SCHEDULE FOR THE DAY

9:00 am - 10:30 am – Pre-Conference Workshops

a. Constructing a Teaching Portfolio – *Clare Hasenkampf* IC300

A key to efficiently becoming an expert teacher is to have a reflective teaching practice. A Teaching Portfolio can assist in developing a reflective teaching practice and is a significant component of tenure, promotion and teaching award files. This event (open to faculty and all levels of career) will consider the purpose of a portfolio and the different components of it. The earlier you start, the easier the process.

b. Best Practices in Formative Feedback (for TAs and graduate students) – *Nancy Johnston* IC300 (This session runs until 10:55 am.)

Graduate students and TAs will take part in a series of hands-on activities interspersed with brief lectures to learn how to increase student engagement and learning through the use of effective feedback techniques. Participants will develop valuable teaching skills by learning how to efficiently assess assignments and provide forward-looking suggestions for improvement. (This workshop is being held in conjunction with the Teaching Showcase, which is eligible for separate GPS credit.)

11:00 am - 11:10 am – Welcome Remarks – *Janice Patterson* IC130

11:10 am - 12:30 pm – Plenary Session IC130

“The Anatomy of Learning: Superficial to Deep”
Dr. Marjorie Johnson, Western University, 3M Teaching Award Winner.
This presentation will engage you in a conversation of what we know about deeper learning, what the best teachers do, and challenge you to ask yourself “does what and how I teach change my students’ behaviour and how they think about the subject matter?”

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

a. Teaching Across Boundaries, Learning from Difference: Reflections on an Inter-disciplinary Teaching Experiment -
*Ahmed Allahwala* (City Studies), *Christine Berkowitz* (History), *Connie Guberman* (Women’s & Gender Studies) IC200

This panel discussion presents three different disciplinary perspectives and lessons learned from a creative teaching experiment in both individual and team-based teaching. In Fall 2013, three courses at UT Scarborough were offered simultaneously, with the shared focus on ‘oral history and urban change’. The courses were designed as community-based research with a strong emphasis on place-based learning. The learning from the multidimensional partnerships that developed throughout the courses were profound -- for students, faculty, community partner organizations, and community members who volunteered to share their stories.
b. Student Engagement Techniques: Sharing Ideas for the Classroom and Blackboard – Sheryl Stevenson (TA/Grad Student Support, CTL) IC300

What specific teaching strategies, in-class activities, assignments, and uses of Blackboard elicit and develop student engagement? CTL’s pedagogy-oriented workshops consistently spark discussions related to this topic, suggesting the dynamic, innovative ideas being put into practice by UTSC faculty. Building on the strong interest in teaching innovation at UTSC, this roundtable session will provide an opportunity for a lively exchange of approaches to enhancing student engagement.

c. Teaching and Learning With Video Outside the Classroom – Adon Irani, Brian Sutherland, Mark McKee (Educational Technology Team, CTL) IC302

The use of video and multimedia is proliferating more and more as a vehicle for course content delivery. Offering prerecorded, online video is one method of providing accounting examples, lab experiments, tutorials and review sessions to students while freeing up class time to reinforce fundamentals and introduce new concepts. UTSC has a few pioneering instructors that have been using this new tool to deliver value added learning resources to their students. In this roundtable session we will look at a few examples, discuss their intricacies and learn more about how to develop your own video content.

d. To Rubric or Not to Rubric? That’s our Question! – Sarah King (Writing Centre) IC204

Do you use detailed rubrics to grade writing assignments? If you do, how do you develop them? Do your TAs participate, and if so, how? What type do you use? Do you give them out in advance? Use them in peer review? If you don’t, why not? Have you had bad experiences? Research on student writing suggests that rubrics are one of the ways we can clearly and concisely lay out expectations for students, thereby increasing the chances that some students at least will meet these expectations. A rubric can force an instructor to articulate expectations when creating writing assignments, facilitating speedy and consistent marking. Why don’t more instructors use them? Give them out ahead of time? We’ll discuss your experiences with rubrics, seeing different examples, and troubleshooting. If rubrics interest you, positively or negatively, let’s talk!

2:10 pm - 3:30 pm - Concurrent Workshops

a. Experiential Learning and Student Expectations - Cindy Bongard (Service Learning/Facilitated Study Groups, CTL), Brian Wilson (Physics) IC300

This round-table discussion will focus on ways to develop and promote experiential learning that leads to meaningful and direct benefits for students. These include higher success rates in securing employment at the end of their education path, support for course instructors willing to mentor these students, and positive outcomes derived from the peer mentor’s unique position to connect with learners.
b. Ways to Address Language Issues that Impact Student Engagement and Learning - Elaine Khoo IC302

This roundtable offers the opportunity for a conversation about challenges you have noticed in your courses related to students’ lack of vocabulary, critical thinking, reading, writing, speaking and class participation skills. Insights from analysis of Academic English Health Check data and other ELDC programs will be shared. A collaborative exploration to assess current programs supporting English language learners directly and supporting faculty in dealing with ESL/ELL issues in courses are reaching the target students. We aim to facilitate a productive exchange of ideas, and sharing of wish-lists for future support as our student population moves towards even greater diversity in language and culture.

3:30 pm - 5:00 pm - Wine and Cheese Reception - IC Atrium
Featuring interactive displays of faculty and staff projects to support student learning.

• Student “reading groups”: Dissecting primary literature through peer discussion. – Aarthi Ashok with Danusha Jebanesan, Christine Fornal
• Contemporary Arab Women Writers in the Arab World and Diaspora: A student-based reflective database collection. – Maria Assif
• The Allure of ALOR: (Pedagogical) Power to the People. – Steve Joordens, C.K. Cheng, C.K., D.E. Pare, A. Lawson, R. Walker, L. Collimore
• Bringing Deep Thought and Communication into Any Size Classroom. – Steve Joordens, D.E. Pare, and L. Collimore
• Seismic Reflection Surveying. – Mandy Meriano
• Chemical Modeling – Wanda Restivo
• Developing Effective Educational Practices to Enhance Student Engagement. – Nirusha Thavarajan
• Connecting Continents: Student video-conferencing dialogues and global citizenship. – Bettina von Lieres and Sarah Gebretsadik
• The Writing Peer Program at UTSC: Supporting developing writers. – Angela Mahendiran
• Instructional Skills Workshop – Corinne Beauquis, Libbie Mills, Janice Patterson
• Fostering Academic Integrity at UTSC: The AIM Initiative. – Heather-Lynne Meacock

And several other UTSC services including:
• Health and Wellness Centre/Mental Helath Network • The Hub • UTSC Library
• AccessAbility Services • International Student Centre