The Educator Exchange is a workshop series for instructors and others interested in teaching-related topics. Suggestions for topics and speakers are always welcome and can be sent to us at: ctl-educator-exchange@utsc.utoronto.ca.

Video recording may take place at these events, and the video may appear on our website and/or other publications. If you do not wish to be filmed, please let the videographer know before the session starts. If you have additional questions or concerns, please contact: ctl-events@utsc.utoronto.ca.

You can register for our upcoming events at: www.utsc.utoronto.ca/ctl/educator-exchange-workshop-series

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**2017/18 Educator Exchange Series**

**Journal Clubs: Teaching Students to Read Academic Articles**

*Tuesday, September 26th, 2017, 12 – 2 pm, IC318*

Journal clubs are commonplace in graduate education, where they serve largely as a forum for encouraging graduate students to stay current with the primary literature. By contrast, journal clubs are rare in undergraduate education. While it may not be so important for undergraduate students to keep up with the literature, journal clubs can be reconfigured to help meet the objectives of a quality undergraduate education. In this session, we will discuss both the pedagogical value and logistical considerations of running journal clubs in an undergraduate science course.

Presenter: **Jason Brown**, Lecturer, Biological Sciences, UTSC

**Sustainability Education at U of T**

*Thursday, October 26th, 2017, 12 – 2 pm, IC318*

At the University of Toronto, we are pursuing an approach to sustainability education that adopts a regenerative sustainability approach, which focuses on simultaneous improvements in both human and environmental well being, not just reductions in damage or harm. The U of T Committee on the Environment, Climate Change and Sustainability is taking a three-pronged approach to this agenda: campus as living lab, university as agent of change in the community, and curriculum innovation. This talk will outline the curriculum innovation activities, which focus on increasing the amount of sustainability-focused community-engaged learning students undertake, and on developing curricular Sustainability Pathways that will allow all students to add sustainability to their program, no matter what program they are enrolled in.

Presenters: **John Robinson**, Professor, Munk School of Global Affairs; Professor, School of the Environment; Presidential Advisor on the Environment, Climate Change and Sustainability; **Conor Anderson**, PhD Candidate, Environmental Science, UTSC
Using Assessment to Nurture Critical Thinking

Wednesday, November 8th, 2017, 11 am – 1 pm, AA160

A primary goal of virtually all educators is to help their students to think deeply about important concepts and ideas and to use their knowledge to construct innovative responses to complex issues and problems. When assessment is used primarily to assess the end product or performance, important opportunities to support and extend student learning are often missed. An important element of nurturing critical thinking in higher education involves self-regulated learning and collaborative thinking that are both enhanced through the use of “assessment for” and “assessment as” learning.

In the first half of this workshop, Garfield will connect a framework for critical inquiry to effective assessment by examining how assessing the intellectual tools for rigorous thought can provide rich opportunities for students to peer- and self-assess. The second half of the session will provide an opportunity for instructors to consider tweaks they may make to assignments used in their classes to ensure critical inquiry is nurtured.

Presenter: **Garfield Gini-Newman**, Associate Professor, Teaching Stream, OISE

Teaching from Anti-Racist Pedagogy AS IF IT MATTERS

Tuesday, November 21st, 2017, 12 – 2 pm, AA160

We now live in a diverse, postmodern, ever-evolving society. As always, race and social class are inextricably linked together. The public education system has to be a major player in the transformation of Canada into a much more inclusive and positive society for all people. (Paul Orlowski, 2001: 266).

Current educational innovations in schools seek to enhance the teaching, learning and administration of education for a diverse school body. Within Canadian contexts, a key question has been how schools respond to the needs and concerns of a diverse school body. Could the Anti-racist education be a first step in the transformation process? I argue that the task of genuine educational transformation is not simply to reform existing teaching pedagogical practices, but to begin by addressing the pointed problems of social difference and knowledge production in our teaching, as well as emphasizing social and cultural values that promote alternative readings of the world. Among the questions raised are: How do we take up diversity and difference in our teaching? How do we identify the invisible and hidden biases that might hinder students’ learning? By employing critical educational pedagogies and social theories is it possible to articulate a pedagogic discourse to understand the political organization and issues of equity or inequality in our universities? The pedagogic challenge includes assumptions of what is normative, what is valid knowledge and what are the alternatives to the dominant discourses. Using an anti-racist teaching pedagogy as it matters, I explore interconnections between educational institutions and society through a discursive framework that illustrates the functioning and relationships of sub-systems within the larger society (Wane, 2000, 2015). I propose that we begin to get beyond the initial impulse to chalk up conflict and resistance to individualized/personalized ‘bad attitude’, and to become aware of the historical context of contemporary social relations globally.

Presenter: **Njoki Wane**, Professor and Associate Chair, Department of Social Justice Education, Ontario Institute for Studies in Education; President’s Teaching Award

Power and Knowledge in the Classroom and Beyond

Thursday, January 11th, 2018, 12 - 1:30 pm, IC318

The intent of this workshop is to look at power as a central feature of classroom dynamics and teaching-learning processes. As instructors, we have to strike a delicate balance between our institutional, pedagogical and subject-matter authority and our desire to create genuinely open and inclusive learning spaces for collective meaning-making and knowledge production. We invite workshop participants to reflect on how we can productively reimagine power-knowledge frameworks in- and outside the classroom. Engaging in critical conversations about power and knowledge is all the more important today with an increased political and institutional push for experiential and community-engaged forms of learning. *continued on next page*
We see this as an opportunity to share power and value a multitude of knowledges and experiences outside of traditional academic practice.

This workshop will provide pragmatic ways to engage thoughtfully in power and knowledge in the classroom. We will present concrete examples from our shared experience teaching community-engaged university courses, including a youth-led participatory action research course in East Scarborough and a Walls to Bridges course, an innovative learning community in correctional settings for both incarcerated and traditionally-enrolled students. Despite the focus on community-engaged learning, the broader conversation about power and knowledge in and out of the classroom will be relevant to all instructors and course formats.

Presenters: Jennifer Esmail, Coordinator, Academic Initiatives, Centre for Community Partnerships; Ahmed Allahwala, Human Geography, UTSC

Recognizing, Responding and Referring Students in Distress

Tuesday, January 23rd, 2018, 11 am - 1 pm, AA160

The transition to university is a time filled with change and challenges. Students are increasingly coming to university with pre-existing mental health concerns or they develop concerns while at university. Students may not recognize the signs or be willing to access help and support. Participants in this training will learn to recognize the signs of a student’s behaviour or mood that might indicate difficulty, be able to know how to respond adequately and appropriately and finally refer to campus supports and services.

LEARNING OUTCOMES:

• Learn to identify and recognize the behaviours or changes in mood that would indicate difficulty
• Identify the resources available on campus to support students
• Increase ability to respond and refer students in difficulty to supports and services.

Presenters: Laura Boyko, Assistant Dean, Health, Wellness, Physical Activity, Recreation & Sport, UTSC; Tina Doyle, Director, AccessAbility Services, UTSC; Elsie Obeng-Kingsley, Student Welfare Case Coordinator, Health & Wellness Centre, UTSC; Tom McIhone, Manager, Police Services, UTSC

Exploring Community Engaged Learning: Building Sustainable Partnerships with Communities

Monday, February 5th, 2018, 1 - 3pm, AA160

Community engaged learning (CEL) is an approach to teaching and student learning that works in alliance with community settings, organizations, and residents. Over the last few years, CEL has emerged as an important part of how post-secondary education is delivered and is a component of the Province of Ontario’s new Work Integrated Learning strategy and the University of Toronto’s recent White Paper on re-thinking higher education through experiential, work integrated and community engaged learning (2017).

This session will address steps by and through which to develop meaningful, reciprocal, and strong community teaching and learning partnerships and how self reflexivity, in particular, is an increasingly necessary skill and practice in the creation of sustainable community partnerships. Drawing from personal experiences in developing teaching and learning partnerships with local community organizations and teaching a community-based service learning course over the past eight years, the session leader will facilitate an interactive workshop on CEL. The workshop will explore ideas for creating meaningful and lasting partnerships with community organizations and focus on the development of helpful skills for instructors and students working within community-based environments.

Presenter: Susannah Bunce, Assistant Professor, Human Geography, UTSC
Trust the Process: Class-time Experience as Course Content

**Thursday, March 8th, 2018, 1 - 3 pm, IC318**

Since 2005, Simone Weil Davis been involved with programs that bring incarcerated and non-incarcerated students together, in courses built around dialogue, meta-reflection and collaboration. The work has made clear the striking educational impacts when students pay attention to what is unfolding in real time in the classroom and has changed the way she teaches.

This 90-minute workshop is about what happens when in-class relations and experiences become, themselves, central to the students’ learning process. The session will focus on specific exercises and strategies:

- Meta-reflection on classroom dynamics and one’s own experience of the course
- Learning to listen; listening to learn
- Making space for whole-self learning in the university context
- Connecting lived experience with course readings and themes
- Building a classroom community that is not based on forced consensus

There will be plenty of time for discussion, and Simone will introduce some of the activities that have been helpful in Inside-Out or Walls to Bridges classrooms.

**Presenter:** Simone Weil Davis, Associate Director, Ethics, Society and Law, Trinity College

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Integrated Learning Experiences for our Undergraduates - How Do We Create These and Implement Them?

**Tuesday, March 13th, 2018, 12 - 2 pm, IC318**

The Ontario government has asked Universities to develop plans to provide every undergraduate a significant Experiential Learning opportunity before graduation. U of T has created a White paper to place these opportunities within the context of Integrated Learning Experiences. This two hour workshop will concisely consider the key elements of Integrated Learning Experiences and the Provincial checklist for Experiential Learning. We will then look at UTSC examples of courses providing Integrated Learning Experiences.

**Presenter:** Clare Hasenkampf, Professor and Associate Dean Teaching and Learning; David Chan, PhD, Educational Developer, UTSC

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Strategies to Reduce Academic Offences in Your Classes

**Wednesday, March 21st, 2018, 12 - 2 pm, AA160**

This session draws on our experiences in detecting, responding to, and reducing academic integrity violations in large first-year courses. We will share both streamlined administration procedures and strategies for responding to students’ questions and fears that we have developed in consultation with the Office of Academic Integrity, the AIM team, and the Writing Centre. A facilitated brainstorming session will allow participants to examine the obstacles they face in addressing academic integrity issues in their classrooms and generate ideas for additional resources or support that could be offered by U. of T.

**Presenter:** Kathy Liddle, Assistant Professor, Sociology, UTSC; Karolyn Keir, Lab Manager, Biological Sciences, UTSC