Register at 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>Presenters: Effie Sauer, Associate Professor, Teaching Stream, Chemistry; Caren Hasler, Associate Professor, Teaching Stream, Statistics</th>
<th>A. Investigating the impact of course engagement activities in an organic chemistry course. A suite of four course engagement activities was recently introduced to a second year organic chemistry course. Students were given the choice of which activity to complete for a 5% course engagement activity grade. Activities included: weekly online homework assignments, responses to in-class audience polling questions, participation in an online discussion board, and completion of several literature assignments. This presentation will explore the relative impact of these activities on students’ academic performance in the course, as well as their attitude toward the course material and subject in general.</th>
<th>Wednesday, January 30, 12 – 2 IC318</th>
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<td><strong>B. Measuring the impact - metacognition and performance - of exam wrappers in Statistics courses.</strong> Many of our students do not use returned tests as a source of feedback on their learning study habits. When a test is returned, indeed, most of the students only take a look at their mark, set the test aside, and prepare for the next test irrespective of the returned test. Some of our students do not even pick their tests up. Such a learning cycle is highly ineffective. Exam wrappers are short writing activities designed to assist students in developing metacognitive skills, i.e. knowledge on their own process of acquiring knowledge. The main goal is to engage students in an effective learning cycle by reflecting on a returned test in order to enhance their own learning process and, as a result, to perform better on future tests and exams. In this presentation, we share our study to assess the effectiveness of exam wrappers as a tool to enhance the learning process of our students in second and third-year university statistics classes.</td>
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**Creating a Space for Inquiry in Our Teaching (SOTL I)**

UTSC faculty seek ways to continually grow and improve their teaching and student learning in their classrooms. This session will share the myriad ways in which faculty are encouraged and supported at U of T to conduct inquiry and research on their teaching. The scholarship of teaching and learning (SoTL) helps us avoid what Shulman (1999) described as “pedagogical amnesia,” the many things about our teaching we forget from one semester to the next. SoTL enables us to capture insights into our teaching in a way that allows us to revisit them time and again.

In this session we will discuss reflective, scholarly and more formalized research investigations and strategies to transform conceptual research ideas into concrete research questions within our teaching. With our peers we will spend time working through our research ideas and create a space in our teaching for reflection, research design, and ultimately, a program of scholarship. CTSI and UTSC CTL workshops, networking opportunities, and resources in this area will also be shared. By the end of this session participants will have:

- discovered new ways to think about research on teaching at U of T
- broken down myths and barriers to conducting research on teaching
- begun the process of developing an area of research
- participated in building a community of teaching and learning researchers at UTSC.

**Experiences with Active Learning in a 470-Seat Active Learning Classroom**

Our key first-year course, CSC148, moved into the new Myhall 470-seat active learning classroom in September. In this session, we'll share our experiences with teaching and learning in this innovative new space, how we modified our pedagogy to take advantage of it, and the materials we developed to support the revised version of the course. The session will include demonstrations of some of our activities, and lots of lessons learned -- many of which are applicable to any classroom space, including old-fashioned lecture halls. There will also be an opportunity to discuss and reflect on active learning in your own teaching.

**Scholarship of Teaching and Learning (SOTL II)**

CTL supports SOTL research and conversations at UTSC. This session is an open peer-discussion in which participants discuss the future structure of events for SoTL projects at UTSC. In addition, facilitators will share their experiences on beginning SoTL projects, navigating the educational literature, their approach to research design and engaging in networking opportunities. We invite you to bring your projects, your ideas and your questions to this session!