Issues in CAS integration and mathematical learning; the role of CAS in mathematical literacy; diverse uses of CAS by practitioners; and potential benefits of CAS integration. We will also discuss the contributions of both studies’ conclusions to each other, including details of how the literature review may support four of the five concluding implications proposed by Lavicza (2008). We will conclude with some reflections on both studies and a few remarks on emerging CAS technologies. Given the rapid development of portable, networked technolo-
gies, we submit that further examination of CAS use in tertiary level education must include the acknowledgment of these new advancements.

**Systematic Integration of Technology in Undergraduate Mathematics Programs.**
Chantal Buteaue (Brock University), Daniel Jarvis (Nipissing University), Eric Muller (Brock University), Zsolt Lavicza (University of Cambridge, UK)

What information is available on the integration of technology and more specifically on the use of Computer Algebra Systems (CAS) in Canada? Are there exemplary post secondary programs that have implemented a systemic integration of technology in their core undergraduate mathematics programs? If so, what can be learnt from their experiences? How can these be adapted for departments of mathematics that find themselves in different situations?

Supported by our experience at Brock University and our research results from: i) a Canadian on-line survey (2009) on the use of CAS in post-secondary mathematics instruction, ii) a comprehensive literature review, and iii) two case studies, we propose an interactive 30-minute presentation in which participants will be invited to reflect, comment and respond to questions that we put forward.