### Fall 2018 Educator Exchange Schedule

*Register at [www.utsc.utoronto.ca/ctl/educator-exchange-workshop-series](http://www.utsc.utoronto.ca/ctl/educator-exchange-workshop-series).*

(Some presentations may be recorded and posted to our website. If you don’t wish to be filmed, please inform the videographer before the session starts.)

<table>
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<tr>
<th>Presenter(s)</th>
<th>Title and Description</th>
<th>Date/Time/Location</th>
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| Nancy Johnston  
Centre for Teaching and Learning; Associate Professor, Teaching Stream, and  
Tina Doyle  
Director, AccessAbility Services | Inclusive Design in Practice for Supporting Students  
As university educators, we teach diverse students with many different learning preferences and needs. In this session, we will share challenges and approaches to support students with disabilities. We will provide an overview of UTSC statistics and new challenges in accommodation, as well as introduce a discussion of faculty strategies. In a group discussion, we will discuss the UTSC context and how to build more flexibility and alternative approaches for accommodating a breadth of learning accommodations, including peer review, extension requests, and others. | Tuesday, September 18, 12 – 2 pm AA160 |
| David Chan  
Educational Developer, Centre for Teaching and Learning, and  
Jessie Richards,  
Curriculum Development Specialist, Office of Vice-Provost, Innovations in Undergraduate Education | Learning about our learners: how to get the most out of curriculum mapping  
Curriculum mapping, a process that supports the assessment of program learning outcomes, is an increasingly common expectation for departments across the institution. Curriculum mapping is a complex process, and many departments are unsure how to develop a curriculum map and use the map to aid in curricular decision-making. The session will address how curriculum mapping can provide valuable insights to departments on what students learn through the curriculum. The facilitators will provide guidance on how to develop and interpret curriculum maps, and participants will be invited to discuss how they might approach the curriculum mapping process in their departments. | Wednesday, October 3, 11 - 1 pm IC318 |
| Laurie Harrison,  
Director, Online Learning Strategies – Information Technology Services. (STG)  
Safieh Moghaddam,  
Assistant Professor, Teaching Stream – Centre for French and Linguistics | Finding the Right "Mix" for Your Learners  
Integrating technology in the classroom? Moving learning online? Not sure? The melding of face-to-face and online environments offers a unique set of opportunities and challenges in the course design process. A variety of models have emerged as instructors seek flexible learning options to accommodate a range of learner needs and support student success. This session will explore options for leveraging online technologies as we:  
• Review examples of how others are using online strategies in these models  
• Identify available tools and strategies to create engaging digital content and activities  
• Explore a design process for hybrid classroom lesson planning, to connect in-class and out-of-class elements.  
The session concludes with an in-depth showcase of how one Professor transitioned several Linguistics courses from a traditional classroom | Thursday, October 18, 12 - 2 pm IC318 |
model to a “hybrid model” through the introduction of teaching and learning technology. Instead of the traditional 2-hour lecture and 1-hour tutorial, or the three-hour lecture, the hybrid model takes the form of 1+1+1 where the first hour of lecture is replaced by independent learning activities in which students read the textbook, then engage in online activities that reinforce their learning. This is followed by a 1-hour lecture in the “flipped classroom” model that encourages students to reflect upon what they have learned. Finally, the tutorial hour concentrates on practical applications of their newly acquired knowledge. Lessons learned, ongoing experiences, and highlights of online learning activities will be shared. Join us for this session to gain confidence in getting just the right mix for your course.

Brent Stonefish
UTSC Indigenous Curriculum Coordinator

Indigenous Ways of Knowing - Utilizing Traditional Indigenous Knowledge Ways of Knowing, methods and ethics; explore how current education can support Indigenous communities.

Wendy Phillips
UTSC Indigenous Elder

Reconciliation within Education - In Canada, Reconciliation and education for Indigenous Peoples has had a dark history. Explore ways how reconciliation can take place in the classroom, current projects in Indigenous communities and ways of allyship.

Laura Bisaillon
Assistant Professor, Political Science and Interdisciplinary Centre for Health and Society

Innovations in the Classroom:

a. Practicing Slow Scholarship in Slow Classrooms
We live in a world that will not stop talking, texting, and tweeting, with various, and often concurrent, demands for our intellect and for time. But when the desired outcomes are ideas’ exchange, producing new knowledge, and deep learning, students and faculty alike must learn ways to slow down. I draw on my experience experimenting with concepts from the slow movement (Bisaillon et al). I link these with colleagues’ experiments in various world contexts. I connect these with larger communities of inquiry on this topic, with particular focus on knowledge generated in anglophone and francophone Canada.

b. Fit-Breaks: Increasing attention and decreasing stress with physical activity during lecture breaks
“Fit-Breaks” are short bursts of easy-to-follow exercises and stretches carried out during the usual 10-minute break in lectures lasting 2 hours or longer. They aim to provide students with a healthy break, allowing them to reset and refocus their attention, while simultaneously helping relieve the stress of a fast-paced lecture experience. Our studies have shown that students participating in Fit-Breaks had a heightened level of life satisfaction, lower perceived stress, and an improvement in academic performance. This easily replicable, simple classroom intervention could have a positive impact on all students in post-secondary education. We hope to encourage our colleagues to build on this work, as we believe that incorporating Fit-Breaks into more classes can contribute to the creation of a campus culture that emphasizes the overall health of its students, while simultaneously teaching students a valuable life skill that they can habitually repeat post-graduation.

c. Quizzical*: A student-authored, on-line, multiple choice question writing, learning, and assessment tool
Quizzical is an active learning exercise, affording students opportunities for concise technical writing as they author multiple choice questions for their class. As such, Quizzical is discipline independent learning application and has been used in courses ranging from French to Molecular Biology. Students have unlimited access to the question bank, affording opportunities for test practice in a way that mimics exam day situations. Statistical analyses show that engagement is associated with exam performance. For instructors, Quizzical is a turn-key application with a course set-up protocol that requires no prior experience with educational software and your course can be set up in 10 minutes. The instructor dashboard enables a granular view of student performance and engagement, TA activity, and analytics of the quiz pool questions. On end-of-course evaluations, students express very positive sentiments about Quizzical as they see it as an effective tool to promote learning.

Dan Riggs
Associate Professor, Biology, UTSC

Monday, October 29, 12 – 2 pm AA160

Tuesday, November 14, 12 - 2 pm IC318