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1.0 Executive Summary  The Centre for Teaching and Learning (CTL)

CTL supports UTSC’s Mission in five overlapping ways; 1) Supporting instructors in their development as expert teachers, (2) Supporting faculty and students with educational technologies, 3) Training of Teaching Assistants and graduate Student Professional Development. 4) Supporting students as learners to fulfill the intellectual demands of their courses and to move to autonomous life-long learners, and (5) Collaborating with other units to bring our pedagogical perspectives to joint endeavors.

Teaching Expertise Training and Support for Faculty
• 36 perspective faculty ‘Get Acquainted with CTL Services’ meetings
• Distribution of 40 textbooks ‘Teaching at Its Best’ to new faculty and ‘invested’ sessional instructors
• 20 new faculty/instructors attending teaching orientations;
  support provided for an additional 25 faculty/instructors who receive New Teacher Starter kits
• 114 different faculty & instructors attending one or more of CTL’s
  23 different Teaching-related workshops (431 attending in total)
• 50 ‘one to one’ faculty consultations for general teaching topics
• One three day Instructional Skills Workshop six faculty attending

Support for Faculty and Students with Educational Technology
• 691 ‘assists’ to faculty and graduate students for Blackboard and intranet course site support
• 1,337 Courses’ evaluations (921 courses using paper scans (30,283 forms), 416 courses online
• 73,850 individual multiple-choice sheets scanned (for 714 different tests)
• 1,800 hrs of webOption LectureCasting (two courses with close captioning) serving
  76 courses (up 31%) with combined enrolments of over 25,000 and 1.2 million lecture-cast visits!
• 20 workshops on poster and powerpoint presentations and interactive techniques using tablet computers

Teaching Assistant Training and Graduate Student Professional Development
• Nine, 3-hour formal TATP training sessions for 150 Teaching Assistants
• Seven, 1-2 hour workshops on teaching topics form the TA perspective 69 TA/graduate students attended
• Graduate Student Professional Development Day – five topic sessions, 23 graduate students attending
• Graduate Student Professional Skills (GPS) CTL is now a contributor to this tricampus program creating
  and offering four events at UTSC - 19 graduate students attended
• Three workshops relating specifically to Thesis Writing Support - 24 attended

Support for Students with their Learning and Development
English Language Development (ELD) helps students improve English language skills, gain confidence speaking, develop vocabulary expansion and ‘course coping’ - skills and integrate into the academic community with:
• Communication Cafes with 1,757 student attendances at 28 seminars, & 78 Interactive Cafes
• Facilitator training Program (Student mentor’s intensive training) 23 students
• Reading and Writing through email (an intensive program combining 1:1 consults with readings and emails
  167 different students engaged with 2,269 reading/emails and 392 consults.
Students improved language skills by an average of two grade levels over the term
• Summer Learning Institute 50 students ‘jump start’ their Language learning and join the ELD network

Facilitated Study Groups (FSG) CTL provides faculty-recommended students with facilitation training. Facilitators organize study groups and help the group members learn to recognize the key concepts and
develop techniques for course mastery. 18 courses with 3,396 hours of student participation. *Study group attendees have lower attrition rates (typically 10-20% lower and better grades (4% better- sometimes more). *Table 1, page 32.*

**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. The MSLC:
- is open and populated by a math expert 54 hours per week, with ~60 student visits per day
- extends availability with virtual tutor hours 10 hrs per week, with 65 students per week using the service
- Offers 10 hrs of pre-calculus review modules to 440 students
- Offers 25 course-specific review sessions for 2,400 students
- Offers a Summer Learning Institute for students to ‘firm up’ their understanding of concepts essential to enter Calculus courses with confidence 110 students attended

**Science Engagement and Service Learning**
1.5 credits of the SCIB03 Introduction to Service Learning in the Sciences, 54 students total. These students:
- enriched the educational experience of 3,800 students in 8 courses at UTSC, and
- provided valuable work to the Toronto community at large in partnerships with 10 ‘not for profit’ agencies.

**The Writing Centre (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.
- 23 seminars with 486 attendees
- 22 hrs of Writing clinics for 226 students and
- 2,300 ‘one to one’ consultations for over 600 different students. 100% of students indicated ‘Yes’ for the question “Would you return and/or recommend the service” and gave the service an average rating of 6.0/7, for the question “Overall, how would you rate the quality of instruction in this session?”

**Synergisms through Collaboration - CTL and Partners**
- Co-organize two half-days of research orientation with Vice Principal Research & one-day New Faculty Orientation and Welcome with Dean’s Office
- Meet with scholars interviewing for departmental faculty positions highlighting UTSC support for teaching
- Assist in identifying/providing external reviewers for promotion dossiers
- Interact with Dean’s office on policies such as promotion criteria (teaching) and course evaluations
- Provide expertise for assembling Teaching Portfolios and high-level teaching awards packages.
- Create Writing Instruction and Writing Clinics for specific course assignments (38 courses)
- Organize Facilitated Study groups with instructors for courses (18 courses)
- Teach and Promote Service Learners working with faculty and enriching student experiences (14 courses)
- Partner with the library, provide course-based Information Literacy instruction (45 courses)
- Develop customized preview and review modules, and ‘walk in’ support to meet instructor-identified needs in fifteen Math & Stats courses and ‘in class’ data analysis support for two biology courses
- Administer Teaching Grants (CTL&IITS organize a faculty adjudication panel that distributes ~100K/yr)
- Partner with IITS for Classroom Technology and Learning Management Systems
- Partner with AACC for ‘Get Started’ and Orientation Events re: training counselors about CTL Services
- Bring English language training and Study group Outreach to Greenpath, 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
- Partner with Vice Dean Graduate Education Office to deliver 3-4 Graduate Professional Skills workshops
- Partner with AccessAbility services to help faculty create rich courses ‘accessible’ to all our students
2.0 PERSONNEL, (NONCASUAL) FOR 2010/2011

- Director (Assoc. Professor Biological Sciences) C. Hasenkampf, PhD
- Asst. Director (librarian with MA in Education in progress) J. Patterson
- Business officer K. Chan
- Asst. to Director, Asst. Director and Business Officer J. Brunton
- Asst. Student Programming Berenice Monroy *(new in 2011)*
- Information Literacy & Research Skills Coordinator, (joint appt. with library) S. Fedko
- Accessibility, TATP and Writing Support, (Senior Lecturer), N. Johnston, PhD
- English Language Development (ELD), (Senior Lecturer) E. Khoo, PhD
- Head of The Writing Centre (Senior Lecturer) S. King, PhD
- Science Engagement [Service-learning] (Lecturer) K. Persaud, PhD
- Head of Math and Statistics Learning Centre (Lecturer) Z. Shahbazi, PhD
- Educational Technologies Administrator B. Sutherland, M.Ed.
- Black Board Support and Presentation Skills, D. Weade, M. Ed.
- WebOption Coordinator P. Sheppard
3.0 Teaching Expertise Training and Support for Faculty

I. One to One Consultations
The Director had 50 private, problem-oriented consultations with faculty. CTL faculty also did ~36 ‘Introductions to CTL Services’ for faculty job candidates.

II. 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 42 new instructors. Programs for the orientations given at the end of this section.

III. Nutrition for Educators (NFE) Teaching Seminar Series
The CTL organized seventeen teaching-related seminars/workshops followed by discussion and lunch. Total attendance at NFEs was 367. Topics listed at the end of this section.

IV. Teaching Portfolio Workshop and Clinic
The Director offered three teaching portfolio workshops and 33 faculty attended one or both.

V. Faculty Teaching Showcase and Celebration of Teaching
43 faculty, six librarians, nine graduate students and 16 staff attended this all-day Celebration of Teaching which featured a keynote address, workshops, roundtables and a poster and display session. Program listed at the end of this section.

Workshops, seminars and poster sessions
In total CTL organized 45 different teaching related events at UTSC for its course instructors. 112 different faculty members 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 tricampus Centre for Teaching Innovation and Support, sharing program ideas and ensuring that UTSC faculty have full access to all the centrally delivered programs.

VI. 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.

VII. 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 a new type of grant to assess the effectiveness of a teaching technique. There is now a twice-annual call for proposals for all types of grants. In collaboration with IITS we have created an online application system for all of these types of grants. We have also created small conference grants to assist faculty in attending teaching-related conferences.

VIII. 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.
Get ☀ It ☀ While ☀ It’s ☀ Hot!
Summer 2010 Teaching Workshops
JULY 19 - 23, 2010 (AA160)
Each day starts with a light breakfast and mingle at 9:30.
Sessions start at 10:00 and end by noon with lunch to wrap up!

Monday, July 19 - Getting started and sustaining your teaching: theory, practice and policies
Clare Hasenkampf, Director, Centre for Teaching and Learning

Tuesday, July 20 - Course and assignment design: scaffolding to maximize learning
Sarah Fedko, Information Literacy Coordinator, CTL/UTSC Library
Allyson Skene, Coordinator, Writing Instruction for Teaching Assistants Program, Arts & Science, St. George Campus

Wednesday, July 21 - Classroom technologies that support classroom learning
Janice Patterson, Assistant Director, CTL
Brian Sutherland, Educational Technologies Administrator, CTL
Perry Sheppard, WebOption Coordinator, CTL
Daryl Weade, Academic Communications and Technology Specialist, CTL

OPTIONAL: Blackboard/Technology Hands-on Clinic, 12:30 – 2:00 pm (BV-471)

Thursday, July 22 - Integrating classroom practices to support inclusive teaching
Nancy Johnston, Acting Director, Writing Centre, CTL; Senior Lecturer

OPTIONAL: Blackboard/Technology Hands-on Clinic, 12:30 – 2:00 pm (BV-471)

Friday, July 23 - When things go wrong: students in crisis, disruptive behavior, and academic dishonesty
Dealing with Disruptive Behaviour - Clare Hasenkampf, Director, CTL
Students in Crisis - Alexandra Love, 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 emailing Judy Brunton at <brunton@utsc.utoronto.ca>.

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

Centre for Teaching and Learning, University of Toronto Scarborough
1265 Military Trail, AC 320, Toronto, Ontario M1C 1A4, 416.287.5663
UT Scarborough

New Faculty Orientation

Wednesday, September 8, 2010, 8:30 am – 6:00 pm
(Management Building, MW160 and 130)

Please join us for this one-day event about teaching in the UT Scarborough community.

SCHEDULE FOR THE DAY

8:30 am – 9:30 am Continental Breakfast and Mingle
9:30 am – 10:30 am Welcome and Introduction –
  • Dean and Vice-Principal (Academic) Rick Halpern
  • Vice-Principal, Research Malcolm Campbell
  • Vice-Dean, Graduate Education & Program Development Bill Gough
  • Acting Vice-Dean, Undergraduate Mark Schmutzler

10:30 am – 10:45 am COFFEE BREAK

10:45 am – 11:30 am Introduction to Teaching - Clare Hasenkampf
11:30 am – 12:00 pm Resources for Teaching -
  • Information and Instructional Technology Services – Zoran Piljovic
  • UTSC Library – Victoria Owen
  • Centre for Teaching and Learning – Janice Patterson

12:00 pm – 12:30 pm LUNCH

12:30 pm – 1:00 pm Scaffolding and Implementing Assignments – Sarah Fedko and Sheryl Stevenson
1:00 pm – 1:30 pm Using Educational Technologies Effectively – Daryl Wroe, Perry Sheppard
1:30 pm – 2:15 pm Student Panel; Moderator - Kamini Persand

2:15 pm – 2:30 pm COFFEE BREAK

2:30 pm – 3:00 pm Inclusive Teaching Practices – Nancy Johnston
3:00 pm – 4:00 pm New Faculty Panel; Moderator - Zohreh Shabbarz
4:00 pm – 6:00 pm Reception, Certificates, Prizes (in MW Atrium)

Please RSVP to Judy Bruntont at bruntont@utsc.utoronto.ca by Friday, August 27th, 2010.

For accessibility or dietary requirements, please contact Janice Patterson at janicef@utsc.utoronto.ca.
The Centre for Teaching and Learning presents:

**Nutrition for Educators**

**Lunchtime Events for Instructors**

**- October – December, 2010 -**

<ctl.utsc.utoronto.ca>

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>THURSDAY</strong></td>
<td><strong>Teaching “Walk in Clinic”</strong></td>
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<tr>
<td>OCT. 7</td>
<td>Clare Hasenkampf, Director, Centre for Teaching and Learning, and other CTL staff</td>
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<tr>
<td>AA160</td>
<td>BRING YOUR LATEST AND MOST LINGERING TEACHING CHALLENGE AND WE’LL TRY TO TROUBLESHOOT IT WITH YOU INDIVIDUALLY.</td>
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<td>12 – 2:00 pm</td>
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<td><strong>WEDNESDAY</strong></td>
<td><strong>Setting Boundaries: Challenges and Strategies for Setting and Maintaining Boundaries with the Student Population</strong></td>
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<td>OCT. 20</td>
<td>Khadija Uddin, Disability Consultant, AccessAbility Services</td>
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<td>AA160</td>
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<td><strong>WEDNESDAY</strong></td>
<td><strong>Getting the Most Out of Multiple-choice Questions</strong></td>
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<td>NOV. 3</td>
<td>David Di Battista, Brock University</td>
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<td>AC221</td>
<td>MULTIPLE-CHOICE TESTS ARE THE MOST WIDELY USED FORM OF OBJECTIVE ASSESSMENT IN COLLEGE AND UNIVERSITY SETTINGS, BUT USING THEM EFFECTIVELY IS NOT ALWAYS A SIMPLE MATTER. CRITICS POINT OUT THAT MULTIPLE-CHOICE QUESTIONS ARE OFTEN POORLY WRITTEN, AND MOREOVER THAT THEY TEND TO FOCUS ON MEMORIZATION AT THE EXPENSE OF HIGHER-LEVEL THINKING. IT IS IMPORTANT TO REALIZE, HOWEVER, THAT WITH PROPER TRAINING, THESE SHORTCOMINGS CAN BE AVOIDED. BECAUSE WRITING STRUCTURALLY SOUND, HIGH-QUALITY ITEMS REQUIRES SOME EXPERTISE, WE WILL BEGIN OUR SESSION BY CONSIDERING GUIDELINES THAT CAN MAKE THE TASK MUCH EASIER. WE WILL THEN GO ON TO CONSIDER HOW TO WRITE MULTIPLE-CHOICE ITEMS THAT ASSESS STUDENTS’ HIGHER-LEVEL THINKING RATHER THAN THEIR ABILITY TO REMEMBER FACTS. THIS SESSION IS DESIGNED TO PROVIDE INSTRUCTORS WITH VERY PRACTICAL TIPS THAT THEY CAN START USING IMMEDIATELY IN THEIR EVERYDAY TEACHING.</td>
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<td><strong>THURSDAY</strong></td>
<td><strong>Turnitin – a method for originality checking and plagiarism prevention</strong></td>
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<td>NOV. 18</td>
<td>a. Introduction to and Overview of Turnitin – Saira Rachel Mall, Educational Technology Liaison, Centre for Teaching Support &amp; Innovation (CTSI), St. George Campus</td>
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<td>AA160</td>
<td>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</td>
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<td>c. Comments from UTSC instructors who have used Turnitin: Lana Mikhaylichenko, Lecturer, Physical &amp; Environmental Science, and April Franco, Assistant Professor, Management</td>
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<td><strong>THURSDAY</strong></td>
<td><strong>Active Learning in the Classroom</strong></td>
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<td>DEC. 2</td>
<td>Clare Hasenkampf, Director, Centre for Teaching and Learning, with examples from UTSC faculty: Johann Bayer, Ivana Stelbik, and Malama Tsimenis</td>
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<td>AA160</td>
<td>12:00 – 2:00 PM</td>
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A LIGHT LUNCH IS PROVIDED. TO REGISTER for events please send email to <ctl-events@utsc.utoronto.ca>.
The Centre for Teaching and Learning presents:

**Nutrition for Educators Lunchtime Events for Instructors**  
*January – April 2011*

**THURSDAY**  Jan. 13, AA160  12 - 2:00 pm  
Incorporating a Tablet PC into First and Second Year Chemistry Courses: Benefits and Challenges, Effie Sauer, Chemistry

**WEDNESDAY**  
January 26th, AA160 12:00 - 2:00 pm  
**Clicker Magic: Bringing a Class to Life with Technology**  
Shafique Virani, Assoc. Prof., Dept. and Centre for the Study of Religion, Historical Studies, UTM  
Shafique Virani's class enrollments have doubled, absenteeism is unheard of, students are awake, engaged and having a great time. Along the way Virani has introduced pedagogical innovations to help maximize the benefits of the clickers in ways that the inventors probably never dreamed of.

**THURSDAY**  
February 10th, AA160 12:00 - 2:00 pm  
**Civil Discourse on Hot Button Topics**  
Victoria Tahmassebi, Humanities and Malama Tsimeni, French  
This talk will touch upon challenges and possibilities of creating a productive, educative and safe environment for first year students to explore the issue of political correctness in civil discourse.

**WEDNESDAY**  
Mar. 2, AA160 12:00 – 2:00 pm  
**Making the classroom safe for students to express themselves**  
Gerry Cupchik, Psychology

**THURSDAY**  
Mar. 17, AA160 12:00 – 2:00 pm  
**Collaborative Digital Work: getting students to think, write, review, and present together.**  
David Perley, Religion

**WEDNESDAY**  
Mar. 30, AA160 12:00 – 2:00 pm  
**TA Evaluations**  
Bill Gough, Vice-Dean, Graduate Education and Program Development; Chair, DPES

**OTHER IMPORTANT DATES**  
Teaching Dossier Workshop and Clinic (Feb. 22);  
Instructional Skills Workshop (Feb. 23 – 25 and April 26 - 28);  
Faculty Teaching Showcase (April 8);  
Teaching Dossier Workshop and Clinic (May 2)

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A LIGHT LUNCH IS PROVIDED. TO REGISTER please email <ctl-events@utsc.utoronto.ca>.
3rd Annual Celebration of Teaching

Centre for Teaching and Learning
Innovation, Integration, Excellence

April 8, 2011
**Schedule for the Day**

**11:30 AM - 11:35 PM - Science Research Building Atrium**

**Welcoming Remarks.** Clare Hasenkampf, Director, Centre for Teaching and Learning

**11:35 AM - 12:30 PM - Lunch & Interactive Displays/Posters**

**Enriching the First Year General Chemistry Experience with Molecular Simulation-Based Tutorials.** Effie Sauer, Chemistry

With a teaching software grant I received last year, I incorporated the molecular simulation software Odyssey into this semester’s first year chemistry course. The software replaced two of the five tutorials with computer labs where students worked through various simulations to deepen their understanding of the way atoms and molecules behave. Quantitative data, as well as qualitative data collected from student responses, show the impact on student learning.

**Collaborative Digital Work: Getting Students to Think, Write, Review and Present Together.** David Perley, Religion

In Fall 2010, students in RLGB10 engaged in collaborative work as part of the first stage of a project tentatively titled “Mapping Religious Activity in the GTA: Past and Present.” Students were assigned to groups and each group was given the task of defining, classifying, and historically contextualizing two distinct religious traditions, and then mapping religious locations in the GTA related to those traditions. With the support of a Teaching Enhancement Grant, a customized digital platform was developed.

**Educational and Interactive Blog for MDSA21H and MDSA22H (Introduction to Journalism I and II).** Karen McCrindle, French/Journalism.

The goal of the project was to introduce students to social media outside of Facebook and My Space and help to prepare them for in-depth discussions about the role of digital media in the Journalism field. The blog encouraged engagement in a social community whose focus is current journalism practice. There was also a ‘Handbook’ portion of the blog, which advised students on how to navigate their way through journalism school and prepare to enter such a rapidly-changing field. The ‘Handbook’ includes information about, for example, making contacts in the field, interview skills, finding internships, freelancing, and how to acquire practical experience while still a student. Since most of that content was written and prepared by a recent graduate, it complemented the material taught by the instructor and helped students relate to the other course materials in a more practical way. The blog and digital handbook were new ways to share and disseminate information in the course. Overall the project has been very successful.

**Developing Video on Essential Laboratory Techniques.** Lana Mikhailicenko and Wanda Restivo, Chemistry.

This project was about videotaping some main laboratory techniques such as melting point and refractive index measurements, solubility techniques and rotary evaporation. The final product was a website with uploaded videos and also theory on each technique. Currently second- and third-year organic chemistry students are using this website (around 600 students).

**Inclusive Teaching.** Tina Doyle, AccessAbility Services, Nancy Johnston, The Writing Centre.

The inclusive classroom is a place where students with diverse needs and abilities are accommodated in all stages of their learning process; it requires our commitment, flexibility, and creativity from the earliest planning of goals and course design. Recommendations from students with disabilities will be showcased as practical strategies to implement positive change.

**LibGuides: Delivering Targeted Resources to Students.** Sarah Fedko, Sarah Forbes, Lola Rudin, UTSC Library.

LibGuides can be used to develop resource pages customized to particular courses or assignments. This program is easy to use (no coding knowledge necessary), and has many web 2.0 capabilities. University of Toronto Scarborough library staff have been collaborating with faculty to develop pages for courses over the past academic year, and LibGuides have become an integral part of teaching students how to locate sources for their assignments. Come and learn more about this program, view some of our most popular course LibGuides, and see if LibGuides could be useful for your teaching.
Graduate Professional Skills Program. Shelley Eisner, Dean’s Office.
The Graduate Professional Skills program (GPS) is a new initiative from the School of Graduate Studies to help doctoral-stream (MA, MASc, MSc, PhD) graduate students become fully prepared for their future. It focuses on skills beyond those conventionally learned within a disciplinary program, skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academia. The GPS consists of a range of optional “offerings” with a time commitment roughly equivalent to 60 hours of work. Its successful completion will be recognized by a transcript notation.

This poster illustrates different approaches used in the Math and Statistics Learning Centre (MSLC) to improve students’ proficiency in various subjects of mathematics and statistics. Students often find the MSLC a very useful environment for learning math and stats concepts. We surmise this is for two reasons: one, the friendly approach of the staff members and the small size of activities, and two, the underlying constructivist model of learning that is applied to our services. By designing creative, constructivist programs we also improve students’ communication skills in the discipline, as well as provide unique opportunities for TAs to advance their teaching skills. Hence, we extend the notion of collaborative learning, as an essential element of the constructivist model, to collaborative teaching, where nearly 25 instructors and TAs work together to provide the services effectively. We constantly seek means that allow us to offer our programs to more students and also improve the quality of services.

This courseware project facilitates effective teaching and learning of Qualitative Interviewing by demonstrating good examples and instructive mistakes in data collection, examining epistemological issues on reflexivity, and incorporating analytical lenses in data analysis. The appended data set contain 37 interview transcripts of new immigrants to Canada.

12:45 PM - 1:50 PM - ROUNDTABLE DISCUSSIONS

A. SY 205 - Writing as a Tool in the Classroom. Nancy Johnston and Sheryl Stevenson, The Writing Centre.
Extensive research suggests the pedagogical value of informal writing that students do in the classroom itself. For example, writing at the beginning of class, whether marked or unmarked, can elicit focused thinking on a topic of discussion or reduce test anxiety. This roundtable will focus on writing exercises used by The Writing Centre and UTSC instructors; participants are encouraged to bring their strategies for using informal writing in the classroom. What works well? What purpose do such writings serve? How can we get students to view informal or reflective writing as a tool they use for critical thinking and learning?

B. SW 442 - Enhancing Research and Writing Skills through Effective Time Management.
Ahmed Allahwala, City Studies.
Many students have to balance a heavy course load with work and family-related responsibilities. As evidenced by an increase in library and writing support consultations, student emails to instructors, and visits of online educational tools (LibGuides, Blackboard, etc.), much of the work that goes into a written assignment occurs in a relatively short time frame, often no more than 24 to 48 hours before a given due date. This roundtable aims to bring together instructors interested in sharing ideas about how to enhance time management strategies to improve student research and writing. Questions to be addressed include: How can we help students develop effective time management skills to reduce their overall stress levels and help them achieve their best performance possible? How can we stimulate sustained and active student engagement with term projects and foster self-directed learning that will increase opportunities for effective student-faculty interaction and project supervision? What time management strategies can be implemented into the course design to improve the overall quality of student research projects and written assignments?

C. SY Grad Room Lounge (2nd Floor) - Re-Thinking Participation: Moving beyond Group Discussion and Fostering Greater ELL Engagement. Heather-Lynne Meacock and Negin Dahya, English Language Development.
This round table discussion will explore perceptions of English language learner (ELL) reticence and offer new frameworks for both understanding and fostering participation. Drawing on examples from ELDo’s Communication Cafe program, we will discuss how using games and play can be embedded in post-secondary pedagogical practice, and address why this method of engagement allows students to take an interest in the material while lowering the anxiety associated with other forms of participation.
D. SW 442 - Building CTL Support into Your Course. Service Learning, Kamini Persaud; WebOption Lecturecasting, Perry Sheppard; Research Skills, Sarah Fedko; Virtual Tutor Service, Zohreh Shahbazi. The Centre for Teaching and Learning includes several services that can support your students’ learning in new ways: a) Through Service Learning, students are given structured opportunities to take concepts and approaches taught inside the classroom and apply them in a meaningful, active context outside the classroom through outreach projects with science-interested community organizations or “in-reach” involvement with university research labs or courses. b) The WebOption Lecturecast service provides students with the opportunity to engage in flexible learning, anytime, anywhere. Participating lectures are video recorded and made available for students to view online as internet video. c) Research Skills. d) The Math and Stats Learning Centre supports a Virtual Tutoring Service for numerous math courses. The online tutorial sessions are quite effective with the added benefit of tremendous convenience of access from anywhere. These online sessions are very busy, thanks to the constant support and encouragement from course instructors. This program also has the potential to improve students’ writing communication skills in the discipline.

E. SY Grad Lounge (2nd Floor) - Faculty-Student Interactions. Carol Rolheiser, Director, Centre for Teaching Support & Innovation (St. George Campus). The goal of this round table is to collect practices in place at UTSC that improve the quality of faculty-student interactions. This information will be used in a tricampus report that provides recommendations on ways to improve your student’s educational experience. Bring your ideas.

2:00 PM - 3:00 PM - SY110 - PLENARY

Dr. Julia Christensen Hughes

CTL is pleased to present as our plenary speaker, a distinguished Canadian educator, Dr. Julia Christensen Hughes. Her topic is: Fostering Deep Learning: How Research Can Help Make it Happen. Based on the findings in her recent work Taking stock: Research on teaching and learning in higher education, “It is clear that much is known about how students learn and how faculty can foster deeper approaches to student learning. This interactive keynote presentation will review key research findings and explore ways that all of us can contribute to richer and more engaging student learning experiences.”

Dr. Christensen Hughes is Dean of the College of Management and Economics at the University of Guelph in Ontario. She is also past-president of the Society for Teaching and Learning in Higher Education, a predominantly Canadian organization committed to enhancing the quality of teaching and learning in post-secondary institutions.

3:00 PM – 3:15 PM - ATRIUM - REFRESHMENT BREAK

3:15 PM – 4:30 PM - CONCURRENT WORKSHOPS

A. SY Grad Lounge (2nd Floor) - Why are we here? Negotiating the space between evaluations and grades. Maria Assif, English.

B. SY 205 - Using classroom response systems (iClickers) to engage your students. Shadi Dalili, Chemistry, Brian Sutherland, Centre for Teaching and Learning

C. SY 110 - Using low-stakes, online quizzes to provide motivation and early feedback to students. Johann Bayer, Physics, Daryl Weade, Centre for Teaching and Learning

D. SW 442 - Classroom interactions: Minimizing incivility, maximizing interactions. Clare Hasenkampf, Biological Sciences/Centre for Teaching and Learning

4:30 PM - 6:00 PM - ATRIUM - WINE & CHEESE RECEPTION, PRIZE DRAW
4.0 SUPPORT FOR FACULTY AND STUDENTS WITH EDUCATIONAL TECHNOLOGY

The Educational Technology team consists of the WebOption Coordinator, the Educational Technologies Administrator, and the Academic Communications and Technologies Specialist, lead by CTL’s Assistant Director. The services and programs provided by these individuals are:

• Blackboard and Intranet learning and teaching support (learning management systems)
• Test scan support and evaluations (print)
• Course evaluations (online)
• WebOption Lecturecasting
• General support for educational/classroom technologies (e.g. clickers, tablets) and learning/teaching/technology issues (e.g. online learning)
• Presentation Skills (not Educational-Technology-specific, but might make use of technology)

**SELECTED HIGHLIGHTS THIS YEAR**

• WebOption continues to experience significant growth, up 31% from last year (58 courses to 76)
• The group conducted a strategic planning exercise to develop ideas to fine-tune current services and define new opportunities for collaboration and growth, to be rolled out through the summer and fall.
  (See Appendix I.)
• ~700 contact events with faculty, staff and students for Blackboard and other educational technology support
• Developed a cardswipe process (w/IITS) for student data tracking for FSGs and programming in AC221
• Developed an online teaching grant application website and process (w/IITS)
• Completed Phase One redevelopment of all CTL websites and the educational technology website
• All group members participated in CTL’s Teaching Showcase
• The group submitted several session proposals for the tri-campus Techknowfile technology event
• Collaborated with AccessAbility Services to implement Closed Captioning of selected WebOption courses
• Prepared an Innovation Profile about the WebOption Lecturecast service for CTSI’s Online Institute project
  (See Appendix IV)
• Developed a Graduate Dissertation Calculator

**BLACKBOARD, INTRANET, OTHER TECHNOLOGY SUPPORT**

A. Blackboard and Intranet
Both Blackboard and the learning management portion of the Intranet support the delivery of courses. CTL supports this work through email, phone, in-person workshops, and online information.

**Support requests**
• ~550 requests for Blackboard support from faculty, staff, grad student/TAs, and undergrad, via phone, email, in-person. (Note: some requests take 2 – 3 phone calls/emails to resolve.

**Workshops**
32 Blackboard-related workshops were offered. *(See Appendix II.)* With a few exceptions (e.g. DPES Blackboard orientation and domain sessions for staff.), there was little or no attendance at these. The team conducted a survey of UTSC instructors regarding usage of Blackboard, and identified that support seems to be preferred one-to-one via email or in person. In response to this feedback, the unit is decreasing the number of formal workshops being offered and new presentation methods are being developed to better reflect our audiences’ preferences. e.g create new events such as a quarterly ‘Tech Café’, and development of an enhanced website built around addressing different audience questions and need for information.
Other presentations: The group also presented at other events (some CTL): New Faculty Orientation, Luncheon events, Teaching Showcase, Get It While It’s Hot, Departmental Assistants Meeting.

Other:
a. There were ~150 other requests for support related to course evaluations, clickers, etc.
b. All Blackboard, Intranet, and academic technology support material was migrated from the IITS website to the new CTL website as part of the Ed Tech page redesign. Updated support materials have been created (or are ongoing) including 100+ edited screen shots and development of a Blackboard Quick Reference guide and Blackboard Process Poster.
c. Blackboard Transition to 9.1 - the move to Blackboard 9 resulted in a mix of positive and negative feedback from instructors. The implementation of 9.1 in May offers new features (such as wikis for a different kind of course communication) and may help support a larger adoption of Blackboard by non-users. New support materials are being developed to support the launch of Blackboard 9.1.
d. Workshops that included more than one campus community—such as the mobile learning workshop, which was co-hosted by the library staff—were generally well-attended and received a good response.
e. Department-specific ‘domains’ within Blackboard were set up and training was provided to enhance department assistants’ ability to provide increased course-related support to instructors. Going forward, this step allows for Blackboard-based services and communications targeted specifically for the UTSC community.

B. Other Educational Technology services, support and events
   • Provided Drupal (content management system) training: three sessions (two offered at UTSC to CTL students; one to the entire UT community on the St. George campus).
   • Made available to CTL the use of a Panaboard electronic whiteboard. A local Panasonic retailer offered us use of the device for this term but support issues by the company meant this was not a useful experiment.
   • Continued loaning the Dell tablets to faculty (An additional 4 faculty have borrowed the tablets for a total of 5 terms).
   • Continued providing assistance with Microsoft online email testing for student communication services.
   • Collaborated with UTSC Library for the development of a Graduate Dissertation Calculator.
   • Participated in CTL’s Teaching Showcase in workshops (Daryl Weade on low-risk quizzes; Brian Sutherland on use of iClickers) and roundtables (Perry Sheppard on CTL services).
   • Submitted four session proposals for U of T’s upcoming Techknowfile event.

TEST SCANNING AND COURSE EVALUATIONS – PRINT/ONLINE

A new employee in the unit took on primary responsibility for scanning tests and evaluations in place of the casual worker who did the work previously. This has allowed for enhanced processing and delivery of materials back to departments and instructors. This service may be further impacted if UT delivers and UTSC takes up a new proposed online evaluation system.

a. Exams
   714 individual exams were scanned over three terms, with a total of 73,850 student assignment sheets.
   (Winter 2010, Summer 2010, Fall 2010)

b. Course evaluations
   • Print – 921 paper evaluations were scanned over three terms, with a total of 30,283 paper evaluations.
     (Winter 2010, Summer 2010, Fall 2010)
   • Online – 416 online evaluations over three terms. (note: different timeline - Summer 2010, Fall 2010, Winter 2011)
WEBOPTION LECTURECASTING

In 2010/2011 the WebOption Lecturecast program continued to experience significant growth. There were over 1,800 hours of lecture video recorded, viewed over 1.2 million times, by more than 25,000 students. WebOption course offerings also jumped from 2009/2010 to 2010/2011 by 31% from 58 to 76.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Full Courses</td>
<td>5</td>
<td>10</td>
<td>100 %</td>
</tr>
<tr>
<td>Summer Reposted Courses</td>
<td>7</td>
<td>11</td>
<td>57 %</td>
</tr>
<tr>
<td>Summer Enrolment</td>
<td>1,733</td>
<td>2,879</td>
<td>66 %</td>
</tr>
<tr>
<td>Fall Full Courses</td>
<td>26</td>
<td>29</td>
<td>12 %</td>
</tr>
<tr>
<td>Fall Reposted Courses</td>
<td>0</td>
<td>1</td>
<td>100 %</td>
</tr>
<tr>
<td>Fall Enrolment</td>
<td>10,343</td>
<td>11,786</td>
<td>14 %</td>
</tr>
<tr>
<td>Winter Full Courses</td>
<td>19</td>
<td>25</td>
<td>32 %</td>
</tr>
<tr>
<td>Winter Reposted Courses</td>
<td>1</td>
<td>0</td>
<td>-100 %</td>
</tr>
<tr>
<td>Winter Enrolment</td>
<td>8,503</td>
<td>10,853</td>
<td>28 %</td>
</tr>
<tr>
<td>Total Lecture Views</td>
<td>750,000</td>
<td>1,200,000</td>
<td>60 %</td>
</tr>
<tr>
<td>Total Full Courses</td>
<td>50</td>
<td>64</td>
<td>28 %</td>
</tr>
<tr>
<td>Total Reposted Courses</td>
<td>8</td>
<td>12</td>
<td>50 %</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>20,579</td>
<td>25,518</td>
<td>24 %</td>
</tr>
</tbody>
</table>

This year-over-year growth is somewhat lower than the 40% growth in 2009/2010, but is significantly 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.

The WebOption website and content management system was substantially updated during the Summer of 2010. Improvements included resolving a number of outstanding bugs; expanding lecture tracking data to capture video playback details including total time viewed, viewed time-ranges, viewing completed; the implementation of an “Autolive” function that automatically turns lectures on as soon as the lecture video is available; a secure login feature that utilizes UTSCid or UTORid and automatically ties into student enrolment data; and a new standard web-video format (h.264 MP4).

Due to the complexity of the website redesign, a bug tracking and reporting tool called “Jira” was chosen to track and monitor the progress of the code updates and website development. Future updates are expected to be reported through this system as well.

In 2010/2011--with support from IITS--the WebOption server availability (“Up Time”) was 99.6%. Our down time included 3 outages; the first was 9 hrs, the second was 4 hours (due to an intranet outage that impacted our login system), and the last was 14 hrs. The majority of this down-time occurred between midnight and 10am. As a result of these outages, IITS has now implemented an automated monitoring system to communicate the daily server status and alert us to any potential server issues in advance of an actual failure.

UTSC launched a new visual identity for the campus in early 2011. To bring the WebOption in-line with this new look and approach, a new WebOption logo was designed and a tagline was created to highlight our unique role within the UTSC community.
Other: The Website and content management system were updated to further automate manual tasks to reduce risks and improve efficiency. Improved data analysis/tracking of usage was implemented. Two courses were close-captioned in collaboration with AccessAbility Services. Psychology and Management are biggest users of WebOptioning; there may be additional opportunities in other departments to Weboption large first year classes. WebOption Lecturecast services was sought out repeatedly as a service with extensive knowledge of and experience in lecturecasting. A policy manual is in the draft stages.

Goals: we expect to bring forward these proposals in the near future:

a. development of a mobile app for Weboption video delivery
b. development of a service for increasing in-house development of course-related video modules, focusing on topics applicable to multiple courses (ex. lab safety, "What is an entrepreneur")

<table>
<thead>
<tr>
<th>PRESENTATION SKILLS</th>
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</thead>
<tbody>
<tr>
<td>Faculty-requested workshops for in-course workshops</td>
</tr>
<tr>
<td>Presentation skills - 15 workshops for 8 courses in Management, Humanities, and Sciences (total 325 students); including 1 follow-up session for 30 students. Poster presentation workshop - 30 students, including a follow up session for 15 students.</td>
</tr>
</tbody>
</table>

Future Plans: These Management workshops are building momentum for a Management Presentation Club in collaboration with interested students.

b. Public workshops for students
   Total: 18 workshops with 62 students

c. Workshops for faculty and staff
   • Connecting with your classroom: One session, 1 faculty member attended.
   • PowerPoint for Instructors workshops: 1 session offered, no attendance.

Comments
Two work-study positions has allowed for further research and to begin rolling out presentation workshops to undergraduate students. Early attendance has not been high, but feedback has been very positive, and we anticipate growing demand, including the imminent approval of the student-run presentation club for management students. While continuing to build the student program, we will now work on building up resources and support for faculty and staff.

<table>
<thead>
<tr>
<th>COMMITTEE PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of the team contribute to various working groups and committees:</td>
</tr>
<tr>
<td>• Next Generation Student Information System working group (tri-campus)</td>
</tr>
<tr>
<td>• Information and Instructional Technology Services (IITS) Advisory Committee</td>
</tr>
<tr>
<td>• Educational Technologies/Classroom Structure Committee (joint CTL/IITS)</td>
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<tr>
<td>• Classroom response systems working group (tri-campus)</td>
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<tr>
<td>• UT Testscanner discussion group (tri-campus)</td>
</tr>
<tr>
<td>• Lecturecast working group (tri-campus)</td>
</tr>
<tr>
<td>• Blackboard Users Group (tri-campus)</td>
</tr>
<tr>
<td>• Drupal content management system working group (tri-campus)</td>
</tr>
</tbody>
</table>
5.0 TEACHING ASSISTANT TRAINING AND GRADUATE STUDENT SKILL DEVELOPMENT

TEACHING ASSISTANT TRAINING PROGRAM (TATP)
There were 9, three hour sessions of the official TATP introductory training session – 150 TAs attended

TEACHING, WRITING AND RESEARCH WORKSHOPS

Teaching Assistant /Graduate Student Workshops 2010/2011
Writing a Literature Review November 18, 2011 (for Env. Science Masters degree students
TA Microteaching I: Presentation Skills Builder, Friday, November 12, 2010, 10:00 am – 1:00 pm.
Developing a Reflective Teaching Practice (Two Sessions). November 22 & December 1, 2010
Using Youtube and Video in the Classroom, Presenter: Karen Smith (TATP trainer). Feb. 11, 2011.
Effective and Efficient Grading. Presenter: Sandra Romain. Feb. 18, 2011
Teaching Students Writing and Research Skills March 4, 2011.
Teaching Students Writing and Research Skills March 5, 2011
Challenging situations: How and when to respond to students in crisis. March 11, 2011
Strategies for TA-ing First Semester Students. March 18, 2011.
Revising Your Long Projects (honors projects or thesis) March 30, 2011.

TEACHING ASSISTANT AND GRADUATE STUDENT PROFESSIONAL DEVELOPMENT DAY
The annual UTSC TA DAY held this year Saturday February 5, 2011 “Theme Career Options after Graduation”. This all day event had five seminars and one panel. Nineteen graduate students and four speaker/guests attended

GRADUATE STUDENT PROFESSIONAL SKILLS (GPS) OPPORTUNITIES
Developing a Reflective Teaching Practice (Two Sessions).Presenter: Clare Hasenkampf. Monday, November 22, 9:00am - 11:30am. AND Wednesday, December 1, 1:00pm - 3:00pm. Attendance: 3.
Teaching Students Writing and Research Skills (2 ½ - 3 hours; additional writing required for GPS)
GPS has approved TA Day 2011 as an eligible event (after the event occurred) and for future years.
GPS has approved The Faculty Teaching Showcase as an eligible event. One GPS student attended.

THE GRADUATE THESIS SUPPORT PROGRAM
A tailored workshop for Environmental Sciences in (‘Writing the Literature Review,’” Master’s of Environmental Science, EES 1100, for 48 MSc. Students).
There was also 10 hours of follow up one to one writing consultations.
6.0 STUDENT PROGRAMMING

6.1 THE WRITING CENTRE (TWC)

TWC Mission
The UTSC Writing Centre mission is to support students as academic writers through all stages of the writing process. We support students in a broad range of contexts, including academic writing in all disciplines, professional writing for applications for professional and graduate school, and creative writing. Our most comprehensive and foundational service is one-to-one tutoring with undergraduate students. We offer daily one-to-one consultations (and short drop-in appointments) with students from all disciplines to tutor them on their credit course assignments. Our professional tutors are trained in Writing Centre research and inclusive teaching methods; our TWC teaching approach is process-oriented and engages students as active learners.

Writing Centre coordinators, lecturers, and tutors also consult and advise faculty, TAs, and colleagues from other departments on how to support students in academic courses and to improve the teaching of writing. This year we have expanded our collaboration with colleagues in Academic Advising, the International Student Centre, the Registrar’s Office, the Library, AccessAbility to cooperate in the joint training of student volunteers, workshop development for students, and creating support materials. The Writing Centre is committed to collaborate with English Language Development and FSG program in future joint-workshops and research opportunities, as well as in the training of our tutors and peers for professional development.

Student Demand for Services and Tutoring
Demand during peak hours and at the end of terms is high and can exceed our ability to serve the student population through one-to-one tutoring. Summer tutoring demands are increasing with higher enrollment in the summer session. Tutoring demand is estimated from Intranet generated waiting lists for appointments and estimates from student requests. At the same time, Writing centre Lecturers, have by necessity reduced their direct tutoring hours in the last three years to meet other CTL and TWC programming demands or duties. The student demand has been partially addressed in 2010-2011 by writing Tutor hirings and expanding student academic support in other support that reaches a wide student population, for example through a revamped academic writing workshop series, more Writing Clinics connected to first-year courses, and in our in-class tailored sessions.

Summary of One-on-one appointments
In one-on-one appointments and drop-in appointments, students receive individualized feedback and instruction on course assignments. Booked appointments are 50 minute appointments and drop-ins are 20 minutes. We try to fill all available appointment by recording cancellations and filling “no-shows.” IITS has recently modified to give us more control over daily appointment records and to track “no shows.” Modifications will allow us to track individual courses. Overall our evaluations are solid. On end of term student evaluations, 100% of students state they would return and/or recommend services with an average rating 6.0/7 on question: “Overall, how would you rate the quality of instruction in this session?”

Direction: stable high-demand for service over last five years

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<tbody>
<tr>
<td></td>
<td>Appts</td>
<td>Stud</td>
<td>Appts</td>
<td>Stud</td>
<td>Appts</td>
</tr>
<tr>
<td>Booked</td>
<td>1349</td>
<td>547</td>
<td>1624</td>
<td>(# of ind. students n/a)</td>
<td>1724</td>
</tr>
<tr>
<td>50 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop-in</td>
<td>603</td>
<td>n/a</td>
<td>510</td>
<td>n/a</td>
<td>661</td>
</tr>
</tbody>
</table>
Faculty Requests for Consultations and In-Class Support
Requests for introductions to services and in-class writing workshops, use of TWC materials (at UTSC and other campuses), and for consultations on assignment and syllabus design have increased this year. This may be a result of successful CTL outreach in new faculty events and positive feedback by faculty colleagues. Faculty requests are typically either for introductions to TWC services or for more substantial support on a writing issue or assignment. An introduction to services is frequently a first-step for a faculty member seeking more comprehensive support and opportunity to review other CTL services.

This year, the delivery of lectures on “introduction to TWC services” has been streamlined by creating slides that can be delivered by other TWC staff or posted on blackboard pages. Faculty are encouraged to imbed handouts and lectures from the TWC. TAs also have been trained to deliver introductions and shorter workshops in multiple sections, and to attend the Writing Clinics they wish to arrange. Demonstrations are given to instructors for how to adapt a model of the literature review, and to tailor it to the conventions of their disciplines. They are encouraged to find relevant academic sources of their own choosing. The writing support coordinator arranges the majority of tailored workshops through face-to-face appointments rather than through email communication. This is more time-consuming but ensures genuine collaboration and yields more positive results from instructors and students. Working closely with Sarah Fedko in TWC and library joint-initiatives, has improved the planning comprehensive support, sharing of materials, training of peers, and outreach to faculty to tailor workshops.

Summary of Growth in Tailored workshops for courses
Most disciplines are represented in requests in the last three years with increasing numbers of requests from Psychology and Social Sciences. This year we served students in 42 courses with 15 introductions and 27 tailored workshops (not counting multiple sections). We provided services to 5767 students directly or through posted materials (according to Academic Activity report data).

Summary of growth in Tailored workshops for courses

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Contact Hours</td>
<td>Course Attendance</td>
<td>Contact Hours</td>
<td>Attend</td>
<td>Contact Hours</td>
</tr>
<tr>
<td>19</td>
<td>1670</td>
<td>17.5</td>
<td>N/A</td>
<td>46</td>
</tr>
</tbody>
</table>

Other Programs in the Writing Centre
Writing Clinics
The Writing Clinics provide one-on-one drop-in style tutoring (by a coordinator or tutor) and peer mentoring. Our peers are carefully-trained to assist students in a hands-off fashion by formulating questions, engaging in peer brainstorming, and referring students to services and materials. This program has expanded to focus on courses by faculty request, including BIOA02, HUMA01, CLAA5H, RLGA01, and PSYB12 and C02. The program’s popularity is demonstrated in consistently high student evaluations and positive feedback from faculty.
Training and supervision of peers is foundational to the success of this volunteer program. By design, peers in each Writing Clinic must be supervised by a coordinator or tutor to ensure that peers offer “hands-off” support (rather than tutoring). This is a challenging program to run alone and I recommend formalizing tutor support hours when possible. Our peer model may be expanded to recruit student alumni who want to gain volunteer experience.

<table>
<thead>
<tr>
<th></th>
<th>2008/9 (first year)</th>
<th>2009/10</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinics</td>
<td>Hours</td>
<td>Attend</td>
</tr>
<tr>
<td>Stand-alone</td>
<td>14</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Course-related</td>
<td>2</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Writing Centre Stand-Alone Seminars / Workshops
We offer an annual series of seminars addressing common writing-related issues relating to four broad areas: academic genres, writing process, clarity and coherence, grammar and editing. These workshops are academic in focus and adaptable to the students’ disciplines. Sheryl Stevenson revamped this series this year to emphasize linkages between workshops and to serve first-year students.

Two Personal Statement lectures (for graduate and professional school applications) and one new workshop for Education applicants are counted separately from academic support. These lectures were created and adapted in collaboration with Academic Advising. Three new workshops were developed in collaboration or consultation with Academic Advising, ELD, and International Students Centre. Sheryl Stevenson jointly presented on de-stressing for exams and plagiarism.

Attendance in Workshops (usually limited by AC221 capacity)
*Personal statement workshops were conducted in classroom lecture halls

<table>
<thead>
<tr>
<th></th>
<th>2006/7</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Attend</td>
<td>Hours</td>
<td>Attend</td>
<td>Hours</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>28</td>
<td>332</td>
<td>16</td>
<td>261</td>
<td>23</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>4</td>
<td>141</td>
<td>7</td>
<td>131</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>473</td>
<td>23</td>
<td>272</td>
<td>27</td>
</tr>
</tbody>
</table>

Activities Related to Graduate Writing Support (cross listed in the section on graduate student support) The Graduate Thesis support is a program founded by Sarah King and this year it has been re-launched by Sheryl Stevenson. We wanted to provide graduate students with additional writing support in part to respond to faculty concerns about students in the Masters of EES program and to find further ways to develop writing skills of the program’s students. On November 11, 2011, Sheryl and I co-presented a tailored workshop for Environmental Sciences in (“Writing the Literature Review,” Master’s of Environmental Science, EES 1100, for 48 MSc. Students). Students approached us individually and offered expanded writing and thesis support: opening more consultation time with Sheryl by request (9 hrs) and offering graduate writing programming (workshops and a thesis peer group).

To expand the program and encourage stronger outreach, we hired a graduate student and Sheryl supervised Cindy Bogard. Cindy and Sheryl collaborated on a report for Brian Sutherland to further tailor a new Dissertation Calculator (based on the online planning tool - Assignment Calculator) for UTSC PhD students. Cindy’s work included research and consultation on TA and graduate resources available on CTL site and participation on programming for TA Day. Sheryl, Cindy and Sarah King also will be co-presenting at the
upcoming conference at “Navigating Your PATH: Exploring and Supporting Teaching Assistant and Graduate Student Development,” University of Toronto, May 6-7, 2011

New workshops and support for graduate student writing
1. “Revising Your Long Projects,” Sheryl Stevenson, with Nancy Johnston. Writing Clinic support by Cindy Bongard, March 30, 2011 (7 students). Open to include students writing independent study or honours thesis.

Consultation and Support of Faculty and TAs in Teaching
Writing coordinators and writing instructors frequently consult on student writing concerns and teaching: rubrics for grading, assignment design, and active learning in the classroom. As colleagues in CTL, we consult on mutual issues and support staff from other departments, such as Academic Advising and AccessAbility. Below is a snap shot of regular consultation and estimates of time commitments.

<table>
<thead>
<tr>
<th>Consultations and Mentoring</th>
<th>2010 – 11 Hours (Approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Johnston: TWC Acting Coordinator: -consultations* on faculty assignment design, rubrics, teaching (not including preparation); support working with TAs; -consulting on Tailored in-class workshop; -meetings with candidates/ dept. visits; -faculty class observations</td>
<td>48 hrs</td>
</tr>
<tr>
<td>Mentoring (also includes TA Day coordinator duties): -support on dossier and promotion for faculty -supervision/ mentoring of hired TAs and work-study students</td>
<td>34 hrs = 82 hrs.</td>
</tr>
<tr>
<td>*Does not add one-on-one student consultations</td>
<td></td>
</tr>
<tr>
<td>Sheryl Stevenson -Consultations with faculty and TAs in courses -Mentoring FSG peers -supervision of graduate TA in TWC</td>
<td>8 hrs.</td>
</tr>
<tr>
<td>*Does not add one-on-one student consultations</td>
<td></td>
</tr>
<tr>
<td>Sarah King: April to July 1 Mentoring of 2 writing instructors and 2 faculty members.</td>
<td>7 hrs</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97 hrs</td>
</tr>
</tbody>
</table>

New TWC Resources
We continue to improve our resources available to students. Writing tutors, Max Gatta and Tom Robles, and Sheryl Stevenson created or revised 11 TWC handout resources on such topics as the writing process, editing, Chicago Style referencing, and grammar issues. Upon request, our handouts are linked as resources at the University of Alberta and Queen’s University.

Professional Development and Promotion
In 2010-2011, three TWC and ELD tutors submitted dossiers and successfully advanced through promotion. Dr. Colette Granger advanced in the spring of 2010 and is a long-time TWC tutor (not currently tutoring with us) who is completing her SSHRC research with the UTSC Writing Centre and Queen’s University. Maggie Roberts is a former TWC tutor who currently coordinates the RWE program in English Language Development. Heather-Lynne Meacock is the third to advance. Another tutor in our TWC teaching team, Dr. Georgia Wilder, was promoted to WC II for her primary work in another U of T Writing Centre.
6.2 Science Engagement Service Learning Program: Service Learning, Team Research, Outreach

Coordinator & Instructor:
Dr. Kamini Persaud
(Senior Lecturer, Centre for Teaching and Learning/Department of Biological Sciences)

Course:
SCIB03H Introduction to Service Learning in the Sciences
(0.5 B-level elective credit)

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 = 3 (Summer 2010, Fall 2010, Winter 2011)

No. of Students Enrolled in SCIB03H

- “Outreach”-type Placements = 24
- “In-reach”-type Placements = 30
- Students in “Team Research” = 10 (approx.)
  Total = 64

No. of Different Community Partners (Outreach) = 10
- Centre for Global Health, Dalla Lana School for Public Health ×3 terms
- Geneva Centre for Autism ×1 term
- Hospital for Sick Children ×1 term
- Let's Talk Science (LTS) ×3 terms
- Faculty of Medicine (UofT) “Models of Human Diseases” Project ×3 terms
- Royal Ontario Museum (ROM) ×1 term
- Saint Michael’s Hospital (Keenan Research Centre) ×1 term
- Newcomer Services for Youth Program (Toronto D. School Board) ×1 term
- Visions of Science Network for Learning (VoSNL) ×1 term
- York Emergency Medical Services (EMS) ×1 term

No. of Different Courses Supported by In-Reach Students = 8
- CHMA10H: Introductory Chemistry I ×1 terms (enrolment=752)
- CHMB41H: Organic Chemistry I ×2 terms (enrolment=400+90=490)
- CHMB42H: Organic Chemistry II ×2 terms (enrolment=119+431=550)
- BIOB33H: Human Dev. & Anatomy ×1 term (enrolment=187)
- NROB60H: Cell Anatomy & Physiology ×2 terms (enrolment=64+148=212)
- NROC61H Learning and Motivation ×2 terms (enrolment=43+94=137)
- NROC63H: Neuroscience Laboratory ×1 term (enrolment=20)
- PSYB64H: Physiological Psychology ×1 term (enrolment=160)
NO. OF DIFFERENT FACULTY WHO ADOPTED IN-REACH STUDENTS = 6

- Shadi Dalili (Chemistry) \( \times 3 \text{ terms} \)
- Janelle Leboutillier (Psych./Neuro.) \( \times 2 \text{ terms} \)
- Lana Mikhaylichenko (Chemistry) \( \times 3 \text{ terms} \)
- Wanda Restivo (Chemistry) \( \times 2 \text{ terms} \)
- Connie Soros (Biology) \( \times 1 \text{ term} \)
- Ann Verner (Chemistry) \( \times 1 \text{ term} \)

NO. OF DIFFERENT FACULTY WHO ADOPTED TEAM RESEARCH STUDENTS = 2

- Maydianne Andrade (Biology)
- Dan Riggs (Biology)

FACULTY SUPPORT: (How to integrate a service learning component into their course: provided consultation, informational resources, instructional materials, in-class lessons, etc.)

- Michelle Arnot (Pharmacy, St. George Campus)
- Renin Levine (Political Science)
- Malama Tsimenis (French)

Science Engagement has partnered with the Let’s Talk Science program to enhance their ability to train student volunteers to do outreach at local schools. We provide 140 hrs of salary for them to hire an undergraduate volunteer coordinator. They in turn take some Science Engagement students on their service placements and train a large number of undergraduates to represent UTSC in local schools in a professional, energetic and positive fashion as they excite students about Science. The Let’s Talk Science Annual Report follows.

In the next academic year we intend to broaden the scope of our service-learning course to allow students in any discipline to take this Introduction to Service Learning. We recommend that the Team Research program move to Biological Sciences because, in contrast to the Service learning course, it is the only science department using this course.
2010 Progress Report

Let's Talk Science Partnership Program & Centre for Teaching and Learning
University of Toronto Scarborough

April 2011

Prepared for Prof. Clare Hacenkamp and the UTSC Centre for Teaching and Learning

By Sherri Thiele & Melissa Cheung, UTSC Site Coordinators

A YEAR IN REVIEW

In August 2009 a new partnership between the Let's Talk Science Partnership Program at UTSC (LTSSP) and the UTSC Centre for Teaching and Learning (CTL) was formed, with the generous support of $2,000 from CTL. In 2010-2011 this support was increased to $6,000 to allow LTSSP to expand through the training and recruitment of undergraduate students. Here we outline our efforts in the Fall and Winter terms of 2010. This report describes how additional funds were utilized, the goals we achieved since, and our plans for expanding and sustaining this vital partnership in the future.

Measurable Goals for 2010-2011:

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

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

3. To host for the first time an All Science Challenge at UTSC.

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

5. To participate in Science Rendezvous for the first time.

Goal 1: Mentorship through science with impact training.

Of the nearly 144 volunteers who are registered with the Let's Talk Science Partnership Program, 118 (82%) successfully participated in the program during the year. As of this year Melissa Cheung 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 with Impact - Volunteer training and recruitment.

Since September 2009, the Let's Talk Science Partnership Program has successfully mentored eight (4 in 2009, and 4 in 2010) undergraduate students in the Science Engagement program.

This new initiative is beneficial to the Let's Talk Science Partnership Program as these students often take on the role of "Head Volunteer" in the 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.
between meetings, 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 these two streams had been under-represented in previous years with respect to number of available activities. Since the summer of 2010, the Science Engagement students collectively developed and successfully tested twelve new activities for elementary and high school students. These activities will be offered starting in September to educators, and will provide a novel way for students to interact with these topics.

**Goal 3: Assist in coordinating All Science challenge at UTSC**

On May 31st 2011 the Let’s Talk Science Partnership Program at UTM, UTSC and St. George will be working together to host an All Science Challenge at UTSC.

An All Science Challenge is a science enrichment event, in which teams of students in grades 6, 7, & 8 from different schools are pitted against each other to answer science themed questions and complete hands-on science challenges.

The competing teams are given material from the Let’s Talk Science National Office to study three months prior to the competition. When the students come to our campus to compete they will know about science concepts such as the four forces that affect fermions!

The planning of the competition is well underway and will be major success with over 800 student competitors from schools across the GTA.

**Goal 4: 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 26 dedicated Let’s Talk Science volunteers from UTSC delivered hands-on activities to students in Grades 7-12. Students were engaged in a Bridge Building competition, which highlighted Physics and Engineering. In addition, students participated in various Psychology experiments and built a human model of a neuron to introduce concepts surrounding action potentials, neurotransmitters, and receptors.

**Goal 5: Assist in coordinating Science Rendezvous.**

On Saturday May 7, 2011 our volunteers will be participating in hands-on activities at the Toronto Zoo. Science Rendezvous is a free one-day science festival to promote the importance of science in Canadian society. We will be sending approximately 36 volunteers to the this year and we have developed completely new activities which highlight some of the research being done at UTSC as well as several existing programs at the Toronto Zoo.
Conclusion:

LTSP has experienced a banner year in terms of expansion, new partnerships on campus (Psychology), increasing our profile in the community (Science Rendezvous and All Science Challenge) 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 CTL through ongoing efforts in undergraduate training. Please see table 1 for a breakdown of hours for the 2020-2021 academic year.

<table>
<thead>
<tr>
<th>DUTY</th>
<th>DESCRIPTION</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Engagement</td>
<td>Meet with Science Engagement students</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Communicate with Science Engagement students</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Evaluate final projects</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meet with faculty</td>
<td>3</td>
</tr>
<tr>
<td>Recruitment and Training</td>
<td>Host training sessions</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Communicate with new volunteers</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Prepare for training sessions</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Attend Recruiting Events</td>
<td>4</td>
</tr>
<tr>
<td>Special Events</td>
<td>Toronto SciTech Fair</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Science Rendezvous</td>
<td>5</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Communicate with coordinators</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Meet with coordinators</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Fundraising</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>109</td>
</tr>
</tbody>
</table>

Table 1. Undergraduate coordinator duties.
• **Review Modules (8 hours in the fall, 2 hours in the winter):**

These are four modules available to all first-year students to refresh concepts from high school such as algebraic manipulation, analytic geometry and functions. The content, schedule and number of times that we offer these modules are tailored based on the requirements from the first-year instructors each year. Direct relevance of these modules to the first-year calculus courses and the implementation of various strategies to encourage students to attend these modules, such as giving them more chance to improve their diagnostic test results upon participation in the modules increased their participation significantly. This year for the first time we used online registration for Review Modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Duration</th>
<th>Start Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebraic Manipulation, Equations and Inequalities</td>
<td>(89 students)</td>
<td>Sept 22</td>
<td>5pm-7pm</td>
</tr>
<tr>
<td>Functions Part I:</td>
<td>(99 students)</td>
<td>Sept 24</td>
<td>5pm-7pm</td>
</tr>
<tr>
<td>Functions Part II:</td>
<td>(120 students)</td>
<td>Sept 29</td>
<td>5pm-7pm</td>
</tr>
<tr>
<td>Trigonometric Functions</td>
<td>(102 students)</td>
<td>Oct 1</td>
<td>5pm-7pm</td>
</tr>
<tr>
<td>Trigonometric Functions</td>
<td>(30 students)</td>
<td>Jan 21</td>
<td>1pm-3pm</td>
</tr>
</tbody>
</table>

**Help Hours, Seminars, Individual Appointments, Virtual Tutorials**

In the Academic year of 2010-2011, a total 2, 130 TA help hours were offered for both math and stats course:

• The centre offered in total 75 help hours for math courses per week in fall term, 12 help hours per week for the stats courses in fall term, 77 help hours for math courses per week in winter term, 15 help hours per week for the stats courses in winter term, in two available rooms AC312 and S506F. In average 65 students used help hours per day.
• Advancement of the Virtual Tutor Service (VTS). Virtual tutorials offered 10 hours per week for MATA30, MATA32, MATA33, MATA36, MATA37, STAB22 and MATA23. Approximately, 60 students per week visited one of the two rooms AC312 & S506F.

For the Academic year 2010-2011, we hired 8 TAs to support the following math courses: MATA30, MATA32, MATA33, MATA35, MATA37, MATA23, MATB42, MATB43, MATC35, MATD01

The number of TA hours: for three TAs 50 hours each (summer), for 4 TAs 275 (fall/winter), and one of them 260 hours (fall/winter), (1510 TA hours)

Their duties were:
• Offering help hours weekly during the academic year and extra help hours for exam periods (1040 hours in total)
• Presenting seminars on difficult topics and for preparing students for exams (17 seminars, each two hours plus 3 hours preparation for each, 20×5=100 hours, more than 2300 students attended)
• Conducting virtual tutorials (10 hours per week for 24 weeks, 240 hours in total)
• Helping students some referred by Accessibility Office in one-on-one sessions (75 hours)
• The TAs were required meet with the coordinator regularly (each 5hours, in total 25 hours)
• One TA was responsible for selecting and posting weekly problems, posting the solutions and marking students’ works (Problem of the Week) and selecting the best solution. (30 hours)
2010-2011 Math Seminars, (2225 students)

• MATA30 Term Test Preparation Seminars (2 seminars, 300 students)
• MATB41 Term Test Preparation Seminar (35 students)
• MATA30: The Mean Value Theorem and Rolle's Theorem (200 students)
• MATA30: An Introduction to Integration (120 students)
• MATA30: Trigonometric Integrals and Trigonometric Substitution (100 students)
• MATA30: Integration Technique Review (100 students)
• MATA30: Final Exam Review (2 seminars, 200 students)
• Improper Integrals and the Comparison Theorem (110 students)
• Newton's Method (100 students)
• Midterm Review Calculus II for Physical Sciences (120 students)
• Series Part I (90 students)
• Series Part II (80 students)
• Power Series and Their Applications (90 students)
• Midterm Review for Calculus II for Mathematical Sciences (170 students)
• Precise Definition of Limit (120 students)
• Mid-Term Review for MATA37 (2 seminars, 160 students)
• Final Exam Review for MATA37 (90 students)

For the Academic year 2010-2011, we hired 2 TAs (one with 150 TA hours and another with 170 TA hours) to support UTSC stats courses. Their duties were:
• offering help hours weekly during the academic year, extra help hours for exam periods (10 hours weekly for 24 weeks, 240 hours)
• Presenting seminars on difficult topics and for preparing students for exams (3 seminars, each two hours, 3 hours preparation for each, 3×5=15 hours, more than 250 students attended)
• Helping students some referred by Accessibility Office in one-on-one sessions (30 hours)
• The TAs were required meet with the coordinator regularly (each 5 hours, in total 10 hours)
• Modifying the existing surveys of the MSLC activities, collecting the data and annualizing it. We did this study to compare the performance of students who use our services with other students. (20 hours)
• Providing class visits for the course “Supervised Study in Biology” BIOD98/BIOD95
The course professor is Aarthi Ashok. Due to her being on pregnancy leave, her teaching assistant (He son Sung) is coordinating the class this semester. The BIOD95 students are expected to write a literature review based on a scientific topic, and the BIOD98 students are expected to write a thesis based on experiments they carry out. These projects often involve analyzing data and carrying out statistical tests to show significance or differences between trials. I assigned a TA for helping students choose the correct statistical tests, show them how to do the calculations and also discuss methods which help them to avoid false conclusions. The TA also held 2 extra office hours specifically for BIOD98/BIOD95 students (5 hours in total)

2010-2011 Stats Seminars, (40 students)
• STABB22 Term Test Preparation Seminar (2 seminars, 20 students)
• STAB22 Review and What to Put on your Cheat Sheet (20 students)

The Mathematics and Statistics Learning Centre organizes expert assistance for students in mathematics and statistics students at two locations, AC312A and SW506. The schedules for the two rooms are given on the next two pages.
# Math & Stats Learning Centre

Help hours for **MATA32**, **MATA33**, **MATA35**

Room S506F

January 17th to April 8th

<table>
<thead>
<tr>
<th>Day/Time</th>
<th>9:00-10:00</th>
<th>10:00-11:00</th>
<th>11:00-12:00</th>
<th>12:00-1:00</th>
<th>1:00-2:00</th>
<th>2:00-3:00</th>
<th>3:00-4:00</th>
<th>4:00-5:00</th>
<th>5:00-6:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Yan MATA33</td>
<td>Louis MATA33</td>
<td>Xiao MATA35</td>
<td>Xiao MATA35</td>
<td>Srishta MATA33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Pablo MATA30, MATA37, MATB42, MATB43, MATC35, MATD01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Zheng MATA33</td>
<td>Pourya MATA33</td>
<td>Pourya MATA33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Natalia MATA35</td>
<td>Pablo MATA30, MATA37, MATB42, MATB43, MATC35, MATD01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Suj MATA32</td>
<td>R. Grinell MATA32, MATA33 9:45-10:30</td>
<td></td>
<td>Joe MATA33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R. Sharp MATA33 12:30-2:00</td>
<td>Travis MATB42</td>
<td></td>
<td>Bin MATA32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Virtual Tutoring**

*Travis*: Thursday 7:00-9:00pm  
MSN account: travismata37@hotmail.ca

For virtual tutoring, we use Windows Live Messenger (MSN). For more information visit:  
[http://ctl.uts.c/utoronto.ca/mslc/](http://ctl.uts.c/utoronto.ca/mslc/)
# Math & Stats Learning Centre

**Help hours for MATA23, MATA30, MATA36, MATA37, Room AC312A**

## January 17th to April 8th

<table>
<thead>
<tr>
<th>Day/Time</th>
<th>9:00-10:00</th>
<th>10:00-11:00</th>
<th>11:00-12:00</th>
<th>12:00-1:00</th>
<th>1:00-2:00</th>
<th>2:00-3:00</th>
<th>3:00-4:00</th>
<th>4:00-5:00</th>
<th>5:00-6:00</th>
<th>6:00-7:00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Fan</td>
<td>MATA23</td>
<td>Shubing</td>
<td>MATA36</td>
<td>Duy Minh</td>
<td>MATA37</td>
<td><strong>Kathleen</strong></td>
<td>MATA36</td>
<td>MATA37</td>
<td><strong>Manaal</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Fan</td>
<td>MATA23</td>
<td>MATA30</td>
<td>S. Chrysostomou</td>
<td>MATA23</td>
<td>Manaal</td>
<td>MATA30</td>
<td>Fazie</td>
<td>MATA37</td>
<td><strong>Travis</strong></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Travis</td>
<td>MATA36, MATA36, MATA37</td>
<td><strong>Manaal</strong></td>
<td>MATA36</td>
<td>MATA36</td>
<td>MATA36</td>
<td>MATA36</td>
<td><strong>Natalia</strong></td>
<td>MATA37</td>
<td><strong>Travis</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td><strong>Kathleen</strong></td>
<td>MATA39</td>
<td>Suj</td>
<td>Manaal</td>
<td>MATA30</td>
<td>Kathleen</td>
<td>MATA37</td>
<td>Z. Shahbazi</td>
<td>Fazie</td>
<td>Eric</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Mikhail</td>
<td>Travis</td>
<td>Mikhail</td>
<td>Mikhail</td>
<td>X. Jiesing</td>
<td>MATA25</td>
<td><strong>Kathleen</strong></td>
<td>MATA23</td>
<td><strong>Kathleen</strong></td>
<td>MATA23</td>
</tr>
</tbody>
</table>

### Virtual Tutoring

**Kathleen (MATA36):** Saturday 7:00-9:00pm  
MSN account: mata36kathleen@gmail.com

**Fan (MATA23):** Friday 7:00-9:00pm  
MSN account: mata23fan@hotmail.ca

**Travis (MATA36):** Thursday 7:00-9:00pm  
MSN account: travismate36@hotmail.ca

**Duy Minh (MATA37):** Sunday 8:00-10:00pm  
MSN account: math_duyminh@hotmail.com

For Virtual tutoring, we use Windows Live Messenger (MSN). For more information visit:  
http://ctl.utsc.utoronto.ca/msn/
6.5 Facilitated Study Groups

Highlights

- Supported 18 courses over 3 terms for a total of 3396 hours of student utilization (number of students x the number of hours attended). Attrition rates for non-FSG participants are typically higher than for FSG participants.
- Courses over those 3 terms – CHMA10, CHMA11, CHMB41, CHMB42, HUMA01, PHYA10, PHYA11, PHYA21, PHYA22, MATA30, MATA36, STAB22.
- HUMA01 is the first course undertaken outside of science/math courses.
- We developed a student cardswipe sign-in process that allows for significantly improved data collection and analysis.
- We piloted FSGs aimed at unique needs of international students; good results – good attendance, although unclear if attendance was due to ‘international’ theme or just good skills of the facilitator.
- Dedicated space has been critical. However, the small room size can still be problematic where there is significant interest in FSGs in a particular course, and the room cannot accommodate all who want to attend specific sessions.

Current Year Grades and Retention

We continue to have some of our best success with Chemistry courses in terms of improved grades for FSG attendees. Overall, attrition rates are lower (sometimes substantially) for students who attend FSGs, although we have not been able to establish an exact correlation regarding this.

For courses where the grades between FSG attendees and non-attendees are not much different, it may simply be that FSGs helped keep those students in the class, even if it did not result in much of a grade improvement.

Table 1: Comparing the mean grades and attrition rates for FSG vs. non-FSG students, 2010.
COMMENTS
We continue to be most successful with the Chemistry FSGs. The skill and appeal of the facilitator, understandably, makes a difference in whether students attend sessions, and in this regard, I have been fortunate to have two exceptionally good facilitators work in Chemistry FSGs for six semesters.

We typically have one facilitator per course, except in the case of some very large Chemistry courses where, our experience tells us, we can expect greater attendance to warrant more than one facilitator. We continue to focus on facilitating A or B level courses, where we expect to reach a larger number of students, and where retention issues might be most significant.

I continue to seek out new courses and instructors in other departments for possible inclusion our program. Generally instructors are quite interested and supportive of the program, and there is room for the program to grow, dependent, as always, on budget.

FUTURE DIRECTIONS

a. New coordinator
Hiring of a new FSG Coordinator (shared position with Service Learning) will allow for further consolidation of and add dimension to the program. Additionally, it is always a program goal to nurture facilitators from junior to senior roles, as an experienced facilitator can take on some key FSG roles. Additionally, having the assistance of the new programming assistant for FSG administrative support is very valuable.

b. Data analysis
Overall, the data indicates that students who attend FSGs are more likely to earn higher grades and less likely to withdraw from the course than those who do not. I’m working with a statistics graduate student to further develop FSG data analysis to establish more specific correlations in this regard.

c. Bridge-building with International Student Centre. Discussions with the International Student Centre about common interests around student learning and international students have occurred and bridges will continue to be built. I assisted in the hiring interviews for their new Learning Strategist.

d. Promotion. A 1 – 2 minute FSG promotional video is being planned for Fall 2011. This will be available to instructors to include on their Blackboard or Intranet pages. I continue to seek ways to promote attendance at FSG sessions.

e. Facilitation – I would like to develop a ‘generic’ facilitation skills program, one outside of the FSG program. It would focus on delivering facilitation training to interested undergraduates in the form of specific modules. It could be part of a CTL certificate program for students, noted elsewhere. It would also be possible to develop a similar module for graduate students as part of the Graduate Professional Skills Program.
6.6 ENGLISH LANGUAGE DEVELOPMENT REPORT

6.6.1 Overview

English Language Development (ELD) aims to help undergraduates and graduate students become effectively acculturated in the academic environment and be able to overcome their initial language-and culture-related obstacles in order to achieve academic success. Students who can benefit from ELD...

- Speak English as a second language (ESL)
- Learned a different variety of formal English
- Find university-level English a challenge
- May be mature and returning students
- Are the first to attend University in their family

6.6.2 ELD Programs

The ELD program takes an integrated approach to developing student engagement and academic development, which 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. ELD has served both international students and domestic students very well through the innovative programming, and there is a track-record of helping committed ESL students achieve excellence.

Programmed curriculum offered in the CTL Teaching Lab

Before academic year:
English Language Development Summer Learning Institute (for incoming students)

During academic year:
Addressing various aspects of academic acculturation (language support and beyond)

<table>
<thead>
<tr>
<th>Speaking, fluency, confidence, critical thinking</th>
<th>Academic writing, critical thinking, confidence</th>
<th>Academic Vocabulary Acquisition and better reading</th>
<th>Academic “culture” and cultural awareness</th>
<th>Communication and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Café (10 modules)</td>
<td>Reading and Writing through Email (RWE)</td>
<td>New Vocabulary Cafes (focused on academic vocabulary)</td>
<td>Meeting University Expectations: Strategies to Avoid Plagiarism seminar</td>
<td>Facilitator Training Certificate (FTC) Program</td>
</tr>
<tr>
<td>Vocabulary Café</td>
<td>Fast-track Your Academic Writing Skills seminar</td>
<td>Reading Academic Texts and Making Notes seminar</td>
<td>APA Café</td>
<td>Peer-to-Peer Support: Anti-oppression workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expand Your Active Academic Vocabulary</td>
<td>Language and Culture through Film Series</td>
<td></td>
</tr>
</tbody>
</table>

Ubiquitous or extended learning opportunities
Providing opportunities for learning outside their contact hours with ELD instructional team is important for creating a more immersive environment for language development.

2.2.1 24/7 Interactive Modules Blackboard and Website
2.2.2 Social Media – New Twitter account offers regularly posted Café Challenges

Personal one-on-one support

As many students are too embarrassed about coming forward, this need is being addressed by

2.3.1 Drop-in office hours
2.3.2 One-on-one consultation by appointment

Supporting Faculty with their ELD students

- Classroom visits upon invitation by faculty
- Faculty consultation about their ELD concerns
- Outreach Presentations and Events to raise awareness about ELD needs and support
- Roundtable presentation to engage faculty at the CTL Celebration of Teaching

Programming Statistics/New Initiatives

<table>
<thead>
<tr>
<th>Programs (May 2010 – April, 2011):</th>
<th>Brief Description</th>
</tr>
</thead>
</table>
| Program Statistics aggregated within Programming | *New programs/Initiatives

<table>
<thead>
<tr>
<th>English Language Development Summer Learning Institute</th>
<th>2 weeks of intensive blended learning: on campus and online</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD SLI</td>
<td>9am-3pm, 3 days per week, online faculty-student interaction daily</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ELD SLI</td>
<td>including non-class days; individual face to face writing conferences</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Sessions: 1 session (August, 9th, 11th, 13th, 16th, 18th, 20th, 2010)</td>
<td></td>
</tr>
<tr>
<td>Total # of students: 51 (at capacity)</td>
<td></td>
</tr>
</tbody>
</table>

Cafe Programming

Communication Cafe

- 10 active learning modules of 90mins/session targeting academic communication skills development; offered in first 5 weeks of each semester, with 2 themes per week, and multiple sessions per theme.

Social Media (Twitter@UTSC_CommCafe)

- Ubiquitous Learning. Communication Cafe Challenges offer extended learning opportunities outside of the classroom environment with instructor feedback

Cafe in Residence

- 3 day program offered in the evening, facilitated by a senior FTC peer. Cafe in Residence was initiated to further bridge the experiences of student life with academic language development

Vocabulary Cafe

- 10 interactive learning modules of 90 mins/session targeting GRE vocabulary development; offered in the first 5 weeks of each semester, 2 themes per week, with multiple sessions per theme

First Year Experience Program Collaboration

- Introductory Cafe sessions for 1st year International Students (Mentees & Mentors) to introduce newcomers to ELD support

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)

Facilitation Training

- The FTC is our leadership and peer facilitation program for highly
Certificate Program
committed students who have regularly attend Cafes. The volunteer program includes instruction, co-facilitation, research, development, outreach and mentoring

Peer to Peer Support; Anti-Oppression Workshop
Through interactive and multimedia activities, the 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 such as FSG, FEP, Residence Advisors, Peer writing Coaches, ISC Conversation Partners.

New Academic Vocabulary Café (Pilot)
Piloted in March 2011, being extended to 10 new modules focusing on the Academic Word List (Coxhead, 2000) to launch in fall of 2011

Cafe Programming
Total Number of Cafe Sessions: 78
Total # of Visits: 713
Total # of Students: not available
Total # of Facilitators who were trained: 23

Seminars
Meeting University Expectations; Strategies to Avoid Plagiarism
In collaboration with ISC, TWC, AACC, and Dean’s Designate, Professor E. Irwin
Fast Track your Academic Writing Skills
Resources to develop academic writing skills and orientation to RWE program
Expand your Active Vocabulary
Focus on vocabulary acquisition necessary for reading comprehension and university level engagement
Reading Academic Texts and Making Notes
Strategies and tools to aid students in reading academic texts and coping with readings and note-taking
APA Cafe
Active learning to familiarize students with APA referencing system
FS2 and Web-Option
ELD Writing Instructor conducted large seminar for BYGA01, web-cast

Seminars
Total Number of Sessions Offered: 28
Total Number of Visits: 1044
Total Number of Students: not available

Academic Outreach
English Language Development Open-House
Held in January 2011; Open to Faculty, Staff and Students to create awareness of ELD needs and available support programming
Drop In Office Hours
Wednesday and Friday 11-12:30 *began initiative Feb. 16th, positive growth as awareness develops
One on One Consultations (by appointment)
Student referrals
Faculty and Staff Consultations (ELD support, resources)
FTC peer-facilitators; project supervision, personal skills mentoring
In-Class visits
ANTB19 Argumentation: Using hedging strategies for precision
ANTB19 Follow up: Two additional ‘Debate’ Cafes scheduled to offer ANTIB19 students the opportunity to develop their suasion skills and prepare for the oral (debate) component of the class
Special Resource Sharing Events (Peer presenters)
ISC Orientation Day; FTC public speakers Initiatives

Academic Outreach
Total Number of Participants Reached (approx 629)

Reading and Writing Through Email
Reading and Writing through Email (RWE)
Offered each semester, blended learning, offering personalized online and face to face contact with dedicated tutor, customized learning experience
Establishing Your Vocabulary and Comprehension Level

Diagnostic Sessions with Instructor Follow-up Feedback Provided

**Total # of exit diagnostic sessions held: 10**

RWE

**Total # of student enrolments: 195**
**from June 2010 – March 01**
**# of students: 167**

**Total # of one on one tutoring sessions offered: 457**

**Total # of one to one sessions attended by students: 392**

**Total # of Substantive Critical Thinking Emails Received: 2269**

**Total # of hours voluntary writing development: approx 756 hours**

**Total # of hours of voluntary reading development: approx. 1513**

*tutors responded to every 2nd or 3rd email

Magnitude of Language Issues ELD is Addressing

A recent study by Canadian researcher, Fox (2005), found the university dropout rate for ESL students after Year 2 to be 2.5 times higher than the general student population; much of the research literature cites language deficiency as the biggest barrier to academic success. This year we were able to administer a diagnostic to a sampling of students (N=63) using a standardized test by Nelson Denny. 86% of the students tested had vocabulary levels that are below university level. (8% were tested to be at elementary school vocabulary levels and 29% at Middle School levels). 76% of the sample group were reading below the average reading rate for their year. Some graduate students had the vocabulary levels the equivalent of Grade 9-13 students. (For details, see Appendix A). These worrisome figures are the tip of the iceberg as it is extremely difficult to get students to come in to test their vocabulary levels. Without university-level vocabulary, students struggle with the volume of academic reading, cognitive processing of journal articles, listening to lectures, writing assignments or even participating effectively in their courses.

Evidence of Impact

Given the extremely low starting points of many ESL students, 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 them over the threshold so that they are highly participatory is a worthwhile investment because many of these students want to “give back”, and thus volunteer in supporting other students in their ELD journey.

Impact in RWE

Since many students’ vocabulary levels are too low to cope with academic needs, the RWE focus on getting them to read extensively and write daily helps with their language acquisition. As 61% of the students in RWE are from Year 1 and Year 2, and 65% were in the age range 16-21, we are successfully engaging students in developing academic writing skills in their early years at university. (Please see Appendix A for full report). 52% of the students were using RWE to read course-related materials, which is helpful for getting them familiar with course concepts and keeping up with readings. On average, participants improved their vocabulary performance by 2 grade equivalents. Reading rate also improved by 39 points in the scale used in the Nelson-Denny standardized test. Students show overwhelmingly positive appreciation of the one-on-one writing and face-to-face meeting with their tutors:
94% felt that the tutors’ written responses helped them develop as critical thinkers. 88% reported improved vocabulary; 83% reported improved reading comprehension; 83% reported improved writing skills; 88% reported improvement in critical thinking skills; 75% reported increased confidence to communicate with professors and TAs.

Impact in Café and FTC Programming

The Communication Café is a welcoming, fun and supportive environment open to all students to further develop their Academic English communication and critical thinking skills. Cafes have enabled students to participate actively in tutorials and discussion groups, articulate their thoughts more effectively in writing or speaking, present themselves and their ideas more confidently, and develop their leadership skills. See Appendix B for a sample student comment and further details of program.

Although the facilitator training certificate (FTC) program demands a great deal of time, energy and commitment to serve other students from its peer-facilitators, many enthusiastic students apply to the Silver level and proceed to the Gold. Approximately 90% of applicants for the FTC program are Year 1 and Year 2 students, indicating that Café has succeeded in attracting the target population. During FTC training, students’ choose personal projects that help them gain a deeper understanding of ESL issues among their peers, and thus position them to be more effective agents of change and support for their peers.

Some examples of projects are: Communication Barriers for ESL Students; Identity and Being an International Student; Multiple Intelligences (Innerpersonal, Interpersonal).

Some examples of FTC peers desire to be agents of change and support for their peers include:
The Rez/Cafe collaboration (initially piloted by a senior FTC, and subsequently developed with official support from both departments); Public Speakers’ Group, presenters at ISC Orientation Day, First Year Experience (FEP) Mentor training, Student Groups, Open Day, ELD SLI visits; ELD games development; co-presenting at conferences (see Appendix B)

ELD Collaborations within and outside CTL in 2010-2011

<table>
<thead>
<tr>
<th>Collaborator/Outreach Partner</th>
<th>Area of collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science Co-op</td>
<td>ELD worked with Arts and Science Co-op NWOW! (Navigating the World of Work) program to identify target communication development areas for 1st and 2nd year Co-op students. NWOW! initiated a credit incentive for students who participated in 2 Cafes</td>
</tr>
<tr>
<td>Greenpath Coordinator</td>
<td>[will resume after E. Khoo’s sabbatical]</td>
</tr>
<tr>
<td>Masters in Environmental Science Program</td>
<td>Worked to identify graduate students with obvious ELD needs and have them start with ELD support. Final report offers a summary of students’ progress and recommendations for graduate support</td>
</tr>
<tr>
<td>Facilitated Study Groups</td>
<td>ELD and Learning Cultures training and advising for FSG and FSG peers for international and first generation study groups</td>
</tr>
<tr>
<td>Library Services</td>
<td>Provided literature review and resources for Information Literacy Coordinator on trends in teaching and learning in higher education with reference to ELL, ELD and/or international students</td>
</tr>
<tr>
<td>Academic Advising and</td>
<td>-Collaboration to identify incoming students’ ELD needs through the</td>
</tr>
</tbody>
</table>

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Career Counselling

Students Strengths Inventory administered to all Get Started Participants
- Provided Training for Get Started Peer Coaches
- *Worked with AACC on academic integrity seminar (see below)

International Student Centre

ELD continues to work with the International Students Centre through a variety of opportunities.
- (FEP) First Year Experience Program: Introductory Cafe sessions were held for the FEP program, both mentees & mentors
- FTC peer-facilitators presented at FEP Mentor training events to familiarize mentors with ELD supports available
- FTC peer-facilitators spoke at ISC Orientation Event
- FTC peer-facilitators and ECP partners support each others’ outreach events; provide cross-referrals when appropriate; ECP offers information and link to ELD support on their website
- ELD partnered with ISC Coordinator for academic integrity seminar (* see below)

Registrar’s Office

ELD presented with Assistant Registrar at an outreach information session for the English Language Program, OISE.

First Generation Coordinator

First Generation Coordinator and Learning Strategist met with ELD to discuss current ELD support programming for First Gen students, and to explore possible cross-departmental referrals and/or collaborations for the fall. Discussions pending on an introductory event for First Gen and ELD students this summer and early fall.

Residence

ELD worked with Residence Life to bridge the experiences of student life with academic and communication development.
- Cafe in Residence, FTC peer-led workshops, were held in Fall (4) and Winter (3)
- Follow-up for Fall 2011: Residence Life has created (2) paid student positions (APPs), (now held, by FTC facilitators). These Residence Life-ELD liaison positions were created to support and foster awareness in Residence, (particularly 1st year students) about ELD academic and language support, as well as to develop future integrated student and academic programming between Residence and ELD.

Milliken Mills High School (MMHS) in Markham, Ontario

As a community partner with the greatest number of students of Chinese heritage, MMHS has the largest number of E.S.L. core and subject-specific courses of any high school in the York Region District School Board. Bringing ELD support at UTSC to the attention of their students and those connected with them helps to make UTSC the university of choice for the immigrant population. In Spring 2011, the FTC facilitators are scheduled to speak to their students.

AccessAbility Services

Worked with Disability Consultant on training for FTC peers; special FTC training session developed by K. Uddin on boundaries

Office of Academic Integrity

- Consulted with Dean’s Designate, Professor Eleanor Irwin, on individual cases regarding plagiarism offences
- Inter-departmental collaboration with Professor Irwin, AACC, ELD, ISC, and TWC: Meeting University Expectations: Proactive Strategies to Avoid Plagiarism. Piloted March 2011.
- Follow up for Fall 2011 Remount seminar as part of orientation programming. Conference submission pending to Academic Integrity Org. Annual International Conference

Management Co-
curricular Coordinator: Management, on outreach to Management students, particularly 1st year and 4th year, through their ongoing e-bulletins.

TWC Writing Support: ELD training for TWC Tutor Training *Worked with TWC on Academic Integrity Seminar (see above)

Faculty members: Customized ELD support for their students [suspended for a year during E. Khoo’s sabbatical]

As We Move Forward: Areas for Development in 2011-12

Development of an assessment tool that can efficiently measure students’ academic vocabulary levels, academic reading levels, critical thinking capability and academic writing ability. These areas are not currently assessed with the Nelson-Denny Test. [New resources needed]

A strong focus on academic vocabulary development through a revamped Vocabulary Café curriculum including the development of 9 further modules of the New Academic Vocabulary Cafe, and an innovative approach using an innovative mobile-assisted language learning (MALL). *[1361 students who participated in Get Started Summer 2010 indicated strong agreement (5.27 out of 6 in a Likert scale) that they want to improve their academic vocabulary in order to read academic texts more effectively). [New resources needed]

Collaboration with faculty teaching various courses to identify and support students needing academic writing development support through RWE.

Foster stronger connection between Green Path and ELD support: Currently discussing the potential for a summer event with GP and Residence Life.

Expand on the inter-departmental partnerships that have been formed in 2010, 2011

Further discussions with First Gen project on possible collaboration, or cross listings

Develop a wider ELD student engagement network across the disciplines

Develop much-needed grammar support for ELL writers (if resources are sufficient).

Starting Fall 2011, EAP credit courses have been moved from the Department of Humanities to the Centre for Teaching and Learning and will be conducted by ELD.
The Reading and Writing through Email (RWE) Program

Prepared by Dr. Elaine Khoo

The RWE program is an innovative program that provides a personalized approach to help ESL students (and others with similar academic writing needs) develop their academic reading, vocabulary, critical thinking and academic writing skills. Using a blended learning model, students read appropriate texts and express their thoughts related to their readings to their tutors through email, and then they meet their tutors for a one-on-one tutoring session. The tutors’ responses provide scaffolding in developing critical thinking skills and guidance in articulating thoughts in ways valued in academic assignments. Through this no-risk, carefully scaffolded model for supporting ESL students, many ESL students were able to develop the skills necessary to engage with their academic writing assignments immediately (NB. In previous semesters students have brought in assignments to show how they moved from C or D grade to A or B grade by engaging in RWE for a semester).

Key Statistics for 2010-2011

<table>
<thead>
<tr>
<th>Why they are significant</th>
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</thead>
<tbody>
<tr>
<td>These students are investing time and effort in improving their writing skills over time, and not just “surviving” from assignment to assignment with poor writing skill levels. Also, many students are using RWE to develop their writing skills so that they are more prepared to take courses requiring writing assignments. Many students say they are taking RWE to improve their ability to write well in tests and exams when they need to express their knowledge under pressure of time.</td>
</tr>
</tbody>
</table>

195 students enrolments (summer: 45, fall: 87, winter: 64) 20 students re-enrolled for 2 terms, and 4 students re-enrolled for all 3 terms

Total # of Students in the program 167

2269 critical thinking emails in response to critical reading

Since students are supposed to engage in daily 40-minute reading and 20-minute writing of thoughts in an email to the tutor, this figure indicates that students had voluntarily engaged in approximately 756 hours of voluntary writing and approximately 1,513 hours of voluntary reading outside of the contact time with ELD tutors. From earlier investigation, students reported these hours of investment resulted in their being better able to keep up with readings in their courses.

885 Critical thinking response emails from tutors to students

Tutor’s responses to students serve several purposes and have to be carefully crafted in order to provide a model of writing, be encouraging and motivating, and most of all, guide the students in developing critical thinking skills. Students value receiving tutor responses to their emails as they feel that someone is interested in their ideas, and encourages their exploration of their thoughts through the medium of writing. As tutors generally work twice a week, they respond to student emails only during the days they are working. Thus students receive a tutor response to every 2nd or 3rd email they write.

457 one-on-one RWE tutoring

The focus of the one-on-one tutoring session is to enable the tutor to coach students in the grammatical aspects of their writing, the logical argument
sessions offered as well as the development of critical thinking. These 30-minute sessions are critical in moving the students forward in their academic writing ability. Students value these personal sessions as there are many areas of support for their writing development that can only be handled in a face-to-face meeting. Some student feedback is that the one-on-one sessions, being so useful, need to be more often, and should be longer than 30 minutes to address more of their writing development needs.

392 one-on-one RWE sessions attended by students

As the program is voluntary, there have been no-shows for appointments when students face challenging weeks with multiple deadlines, or when they drop off from the program due to their inability to keep up with the daily discipline of writing. However, tutors use the no-show time to write emails in response to students’ critical thinking emails or analyze areas of writing that need to be addressed in upcoming one-on-one meetings.

Evidence of Urgent Need for RWE

a. Vocabulary
To determine the level of vocabulary need, 63 students from the Fall 2010 RWE cohort were tested on a standardized test, Nelson-Denny Reading Test, which provides information of what grade equivalent a student’s raw score on each section of the test represents.

The profile shown below is troubling as **86% of the students tested had vocabulary levels that are below university level**. Also, it is worrying that 8% were tested to be at elementary school vocabulary levels and 29% at Middle School vocabulary levels. Unless there is drastic and definitive action taken by the student (and perhaps required by the administration), it would be unlikely that these students cope with the vocabulary in their textbooks and journal articles.

<table>
<thead>
<tr>
<th>Grade-equivalents</th>
<th>Vocabulary section: Percentage of students whose raw score indicated the respective grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 4-5 (Elementary school)</td>
<td>8%</td>
</tr>
<tr>
<td>Grades 6-8 (Middle School)</td>
<td>29%</td>
</tr>
<tr>
<td>Grades 9-12 (High School)</td>
<td>49%</td>
</tr>
<tr>
<td>Grades 13-16 (University level)</td>
<td>14%</td>
</tr>
</tbody>
</table>

b. Reading Rate
Based on the Nelson-Denny test, it is again worrisome that most of the students were reading below the average reading rate for their year.

<table>
<thead>
<tr>
<th>Reading Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below average in reading rate</td>
<td>76%</td>
</tr>
<tr>
<td>Above average in reading rate</td>
<td>24%</td>
</tr>
</tbody>
</table>

These statistics provide insights to why many ELLs are not able to keep up with their readings.

c. ESL Graduate Students Needing Support
Thorough our outreach to the Masters in Environmental Science program, the Coordinator is on alert for graduate ESL students. Of the four who were directed to RWE, all were tested to have **vocabulary levels the equivalent of Grade 9-13 students**, and had **reading rates below that expected of upper year undergraduates**. Given the volume of academic texts they have to deal with, and the need for cogently expressed scientific writing, it would be necessary to ensure the MSc Environment Science Students who are ELLs be identified early and sent for ELD support. Given sufficient resources, we could customize the ELD program for our international graduate students so that they can use the RWE capacity for accelerated improvement and apply them immediately to meet their academic communication needs at the graduate level.

Evidence of Impact
We attempted to measure students at the start of the program in September and 8 weeks later in November. A major challenge is that many students who took the test at the start of the program did not take the test at the end. So, the current sample being analyzed is 17. (Note the data for Winter 2011 is not ready for analysis yet)

**Improvement in Vocabulary performance**
Average improvement by 2 grade equivalents

**Improvement in Reading rate**
Average improvement by 39 points

Given that this was accomplished over a 2 month period suggests that mandatory testing and explicit recognition of achievement at the end of the program (e.g. in the form of certification or some other incentive) could engage students to be more committed to establish how much they have improved. This should be implemented in a future semester.

**Student Perception**

Student evaluations administered at the end of the Fall Semester 2010 and Winter 2011 yielded overwhelmingly positive feedback:

52% of the students were using RWE to read course-related materials and articulate their thoughts in their writing to their RWE tutors. Tutor responses to student writing include posing questions aimed at engaging students in higher level critical writing. In response to the question of whether respond to tutor questions, 67% of the students replied that they do. This is important because it shows that they are benefiting from this unique feature of the RWE program in helping students think more critically. Ninety-six (94%) percent of the students felt that the tutors’ written responses helped them develop as critical thinkers.

**Student perception of how well RWE helped them in various aspects of their academic needs**

<table>
<thead>
<tr>
<th>Not well at all</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Improve vocabulary</td>
<td>2%</td>
</tr>
<tr>
<td>Improve reading comprehension</td>
<td>0%</td>
</tr>
<tr>
<td>Improve writing</td>
<td>0%</td>
</tr>
<tr>
<td>Improve critical thinking</td>
<td>0%</td>
</tr>
<tr>
<td>Improve confidence to communicate with TAs or professors (emailing or speaking)</td>
<td>2%</td>
</tr>
</tbody>
</table>

To summarize the table, I aggregated the percentages of students whose responses fell into the 3-6 range of the 6-point Likert scale indicating that they felt that the RWE program had helped them significantly: **88% reported improved vocabulary, 83% reported improved reading comprehension, 83% reported improved writing skills, 83% reported improvement in critical thinking skills, and 75% reported increased confidence to communicate with professors and TAs.**

In the analysis of the qualitative comments of students in the evaluation forms, four factors stand out strongly (with sample comments provided):

a. **Motivation to engage in extensive reading and writing**
   - Keeps me writing at least 5 times a week and read a lot
   - Writing as process in daily life
   - Writing every day for 20 minutes allows me to become comfortable with writing and improve my writing skills.
   - Reading different materials rather than coursework.

b. **One-on-one guidance from ELD tutor through email exchanges and face-to-face meetings**
• To get response from my tutor is the most important thing. It makes me feel I’m chatting with someone who cares about my opinion.
• Writing frequent emails and being able to discuss them with tutor in the next meeting. Guides you in going in the right direction.
• On the sense of communicating ideas and thoughts beings heard and noticed
• I believe that writing through email gives you time to prepare what you are going to say while meeting with tutor helps you think on your feet in terms of answering critical questions in depth.

c. Critical thinking
• It helps me realize I haven’t been critically in the past and how writing can be used to influence people
• The writing part because it actually pushes me to develop my writing habit. The program helps me to think critically and to think a problem more deeply.
• Develops critical thinking skills

d. Help with their academic courses
• Reading journals and thinking critically about their contents is really important in terms of science field. RWE gives the first step for me.

Is RWE serving the target population?
From the data presented above, we have definitely managed to attract the population most in need of this support. In Fall 2010 and Winter 2011, approximately 65% of the students were in the age range 16-21, indicating that they are those who are likely facing the issues transitioning from high school to university as well as the challenges related to English language. Approximately 19% were in the age range of 22-30 years and 6% were above 30 years old. Approximately half our students are international students and the other half are domestic students. Undergraduates from all four years and a few M. Environment Science graduate students have been served. This data indicates that RWE provides the support to Year 1 and 2 students (61%), which is a good indicator that there are students in Year 1 and 2 who may not be having writing assignments, but who wish to develop their academic writing skills.

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>33%</td>
</tr>
<tr>
<td>Year 2</td>
<td>15%</td>
</tr>
<tr>
<td>Year 3</td>
<td>21%</td>
</tr>
<tr>
<td>Year 4 or above</td>
<td>28%</td>
</tr>
</tbody>
</table>

Urgent Areas for Development in 2011-12
The RWE program has a good potential to address the underlying problems that our ESL students are facing with meeting their academic needs. And by engaging students in 40-minute reading related to their courses, it is helping ESL students keep up with their readings. The opportunity to articulate their thoughts (in their emails to their RWE tutors) is one of the key principles of deep learning.
In order to optimize the reach and impact of the RWE program and engage more graduate and undergraduate ELLs in accelerated academic writing development, the additional areas below will be needed:
• Development of an assessment tool that can efficiently measure students’ academic vocabulary levels, academic reading levels, critical thinking capability and academic writing ability. These areas are not currently possible with the Nelson-Denny instrument which basically serves to identify the extremely severe cases of ELL students who need very urgent attention. [New resources needed for this initiative]

• Revamp of the Vocabulary Café modules to more specifically reflect the academic vocabulary needs of students (NB. This is based on feedback from students. Also based on the data from 1361 students who participated in Get Started Summer 2010, the students indicated an extremely strong agreement (5.27 out of 6 on a Likert Scale) that they would like to improve their academic vocabulary so that they are able to read their university textbooks and other academic texts more effectively. [New resources needed for this initiative]

• Collaboration with faculty teaching various courses to identify and support students needing academic writing development support through RWE.

Appendix B

Communication Café and Facilitator Training

The Communication Café Pathway to Academic Acculturation

By creating the conditions where students from different disciplines and backgrounds can spend 1.5 hours in productive development of critical thinking skills and confidence-building over several weeks, the Communication Café provided the students the opportunity to simultaneously address several of their academic acculturation issues (including oral communicative competence) while making strong connections with students whom they might otherwise never interact. Through the interaction with students from diverse backgrounds during the pedagogic games in the Café, students gaining confidence from the Communication Café have been able to become agents of change and support for their peers. We know this from new Café participants who say that they are have been encouraged to attend the Cafés based on the transformations they have observed in their friends who had attended Café earlier. Shy students who gained confidence from the Café have begun participating in clubs and student life. Students who choose to continue in the Communication Café pathway can opt for training to be a Facilitator.

The FTC is our leadership and peer facilitation program. The FTC program is an opportunity for highly committed students who have attended the Communication Cafés and/or the Vocabulary Cafés to participate in training designed to develop peer facilitation skills. There are two levels for FTC – Gold and Silver. Facilitators may choose to do one level or both. The requirements of the program are extensive – as are the opportunities. Facilitation training and the facilitation roles taken on by students accepted into the FTC program are voluntary. So far 65 FTC peer-facilitators have committed to this program and to supporting their peers, and have made extensive contributions to the academic community at the undergraduate, graduate level as well as in the larger community.
Starting with our first batch of FTCers in Fall 2007, we found that it brought to light the high level of motivation to engage with and contribute to the academic community and larger community when students feel that they have overcome their initial language- and culture-related barriers. Our initial FTC program morphed into two levels, Silver and Gold. The silver level involves 30 hours training and practicum co-facilitating Cafés while the gold level involves 20 hours of training and independent facilitation of some cafés. A graduation ceremony is held every April where the graduates receive their hard-earned certificates from the Dean. The commitment from the Dean’s office starting from the first ceremony in 2008 resulted in stronger commitment by students in the following year as they perceived strong university support for this voluntary program.

**Student Achievements as an Indication of Academic Acculturation**

The facilitators in training are given the opportunity to co-present with ELD Instructors at professional conferences and in 2010-11 a total of **9 different students (@3 students per event)** co-presented at the following conferences/invited presentation:

- ADDRESSING ESL AND TRANSITION ISSUES: Shaping Critical Thinking and Academic Communication Skills through Creative Pedagogic Games. Presented at the Society for Teaching and Learning in Higher Education Pre-Conference Workshop
- Addressing ESL and ELL Transition Issues: Shaping Critical Thinking and Academic Communication Skills through Creative Pedagogic Games. Presented at Ryerson U
- Re-thinking Participation: Moving beyond Group Discussion and Fostering Greater ELL Engagement through Game-Play. Presented at the CTL Celebration of Teaching Showcase.

Many other FTC graduates have also gone on to speak to large audiences e.g. at the Society for Teaching and Learning in Higher Education (STLHE) conference, the annual UofT Teaching and Learning Symposium, the Educational Developers Conference, etc. Those with FTC training have also gone on to win awards e.g. Gordon Cressy Award (2009), the student Accessibility award in 2008. On November 22, 2010, 7 ELD students won awards and Honours during the academic awards night. Some of them had started at UTSC with such a low level of English and would have easily fallen into the category of students who fail out of the system by the first year.

Other indicators of successful academic acculturation include ELD students’ engagement in the following:

- **In credit courses**: ELD students able to take lead in tutorial discussions, participate effectively in group work, confident to ask questions
- **In co-curricular activities**: ELD students able to take leadership of discipline-based clubs
- **In extracurricular activities**: ELD students able to take leadership in student governance, establish clubs to help other students acculturate, take up executive positions in running clubs

Yet another example of FTC Gold graduates taking their experience further is a graduate undergoing teacher training at OISE who came back to seek permission and support to use the Communication Café approach in
his OISE graduating practicum assignment in TDSB schools. Another current FTC Gold facilitator was hired by Centennial College as her Winter 2011 Coop placement because Centennial College wants to implement an initiative based on the Communication Café after the Dean of Advancement had come on a study visit to UTSC to understand how the ELD Program is helping students with achieving academic acculturation quickly.

Stepping over the threshold of fear and anxiety is a huge step forward in academic acculturation. It empowers ESL students to be confident when interacting with faculty and peers and to engage fully as a student. As a Year 2 student expressed during a presentation at a conference,

“Now I enjoy being a second year student in school so much. The experience of being a FTC makes me feel more confident. The confidence not only make me to take initiative to talk and help participants in the café, but also make me to join more clubs and do more volunteer jobs that I was to shy to try before. I have a feeling of belong to my university now, because I’m working with so many offices and organizations in school. Some examples can be the accessibility office, student membership program in SCSU. Moreover, I’m also being a marketing assistant and finance assistant in an arts club, which I could definitely not imagine working with before as people there are all native English speakers.”

From another student:

“A bonus I received from participating in the Communication Café is that I got to meet with people from different places enrolled in various programs and the interactions that we had taught me to look at issues from different perspectives and make wiser judgments. Having benefited from this Comm Café myself, I would like to act as a live demonstration of how such three hours per week could make a huge difference in a person both interpersonally and intrapersonally. I would like to act as a guide who has gone through the path once to take more people to where they want to go and help with other people who would like to better themselves.”