Planning for

CHANGE

Responding to

CHANGE

2014 Teaching & Learning Symposium

UNIVERSITY OF TORONTO

HART HOUSE

www.harthouse.ca

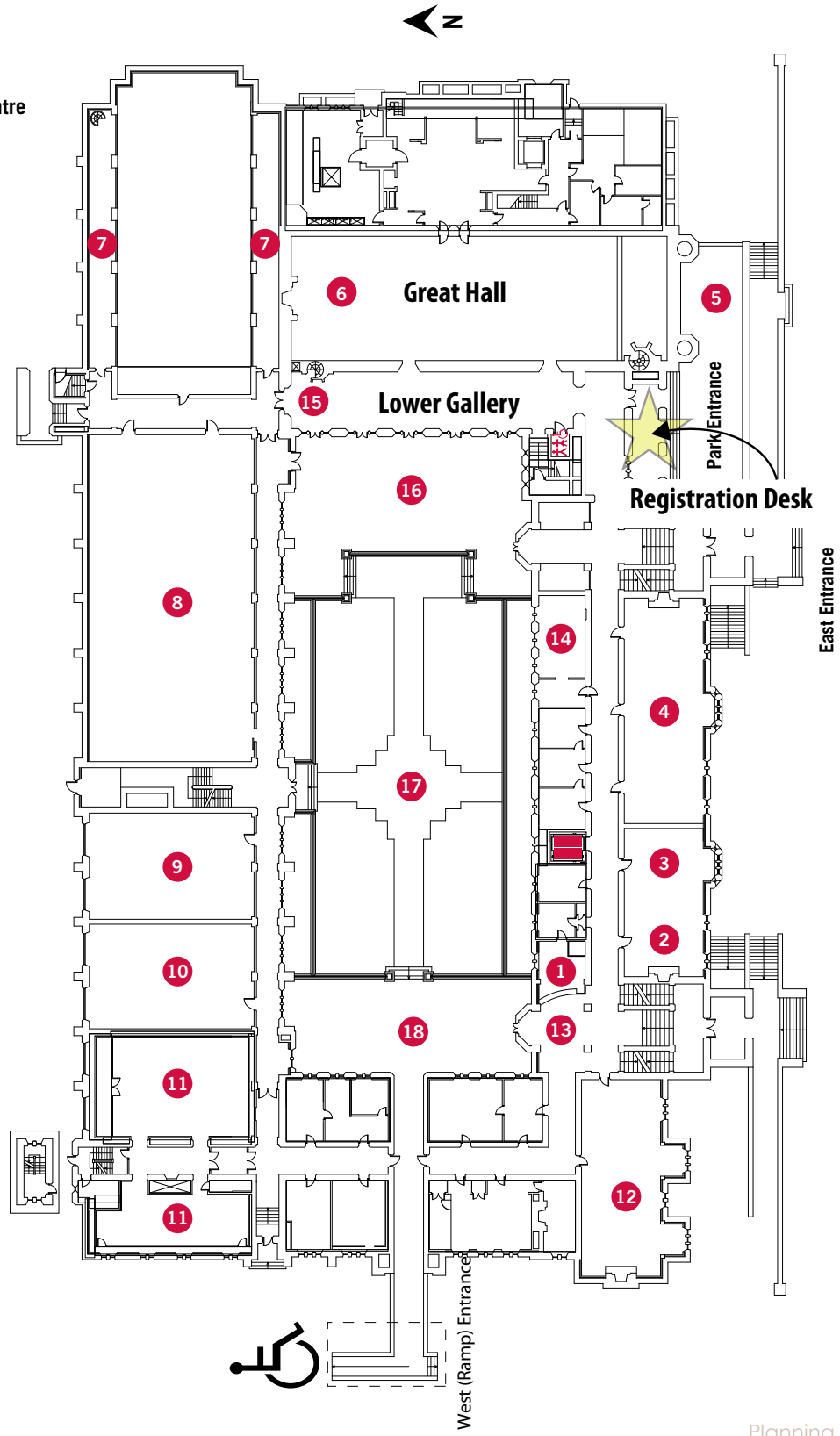
MAIN FLOOR

1. Information & Registration Centre
2. CIUT FM (UofT Radio)
3. Map Room
4. East Common Room
5. Founders Prayer Walkway
6. Great Hall
7. Pool Gallery
8. Gymnasium
9. Exercise Room
10. Weight Room
11. Justina M. Barnicke Gallery
12. Reading Room
13. Rotunda
14. Chapel
15. Lower Gallery
16. East Patio
17. The Quad
18. West Patio

Male Washroom

Female Washroom

Elevator



HART HOUSE

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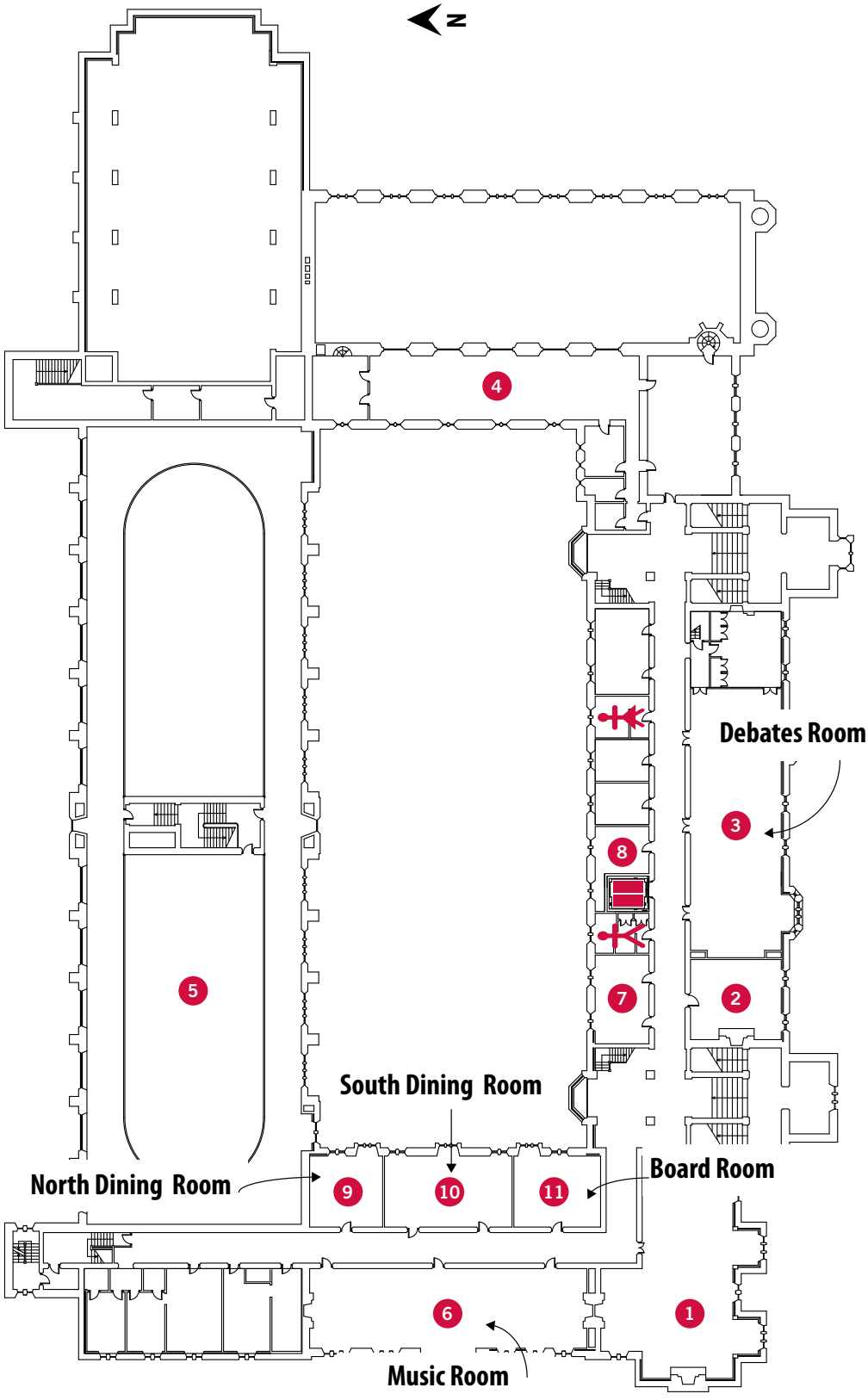
SECOND FLOOR

1. Library
2. Committees Room
3. Debates Room
4. Gallery Grill
5. Upper Gym & Track
6. Music Room
7. Meeting Room
8. Chess Room
9. North Dining Room
10. South Dining Room
11. Board Room

Male Washroom

Female Washroom

Elevator



PLANNING FOR **CHANGE** - RESPONDING TO **CHANGE**

The 9th annual symposium will explore a range of teaching and learning ideas, issues and possibilities relating to change. What recent changes in higher education affect roles, contexts, pedagogy, curriculum, and students? How have individuals and units handled these changes? How can we plan for and respond to change effectively? Sessions will consider what, who, how, why and what if in relation to changes in teaching and learning.

Sessions can address one or more of the following sub-themes:

- **CURRICULUM TRANSFORMATIONS**
- **CHANGING ROLES**
- **CHANGING CONTEXTS**
- **CHANGING STUDENTS**
- **EVOLVING PEDAGOGIES**

Teaching Strategies Workshop
These sessions will focus on sharing effective teaching strategies, including the purpose, intended outcomes, facilitation and examples. Discussion regarding how others can apply the strategies in their own teaching contexts will be addressed.

Nifty Assignment
These sessions will focus on the sharing of a 'nifty assignment' and details regarding the development and administration of the assignment, the student learning goals for the assignment, and strengths and challenges of the assignment.

Teaching Dilemma
In these sessions the presenter will introduce a specific teaching dilemma and then facilitate a discussion regarding possible alternatives for approaching the dilemma. The dilemma should allow for multiple perspectives to be brought forward in order to facilitate thoughtful deliberation of a complex issue.

Research on Teaching & Learning
These sessions will focus on sharing a teaching and learning-focused research project, providing details on the research design, research methods and initial findings from in-progress or public results from a recently completed research project.

Follow Symposium news on Twitter **#tls14ut**

SCHEDULE AT-A-GLANCE

8:00 am - 4:00 pm	Registration						
9:00 am - 9:10 am	Opening Remarks **Great Hall**						
9:10 am - 9:50 am	President's Keynote **Great Hall**						
10:00 am - 10:15 am	Refreshment Break						
10:15 am - 11:15 am	**1.1 Nifty Assignments** i) "Since We Can't Clone Librarians" ii) "Selfie: Mobilizing Student Experience to Enhance Understandings of Visual Representation and Changing Media Publics" **North Dining Room**	**1.2 Research on Teaching and Learning Session** "Digital Media Creation and Integration: Instructor and Student Perspectives" **Debates Room**	**1.3 Research on Teaching and Learning Session** "Tutorial Teaching Strategies: Writing to Learn & Discussion-based Teaching in a Large First Year Course" **East Common Room**	**1.4 Teaching Dilemma Session** "Access – Not an Open and Closed Case: A Digital Teaching Dilemma" **Boardroom**	**1.5 Teaching Strategies Session** "The Times They Are a Changin'": Threshold Concepts in a New Information Literacy Landscape" **Committees' Room**	**1.6 Teaching Strategies Session** "Academic Service-Learning in STEM Courses" **South Dining Room**	**1.7 Teaching Strategies Session** "Curriculum Mapping and Strategies" **Music Room**
11:30 am – 12:30 pm	**2.1 Nifty Assignments** i) "Play the Game: Connecting Experiential Learning and the Parapan Am Games" ii) "Experiencing Space and Learning to "See"" **Committees' Room**	**2.2 Research on Teaching and Learning Session** "Optimizing the Educational Quality of Experiential Learning Opportunities" **South Dining Room**	**2.3 Teaching Dilemma Session** "The Compassionate Educator: Approaches to Promoting Healthier Learning Environments" **East Common Room**	**2.4 Teaching Strategies Session** "Working with Colleagues to Design the Curriculum of the Future" **North Dining Room**	**2.5 Teaching Strategies Session** "Deep Learning and Critical Thinking Skills Using Online Assignments for Both Individualized and Group Collaborative Projects: From Visual Blogs (Glogs) to Wikis in Next Generation Learning" **Debates Room**	**2.6 Teaching Strategies Session** "Inverting Your Classroom" **Music Room**	

SCHEDULE AT-A-GLANCE

12:30 pm – 1:30 pm	Lunch Break						
1:30 pm – 2:30 pm	**3.1 Nifty Assignment** i) "Student oral presentations: how to engage all students in the class" ii) "Combining Art and Technology through Holography" iii) "Literature Assignment - Challenges and Outcomes for Third Year Chemistry Students" **Boardroom**	**3.2 Research on Teaching and Learning Session** "Your First SoTL Project: Evaluating your Practices and Publishing the Results" **Music Room**	**3.3 Research on Teaching and Learning Session** "Effective Test Preparation Techniques in a Large Introductory Course" **South Dining Room**	**3.4 Teaching Dilemma Session** "'But How Does This Apply to the Real World?' The Challenge of Connecting Theory to Practice in Professional Preparation Programs" **North Dining Room**	**3.5 Teaching Strategies Session** "Best Practices for Slideware Design" **East Common Room**	**3.6 Teaching Strategies Session** "Student Engagement = Motivation + Active Learning" **Debates Room**	
2:45 pm – 3:45 pm	**4.1 Welcome to my Classroom** Don Boyes, Geography, 2014 President's Teaching Award recipient **South Dining Room**	**4.2 Research on Teaching and Learning Session** "Cultivating a Student-Centred Learning Environment: Student Perceptions and Learning Outcomes for the Inverted Classroom Approach" **Debates Room**	**4.3 Teaching Dilemma Session** "Ensuring Academic Integrity During Online Testing" **North Dining Room**	**4.4 Teaching Strategies Session** "Problem-Based Learning in the Humanities" **East Common Room**	**4.5 Teaching Strategies Session** "Replacing Stigma: Strategies for Incorporating Mental Health and Addiction Education into Curriculum" **Committees' Room**	**4.6 Teaching Strategies Session** "PCRS: Web-based Learning Modules with Immediate Formative Feedback" **Music Room**	
3:45 pm – 4:00 pm	Closing Remarks & Prize Give-Away **Debates Room**						

SYMPOSIUM **COMMITTEES** & PROPOSAL **REVIEWERS**

(in alphabetical order by first name)

STEERING COMMITTEE

ALLI DISKIN, Program Assistant (Centre for Teaching Support & Innovation)
CAROL ROLHEISER, Director (Centre for Teaching Support & Innovation)
JUNE LARKIN, Vice-Principal (New College) and Senior Lecturer (Women & Gender Studies Institute, Faculty of Arts & Science)
KAREN REID, Senior Lecturer and Associate Chair, Undergraduate Studies (Department of Computer Studies, Faculty of Arts & Science)
KATHLEEN OLMSTEAD, Communications Coordinator (Centre for Teaching Support & Innovation)
PAM GRAVESTOCK, Associate Director (Centre for Teaching Support & Innovation)
THUY HUYNH, Coordinator, Teaching & Learning, (Faculty of Arts & Scinece)

ORGANIZING COMMITTEE

ALLI DISKIN, Program Assistant (Centre for Teaching Support & Innovation)
CAROL ROLHEISER, Director (Centre for Teaching Support & Innovation)
KATHLEEN OLMSTEAD, Communications Coordinator (Centre for Teaching Support & Innovation)
KELLY GORDON, Assistant to the Directors (Centre for Teaching Support & Innovation)
PAM GRAVESTOCK, Associate Director (Centre for Teaching Support & Innovation)
THUY HUYNH, Coordinator, Teaching & Learning, (Faculty of Arts & Scinece)

PROPOSAL REVIEWERS

BARBARA MURCK, Senior Lecturer (UTM Geography)
BETHANY OSBORNE, Tutorials Training Coordinator (Teaching Assistants' Training Program)
CHERIE WERHUN, Teaching Assessment & Course Evaluation Coordinator (Centre for Teaching Support & Innovation)
CLARE HASENKAMPF, Professor (UTSC Biological Sciences), Director (UTSC Centre for Teaching & Learning)
CORA MCCLOY, Research Officer & Faculty Liaison (Centre for Teaching Support & Innovation)
DONALD BOYES, Senior Lecturer (Department of Geography)
HEATHER BUCHANSKY, Student Engagement Librarian (University of Toronto Libraries)
JOHN PERCY, Professor Emeritus (Department of Astronomy & Astrophysics)
JUDITH POË, Senior Lecturer (UTM Chemical and Physical Sciences)
JUNE LARKIN, Vice-Principal (New College) and Senior Lecturer (Women & Gender Studies Institute, Faculty of Arts & Science)
KAREN REID, Senior Lecturer and Associate Chair, Undergraduate Studies (Department of Computer Studies, Faculty of Arts & Science)
KATHLEEN OLMSTEAD, Communications Coordinator (Centre for Teaching Support & Innovation)
KELLY GORDON, Assistant to the Directors (Centre for Teaching Support & Innovation)
KEREN RICE, Professor and Chair (Department of Linguistics)
LISA ROMKEY, Senior Lecturer (Division of Engineering Sciences)
MEGAN BURNETT, Assistant Director (Centre for Teaching Support & Innovation)
MINDY THUNA, Science Liaison Librarian (UTM)
YU-LING CHENG, Professor (Department of Chemical Engineering and Applied Chemistry)

SCHEDULE & ABSTRACTS

8:00am-4:00pm	REGISTRATION	Outside Great Hall
9:00am-9:10am	OPENING REMARKS	Great Hall
9:10am-9:50am	PRESIDENT'S KEYNOTE	Great Hall

President Meric Gertler

Planning for Change – Responding to Change

In this keynote address, President Meric Gertler will speak to the theme of this year's Symposium in relation to the three priorities he has recently identified for our academic community. In particular, he will focus on enhancing our standing as a leader in graduate education and reimagining undergraduate education in the context of our evolving teaching and learning landscape.

10:00am-10:15am	REFRESHMENT BREAK	Outside Great Hall
10:15am-11:15am	CONCURRENT SESSION #1	Various Rooms

1.1 NIFTY ASSIGNMENT SESSION	
i) "Since We Can't Clone Librarians" Christoph Richter, Biology, UTM, Lecturer Mindy Thuna, Library, UTM, Science Librarian **North Dining Room**	With rising student numbers and increasingly variable student backgrounds, we need to employ limited resources effectively. One goal of 1st year courses in UTM Biology is to introduce students to sources depending on the information need. Rather than having the science librarian give multiple presentations in lectures or labs, we co-designed a set of assignments and an accompanying libguide offering the information and resources needed to complete the assignments. By embedding information literacy content directly into the course framework, students readily connect this content with the scientific literacy skills they are learning throughout the course. The same is true for the online tools created to support their assignments. Students use the online tools embedded within assignments extensively, even for other courses. This integration of information literacy, science literacy, and online tools benefits both the students and the instructor.

ii) "Selfie: Mobilizing Student Experience to Enhance Understandings of Visual Representation and Changing Media Publics" Maggie Cummings, Anthropology, UTSC, Lecturer **North Dining Room**	In 2013, the OED proclaimed "Selfie" the word of the year. As a cultural practice, the circulation of selfies is suggestive of rapidly changing access to technology, changing modes of visual self-representation, and changing media publics. One of the changing contexts of the classroom is the ubiquitous presence of students' cell phones; might there be a way to harness this technology as a tool for hands-on learning about conventions of visual representation and social media practices? The "Selfie" assignment in my anthropology course, Culture Through Film and Media, asks students to compose and submit a selfie and a written reflection to better facilitate an understanding of the relevant course material. A key element of the selfie is its assumed audience or public; one question that remains is whether the "public" in this case could be expanded beyond the instructor to the inclusion of fellow students.
1.2 RESEARCH ON TEACHING AND LEARNING SESSION	
"Digital Media Creation and Integration: Instructor and Student Perspectives" Rosa Hong, Language Studies, UTM, Sessional Instructor Scott Ramsay, Materials Science & Engineering, CLTA/Adjunct **Debates Room**	As digital media is constantly evolving, academic use of digital tools and research regarding the impact on the learner experience increasingly focus on selection and implementation on new effective teaching strategies. As part of the Active Learning: Online Redesign project, two instructors developed digital media resources to accommodate the different learning approaches of their students. Scott Ramsay has explored the different video technology tools and presentation techniques to convey course concepts and to stimulate student understanding in a first year engineering course. Rosa Hong has employed experiential and active learning didactic strategies to provide French language students with opportunities to create "real world" digital resources that they can share, discuss, and evaluate. In addition to exploring evolving pedagogies, these instructors aim to foster transferable learning skills in this newer generation of students. The presentation of findings will be followed by facilitated discussion of applicability to curriculum design across a range of discipline areas.
1.3 RESEARCH ON TEACHING AND LEARNING SESSION	
"Tutorial Teaching Strategies: Writing to Learn & Discussion-based Teaching in a Large First Year Course" Andrea Williams, Faculty of Arts & Science, Lecturer Sue Beckwith, Department of Anthropology, PhD Candidate **East Common Room**	We will present the findings of a pilot study that introduced writing activities into tutorials in a large first-year humanities course. To help students learn course concepts and give students practice writing, we added a five minute writing activity to half of the 45 tutorials, while the other half used discussion-based instruction. We examined final student grades to see if there was a correlation between student performance and tutorial instruction methods. We also analyzed data on student and TA perceptions of writing and discussion activities. We will address how we developed our research question, methods (including the survey instruments), the process of obtaining ethics approvals, and preliminary findings, highlighting both the rewards and challenges of conducting research on teaching and learning. As we are extending our study for another year we hope to solicit constructive feedback from session participants on all aspects of our study.

1.4 TEACHING DILEMMA SESSION

"Access – Not an Open and Closed Case: A Digital Teaching Dilemma"

Maria Papaconstintinou, Human Biology Program, Lecturer
William Ju, Human Biology Program, Senior Lecturer
Michael Corrin, Biomedical Communications Program, Lecturer
Bobby Glushko, U of T Libraries, Scholarly Communications and Copyright Librarian
Avi Hyman, Director, Academic and Collaborative Technologies

Boardroom

The advent of the Internet and the availability of digital technologies have been the driving forces behind the creation and sharing of digital educational resources and have led to the Open Educational Resources (OER) movement, which proposes free access to web-based digital materials for teaching, learning, and research. Proponents of the OER movement highlight the benefits of OER, such as the encouragement of content sharing among educational institutions (and especially publicly-funded institutions) and increased access to education at all levels, while critics of OER point to issues such as copyright and the lack of policy guidelines for the development and implementation of OER at the institutional level. Open access of educational materials, such as lectures and other individual teaching modules, has thus led to a powerful dilemma in higher education, which will be discussed and deliberated "openly" by the assembled panel of teaching and research experts and the audience members.

1.5 TEACHING STRATEGIES SESSION

"The Times They Are a Changin': Threshold Concepts in a New Information Literacy Landscape"

Silvia Vong, John M. Kelly Library, Collaborative Learning Librarian

Committees' Room

The Association of College and Research Libraries (ACRL) have put forward a new framework for information literacy for higher education. The new framework includes six threshold concepts that reflect the changes in the information landscape. For example, the framework considers students as consumers as well as producers of information and new knowledge. The concepts presented in the ACRL document are: Scholarship is a Conversation, Research as Inquiry, Authority is Contextual and Constructed, Format as a Process, Searching as Exploration, and Information has Value. This session will present ways of using the framework in your course and present a variety of activities and assignments to help your students develop stronger information literacy skills.

1.6 TEACHING STRATEGIES SESSION

"Academic Service-Learning in STEM Courses"

Jennifer Esmail, Centre for Community Partnerships, Coordinator, Academic Service-Learning and Faculty Development
Michelle Arnot, Department of Pharmacology and Toxicology, Senior Lecturer and Undergraduate Coordinator
Alistair Dias, Human Biology Program, Lecturer
Franco Taverna, Human Biology Program, Senior Lecturer

South Dining Room

Academic service-learning combines community engagement with credit-bearing coursework and critical reflection. While University of Toronto students report that service-learning enhances their understanding of course content and increases their engagement with their coursework, service-learning creates unique challenges and opportunities for instructors, which can vary by discipline. In this workshop, experienced service-learning faculty will discuss how to use a service-learning pedagogy to support learning outcomes and increase student engagement in STEM courses, and will present an interactive exercise on designing suitable reflection assignments. Beginning with fundamental issues, such as how to best connect students' STEM-related knowledge and skills to learning through a placement in a non-profit organization, and moving towards challenges particular to STEM courses, including how to encourage STEM students to reflect on, and understand the use of, evidence which is "outside" scientific data, the panelists will outline their own promising practices for teaching STEM service-learning courses.

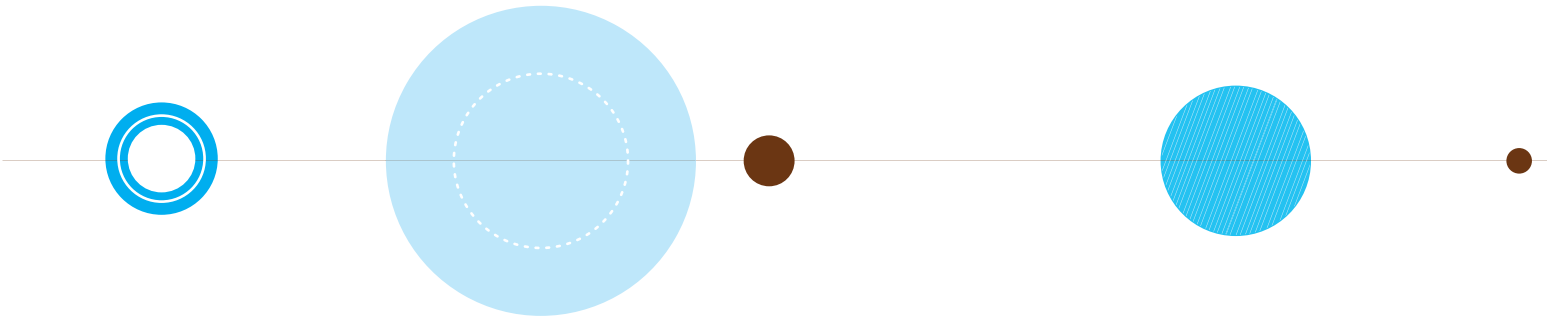
1.7 TEACHING STRATEGIES SESSION	
"Curriculum Mapping and Transformation: Challenges and Strategies" Fiona Rawle, Biology, UTM, Lecturer **Music Room**	The Dept. of Biology at UTM recently completed a curriculum mapping project (CMP). This CMP has multiple goals, including: (1) to establish a curriculum framework that will act as a resource to facilitate learning outcome alignment; (2) to develop curriculum maps that track learning outcomes and skill development across courses and programs; (3) to facilitate both backwards design and curricular assessment; and (4) to identify gaps in achieving program learning outcomes and inform curriculum transformation. This workshop will showcase curriculum mapping strategies and will include the dissemination of worksheets that participants can modify to suit their own program needs. This workshop will focus on answering the following questions: What are some best practices for collecting curricular data? What visualizations can be used to communicate curricular data? What are some common challenges (and solutions) to the curriculum mapping process? How can curriculum maps be used to inform and assist with curriculum transformation?

11:30am-12:30am CONCURRENT SESSION #2 Various Rooms

2.1 NIFTY ASSIGNMENT SESSION	
i) "Play the Game: Connecting Experiential Learning and the Parapan Am Games" Susan Lee, Faculty of Kinesiology & Physical Education, Assistant Manager **Committees' Room**	University students can build their awareness and agency about equity through experiential learning. Drawing from student development and experiential learning theories, learn about the development of the Equity Movement team at the University of Toronto. Through the implementation of equity initiatives which include the Play the Game: the Parapan Am Way, students learn to gain awareness and embrace difference through disability sport. This presentation will reveal roles of students and staff mentors, the collaborative outreach efforts, and the mechanisms to channel the energies of a collective effort to embrace and enhance equity. Students were also able to demonstrate their abilities for event management, time management, problem solving, team building, and communication skills. This Play the Game: the Parapan Am Way equity initiative affirms the benefits and efforts of advancing equity through co-curricular experiential learning, by offering opportunities for student development, activism and reflection. Academic courses may consider opportunities to engage students through partnerships for co-curricular experiential learning. This timely presentation contributes to the strengthened connections between campus and city life, as Toronto hosts the 2015 Pan Am and Parapan Am Games.
ii) "Experiencing Space and Learning to 'See'" Dr. Merav Shohet, Department of Anthropology, UTSC, Lecturer **Committees' Room**	This assignment combines individual and collaborative group work to introduce students to how anthropologists (and other qualitatively-oriented social scientists) experience, think, and write about the world they inhabit and observe. The assignment engages students in hands-on learning over several weeks, with both in-class and homework components that ask students to observe, jot down, reflect on, discuss and compare notes, orally and visually present, and analytically write about their experiences documenting different spaces over different time periods. Designed as a first assignment in a fieldwork methods class leading to the selection of an actual research project for students, the assignment could also be adapted for first- or second-year students in social-cultural anthropology and related disciplines. The assignment combines various levels of collaboration and modalities of learning, and is suitable for commuter as well as resident students.

2.2 RESEARCH ON TEACHING AND LEARNING SESSION	
"Optimizing the Educational Quality of Experiential Learning Opportunities" Gretchen Kerr, Faculty of Kinesiology and Physical Education, Professor and Vice-Dean Ashley Stirling, Faculty of Kinesiology and Physical Education, Lecturer **South Dining Room**	Integrating classroom learning with practical experiences is widely recognized as a significant aspect of student engagement and development (Kuh, 2008). As such, post-secondary institutions have changed curricula and pedagogies to provide enhanced opportunities for experiential education, including, for example, internships, practica, and co-curricular records. To optimize the learning from these opportunities however, they need to be grounded in experiential learning theory. The purpose of this study was to assess the congruence between internships in particular and Kolb's (1984) experiential learning framework. Information from 44 Ontario universities and colleges, including 77 internship course outlines, was analyzed. The findings indicated that internship programmes overemphasize the practical aspect of the experience at the expense of linking theory and practice. To optimize experiential education opportunities, recommendations include establishing explicit learning activities consistent with each experiential learning mode, including practice, reflection, connecting coursework and practical experience, as well as implementing creative ideas in practice
2.3 TEACHING DILEMMA SESSION	
"The Compassionate Educator: Approaches to Promoting Healthier Learning Environments" Anne Simmonds, Lawrence S. Bloomberg Faculty of Nursing, Lecturer **East Common Room**	In 1998, the World Health Organization published a comprehensive guide on 'Health Promoting Universities' including a strategic framework which formed the basis of the current 'Healthy Campuses' Initiative. Despite the efforts to address the structural changes required to build healthy campuses, recent NACH/ACHA data (2013) indicates that students at the University of Toronto experience higher levels of stress, sleep difficulties, anxiety and depression compared with other Canadian university students. While some amount of stress can facilitate learning, excessive amounts of stress can lead to impaired memory, inability to think clearly, and suppression of creativity. One dilemma facing educators is balancing expectations for high academic achievement with responsibilities for creating learning environments which promote critical thinking, innovation and well-being. In this session, we will consider how compassion, which recognizes the shared humanity of both students and faculty, can be applied to teaching, learning and evaluation to promote healthy learning environments.
2.4 TEACHING STRATEGIES SESSION	
"Working with Colleagues to Design the Curriculum of the Future" Franco Taverna, Human Biology Program, Faculty of Arts & Science, Senior Lecturer Margaret Blastorah, Lawrence S. Bloomberg School of Nursing, Assistant Professor, Director of Graduate Programs **North Dining Room**	Designing course curriculum is often a solitary endeavour. However, as part of the Active Learning: Online Redesign project, faculty leaders stepped up to initiate a conversation and systemic approach to curriculum redesign with colleagues in their academic program area. The presenters are each working with a group of instructors and educational technology professionals and each has introduced a shared framework for the design, development and integration of active learning strategies and digital resources within their academic program area. Attend this session and find out more about the motivators for a group of faculty to undertake a change from solitary practice toward a culture that supports instructors coming together to work toward common goals. What have been successful design processes? What are the barriers? What have been their "aha" moments? This presentation will also include an opportunity to consider and discuss strategies for introducing a shared faculty initiative in your own academic program area.

2.5 TEACHING STRATEGIES SESSION	
"Deep Learning and Critical Thinking Skills Using Online Assignments for Both Individualized and Group Collaborative Projects: From Visual Blogs (Glogs) to Wikis in Next Generation Learning" **Debates Room**	There is an increasing trend for undergraduate courses to utilize inquiry based assessments. Inquiry-based learning can help develop critical thinking skills when students evaluate research literature for relevance and importance (Kirschner et al., 2006). These analytic skills are both current and necessary for students as primary research sources become available online and students have become increasingly "digitally-literate". We present online, digital strategies used to share the results of students' individual inquiry-based learning assignments in both smaller (visual blogs/Glogs) and larger 3rd year courses (collaborative wikis). Although the assignments differ in structure, they share many common features including online collaborative learning, peer feedback, and enhancing critical thinking skills. Details of the assignments, their learning outcomes and changing student perspectives on engagement will be discussed. Lastly, the advantages of these strategies including transparency, creating digital inventories in learning portfolios, life-long learning, and future iterations of these research-writing assignments will be presented.
Bill Ju, Human Biology Program, Senior Lecturer Alex Jacob, Human Biology Program, Student Jacky Park, Human Biology Program, Student Andrew Namasivayam, Human Biology Program, Student **Debates Room**	
2.6 TEACHING STRATEGIES SESSION	
"Inverting Your Classroom"	In an inverted (also referred to as 'flipped') classroom, instructional material is provided outside of class, freeing class time for learning through activities, applying concepts, and developing conceptual understanding. In this inverted session, we will demonstrate the inverted classroom, providing instructors the opportunity to learn what is involved, see examples of how it was implemented in statistics and computer science classes, and discuss how they might implement these ideas in their own classes. We will begin with instructional material on why and how to invert, including evidence of improved outcomes in student learning and attitudes, and a demonstration of the types of online instructional materials we have created for our classes. We will then demonstrate classroom techniques we have successfully used, including demonstrations, discussion, peer instruction, and small-group learning.
Alison Gibbs, Statistical Sciences, Senior Lecturer Jennifer Campbell, Department of Computer Sciences, Senior Lecturer Bart Harvey, Dalla Lana School of Public Health, Associate Professor **Music Room**	



12:30pm-1:30pm LUNCH BREAK Outside Great Hall

1:30pm-2:30pm	CONCURRENT SESSION #3	Various Rooms

3.1 NIFTY ASSIGNMENT SESSION	
i) "Student oral presentations: how to engage all students in the class" Michelle French, Department of Physiology, Senior Lecturer **Boardroom**	Student oral presentations foster skills that are used over a lifetime, but a common complaint is the lack of engagement by the student audience. To address this, I have sandwiched an active learning component between the traditional oral presentation and Q&A session. During this time, members of the student audience work in groups of four to answer questions about the presentation, provide constructive feedback for the presenter and formulate questions. Meanwhile, the presenter completes a reflection on his/her performance. Marks are assigned for the presentation, group work and reflection. My aim is to foster audience attention during the presentation and retention of the material afterwards. Another goal is to enhance the quality of the questions posed by the audience and of the feedback for the presenters. In this session, details about the assignment and the effectiveness of this approach in engaging all of the class will be presented.
ii) "Combining Art and Technology through Holography" Emmanuel Istrate, Impact Centre, CLTA **Boardroom**	Holography is a unique and relatively unexplored art medium, but at the same time an excellent educational tool. The mystery that still surrounds the concept of holography compels science and art students alike to dig a little deeper and find out what is really going on. The intriguing features of holography motivate students to learn the science behind the holographic process, as well as to explore its artistic aspects. At U of T we do this mainly through hands-on work in the holography studio, in the course JOP210, Holography for 3D Visualization. The two large projects of the course allow students to make their own holograms, in teams ideally composed of one art and one science student. This approach allows art and science students to learn from each other, and to work with each other. The result is a highly-appreciated course that challenges art students to learn science and science students to learn art.
iii) "Literature Assignment - Challenges and Outcomes for Third Year Chemistry Students " Lana Mikhaylichenko, Physical and Environmental Sciences, UTSC, Senior Lecturer Wanda Restivo, Physical and Environmental Sciences, UTSC, Senior Lecturer Alen Hadzovic, Physical and Environmental Sciences, UTSC, Lecturer **Boardroom**	One of the main goals that we are targeting while teaching at university is to help our students enhance their critical thinking skills. This could be achieved using different educational tools: creatively designed homework problem sets, discussion sessions, assignments, etc. It is well known that working on literature assignments help students "pull together" much of what they have learned in separate courses. It is also helps them to self-learn about new areas of chemistry in a process of reading research papers. Working on literature assignments also helps students to develop and demonstrate the ability to critically review primary research literature, make conclusions and learn how to support their statements with data and observations. During this presentation three different literature assignments which are in use in C-level chemistry courses at UTSC will be discussed in view of their effectiveness in enhancing students' critical thinking, writing and presentation skills. Assignments' structures and assessment will be discussed and students' feedback provided.

3.2 RESEARCH ON TEACHING AND LEARNING SESSION	
"Your First SoTL Project: Evaluating your Practices and Publishing the Results" Michael Reid, Department Astronomy and Astrophysics/Dunlap Institute, Lecturer John Percy, Department of Astronomy and Astrophysics, Professor Emeritus Mike Williams, Department of Astronomy and Astrophysics, Staff **Music Room**	Semester after semester, you teach your courses to the best of your ability, trying to use the most effective methods you can. Sometimes you wonder whether those methods are actually working. You've heard of this "Scholarship of Teaching and Learning" stuff, but you're a busy faculty member with little enough time to teach, never mind do research on your own teaching. How can you go from "zero" to publishing your own pedagogical research with a minimum of fuss? Why should you bother? We'll discuss the strategy we used in our study of students using the university's planetarium. We'll share both the results of our research and our tips on how to conduct SoTL research of your own. Ample time will be provided for discussion.

3.3 RESEARCH ON TEACHING AND LEARNING SESSION	
"Effective Test Preparation Techniques in a Large Introductory Course" Nathan Innocente, Sociology, UTM, Lecturer Jayne Baker, Sociology, UTM, Lecturer Nicole Maj, UTM **South Dining Room**	This study seeks to shed light on test preparation practices that will be most effective for student learning within the context of a large enrolment class with traditional lecture-style format. This multi-semester study examines the efficacy of test preparation techniques that combine elements of engagement, technology, and instructor involvement. We deploy four test preparation scenarios (tutorials, practice tests, peer-generated questions, and no significant preparation) over four semesters of Introduction to Sociology at the University of Toronto Mississauga (4000 students), and we vary the level of instructor involvement for each test preparation technique. Using online surveys and follow-up focus groups, we collect data on test preparation along with a range of other variables. This talk presents an analysis of data from the first stage of the research, which examines practice tests and peer-generated questions. Study results are salient in light of some structural and financial constraints facing instructors of large classes.

3.4 TEACHING DILEMMA SESSION	
"'But How Does This Apply to the Real World?' The Challenge of Connecting Theory to Practice in Professional Preparation Programs" Lisa Dack, Applied Psychology and Human Development (OISE), Sessional Lecturer **North Dining Room**	Connecting theory to practice is an essential component of university-based professional preparation programs, and teacher education is no exception. The challenge is to show teacher education students how the theories of teaching and learning that they are exposed to are applicable in real schools and classrooms. Connecting theory and practice is a particular challenge in the program's Educational Psychology course, where many instructors have a research-based academic background ("theory"), but little classroom experience ("practice"). Exit survey data has confirmed that students experience a theory-to-practice gap in this course. As instructors, we have taken steps to address this dilemma, by supporting students in learning to identify theoretical concepts in real classroom scenarios, through the use of case studies and class activities. This presentation will describe the theory-to-practice dilemma and the steps we have taken, followed by a facilitated discussion about approaches taken in other professional preparation programs and an opportunity to share strategies.

3.5 TEACHING STRATEGIES SESSION	
"Best Practices for Slideware Design" Dr. Kristie Dukewich, Department of Psychology, Lecturer **East Common Room**	At the university level, the use of slideware like PowerPoint and Keynote is virtually ubiquitous in the classroom. Research on effective practices for optimal slideware design began in earnest less than a decade ago, but has really accelerated in the last few years to evolve the use of slides from a simple mirroring of speech, to a powerful visual aide that can facilitate comprehension and retention of course concepts. The purpose of this session is to inform participants of some of the most important research findings related to slideware design, highlight the cognitive learning theories that have emerged from this literature, and explain some of the basic principles of effective slideware design. Participants will also see examples that model the application of this research so that they will leave with practical ideas for how to implement these principles in order to maximize the learning potential of their lecture slides.

3.6 TEACHING STRATEGIES SESSION	
"Student Engagement = Motivation + Active Learning" Steve Joordens, Department of Psychology, UTSC, Professor Adon Aradi, Center for Teaching and Learning, UTSC, Academic Communication and Technology Specialist **Debates Room**	How do we introduce active learning into our curriculum? Creative assignment and activity design can happen in any course, including introductory and gateway classes. Attend this workshop to hear about a range of scalable, innovative approaches to active learning design using online technologies developed by Steve Joordens and his team in conjunction with the Active Learning: Online Redesign project. Example initiatives include the Digital Labcoat interactive environment, as well as the mTuner assessment tool. This workshop will explore how two essential ingredients, motivation and active learning, can lead to student engagement. Facilitated group activities will include shared discussion of strategy development for active learning in a range of academic contexts. Both theory and practice of developing skills using innovative approaches will be included in this session, which will be of interest to instructors across the disciplines.

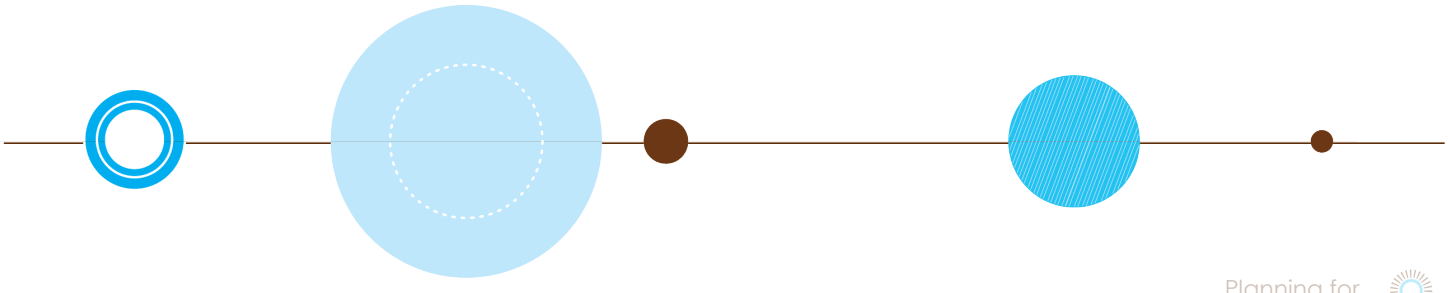
2:45pm-3:45pm CONCURRENT SESSION #4 Various Rooms

4.1 WELCOME TO MY CLASSROOM:	
Don Boyes, Department of Geography, Senior Lecturer, 2014 President's Teaching Award Recipient **South Dining Room**	In this special session, Don will deliver a mock class. Participants will have a chance to see first-hand the pedagogical style and approaches of this instructor. Opportunities for questions and discussion will be provided. What makes a map effective? Even though maps are now used more than ever, we may not realize how much we interpret and evaluate these collections of colours, shapes and sizes. In this session we will take a closer look at how to critique a map, and how choices in map design can influence what someone sees or concludes, for better or worse. At the same time, we will discuss what makes for an engaging and interactive learning experience for students whether they attend class online or in person.

4.2 RESEARCH ON TEACHING AND LEARNING SESSION	
"Cultivating a Student-Centred Learning Environment: Student Perceptions and Learning Outcomes for the Inverted Classroom Approach" Micah Stickel, Electrical and Computer Engineering, Senior Lecturer Qin Liu, Ontario Institute for Studies in Education, PhD Candidate **Debates Room**	Much interest has recently been shown in the inverted classroom approach to teaching and learning, which transforms students' in-class experience from the traditional one-way delivery of content to a student-centred learning environment. This creates the opportunity for students to develop their own understanding through active engagement with the content and their peers, guided by well-designed facilitation by their instructor. As compared to the technique of lecture preparation through required readings, the intelligent use of technology has enabled the pre-class experiences to be much richer and potentially more effective for classroom learning. This presentation will focus on the results from a three-year research project that investigated students' perceptions of the inverted classroom approach and the effects of the approach on students' learning outcomes in an engineering course. While modest gains in learning outcomes were found, our findings about the students' perceptions provide useful insight into how this approach could be used more effectively.
4.3 TEACHING DILEMMA SESSION	
"Ensuring Academic Integrity During Online Testing" Fareed Teja, Lawrence S. Bloomberg Faculty of Nursing, Academic Information and Communication Technologist Dr. Monica Parry, Lawrence S. Bloomberg Faculty of Nursing, Assistant Professor, Director Nurse Practitioner Program Dr. Margaret Blastorah, Lawrence S. Bloomberg Faculty of Nursing, Assistant Professor, Director Graduate Programs **North Dining Room**	There may be concerns regarding academic integrity if students are taking online exams from remote locations like their homes, workplaces, or a local library. Depending on the design of the exam, it could be problematic for students to have access to disallowed materials, communicate with classmates or experts, or in the worst case, have someone else take the entire test on their behalf. During this session, we'll review an online proctoring pilot project that recently took place at the Faculty of Nursing that aims to mitigate these concerns regarding academic integrity when administering online exams. Results and lessons learned from the implementation of three exams proctored by ProctorU, an online proctoring service that connects live proctors with students by utilizing webcams and screen sharing technology, will be shared. This presentation will serve as a basis for a broader conversation around academic integrity for administering online exams.
4.4 TEACHING STRATEGIES SESSION	
"Problem-Based Learning in the Humanities" Ken Derry, Department of Historical Studies, UTM, Lecturer Cleo Boyd, Robert Gillespie Academic Skills Centre, Educational Developer Hammad Khan, Graduate Student, Sociology **East Common Room**	While many university classes are based on a lecture format and variations of that format, problem-based learning (PBL) asks students to take ownership of their learning. The problem drives what students will learn, how they will learn it, and what they produce to assess that learning. PBL has been used most extensively within the sciences, where a "correct" answer is often the goal. In contrast the humanities present the challenge, and opportunity, of complex open-ended problems, with many possible paths that may be taken in formulating a response. The presenters of this session will discuss their recent collaborative attempt to use a hybrid form of PBL in a senior undergraduate history seminar, "'The Imaginary Indian': Representations of Native North Americans." We will review the course objectives, strategies, implementation, and outcomes, and will also suggest how PBL may be used, and useful, for other offerings in the humanities.

4.5 TEACHING STRATEGIES SESSION	
"Replacing Stigma: Strategies for Incorporating Mental Health and Addiction Education into Curriculum" Michelle Majeed, Department of Human Geography, UTSC, Course Instructor Elsa Kiosses, Health & Wellness Centre, UTSC, Health Promotion Nurse **Committees' Room**	During the 2011-2012 academic year, Counselling and Psychological Services at U of T saw a 47 percent increase in students seeking services, with 89 percent reporting feeling overwhelmed and 52 percent expressing intense anxiety. In November 2013, the Provost Committee on Mental Health was created to develop a campus-wide mental health strategy that included a working group on curricula and pedagogy. To meet the changing needs and realities of our students, this presentation will outline teaching strategies that can be used to introduce mental health and addiction education and an anti-stigma mandate into curriculum. Strategies incorporated in GGRD12: Geographies of Stigma: Drugs, Addictions and Mental Illness (a course developed for the Department of Human Geography at UTSC) will be used to illustrate an example of one such course and will include: the introduction of self-care techniques, field trips, discussions with consumer survivors and fostering safe spaces through community rules. This workshop will also examine the transferability of these strategies to other courses and teaching contexts.
4.6 TEACHING STRATEGIES SESSION	
"PCRS: Web-based Learning Modules with Immediate Formative Feedback" Andrew Petersen, Mathematical and Computer Sciences, UTM, Senior Lecturer Jennifer Campbell, Department of Computer Sciences, Faculty of Arts & Science, Senior Lecturer Paul Gries, Department of Computer Sciences, Faculty of Arts & Science, Senior Lecturer **Music Room**	We present PCRS, a web-based tool developed at U of T that enables instructors to deploy online modules that contain text, videos, and exercises. Exercises are automatically marked, providing immediate formative feedback, with multiple types of exercises supported. The system was originally designed for in-class use -- to extend the principles of peer instruction, an active learning technique built around discussion of multiple choice questions, into the domain of introductory programming education. However, recent extensions allow the system to support online courses in a range of disciplines. In this session, we will demonstrate use of the system in both a classroom setting and an online course environment and will discuss preliminary results from a study of student and instructor uses of the system.

4:45pm-4:00pm CLOSING REMARKS PRIZE GIVE-AWAYS Debates Room



2014 **PRESIDENT'S TEACHING AWARD** RECIPIENTS

DON BOYES

Don Boyes is a Senior Lecturer in the Department of Geography and Program in Planning at the University of Toronto. He completed his undergraduate degree with honours from Queen's University, and went on to complete both his M.Sc. and Ph.D. from the University of Western Ontario, specializing in the application of geographic information systems (GIS) to studying arctic river deltas. Don spent several years working on projects across the Canadian North, first as part of his graduate research, and then as a freelance consultant. His clients included aboriginal groups, environmental organizations, and government bodies in the Northwest Territories, Yukon, and Nunavut. All of his projects centred on enabling organizations to better map and analyze their land to improve resource management using the latest mapping technology and satellite imagery.

Don has a strong interest in supporting environmental organizations and served for several years on the board of directors of LEAF, a not-for-profit organization dedicated to improving the urban forest. He has provided students with experiential learning opportunities through projects with organizations such as World Wildlife Fund Canada, Toronto Environmental Alliance, and the Toronto and Region Conservation Authority.

Don discovered his love of teaching when he taught his first course in 1993, while still a graduate student. He came to the University of Toronto in 2001 and was recognized with a teaching award from the Association of Part-time Undergraduate Students in his first year. Since then, he has been recognized with the Dean's Excellence Award several times, was awarded the Faculty of Arts and Science Outstanding Teaching Award in 2008, and is a Fellow of the Royal Canadian Geographical Society. Don engages in regular curriculum renewal and was interviewed for a U.S. Department of Labor case study about his use of their Geospatial Technology Competency Model for curriculum analysis.

Don has a keen interest in online education and teaching with technology more generally. He has received funding through the Vice Provost of Academic Programs to teach two online courses, and serves on the Teaching Learning and Technology Advisory Committee chaired by Sioban Nelson, Vice-Provost Academic Programs. Don has received funding to offer one of his online courses to students across the province as part of the provincial government's new Ontario Online initiative. He has also been active in helping to build a community of practice for those interested in online teaching and learning by organizing regular round table meetings to discuss various teaching methods such as student-faculty interaction using video-based and webinar strategies. Beyond the university, Don has served on conference organizing committees, including the first GIS in Education conference in Canada, held in 2013, and maintains a blog about teaching GIS. He has been an early pioneer at U of T in the use of online office hours, virtual software access, and simultaneously teaching a live lecture to both students in class as well as online, all with the intention of broadening access and exploring new ways for students to learn, wherever they may be.

SHAFIQUE VIRANI

Professor Shafique Virani is an award-winning author and internationally recognized public speaker who has addressed people from over 50 countries and audiences of over 15,000. Describing him as "a visionary," UNESCO honored him for dedicating his efforts "to the cause of extending the frontiers of knowledge and the welfare of humankind."

After receiving his PhD from Harvard University, he served on the faculty at Harvard, was the Head of World Humanities at Zayed University in the UAE, and is now the Chair of the Department of Historical Studies, Director of the Centre for South Asian Civilizations, and holds the title of Distinguished Professor of Islamic Studies at the University of Toronto. Through his scholarship, teaching and humanitarian work, he champions the cause of pluralism, fostering greater mutual understanding between the West and the Muslim world. He has received awards from scholarly organizations around the globe, including an International Book of the Year prize and recognition from the Middle East Studies Association of North America, the British Society for Middle Eastern Studies, the Foundation for Iranian Studies, and the Organization of the Islamic Conference. The Laurier Institution has described him as one of "the world's most renowned scholars in Islamic studies."

Professor Virani is a passionate teacher. His teaching experience spans not only a diversity of subject matters but educational contexts as well. He has taught boatmen on the banks of the Ganges in Benares and members of the royal family in Abu Dhabi, Afghan refugee children in Calgary and Indonesian mullahs at McGill, troubled teenagers from inner-city high schools and both graduate and undergraduate students at Harvard. He loves teaching and has enjoyed learning from students of incredibly diverse backgrounds, in many countries and a variety of languages. The recipient of the highest teaching honors of the American Academy of Religion and the Ontario Confederation of University Faculty Associations (OCUFA), along with numerous other pedagogical awards, Professor Virani has pioneered the incorporation of multimedia and computer innovations in the curriculum to supplement traditional teaching methods. He is the first professor in North America to incorporate the iClicker classroom response system into the teaching of History and Religion, and has pioneered an online research intensive course in Islamic Studies.

The Chronicle of Higher Education highlights Professor Virani's impact in his classes, and literally hundreds of student letters testify that his inspired teaching makes students want to learn for the pure joy of learning. One of his students writes, "I was amazed to see a number of people attending his class, who were not even enrolled...but attended just to listen to his lectures." He brings the real world to students through high-profile "talk shows" with prominent guests, including Oscar nominee Mira Nair, media gurus Haroon Siddiqui and Eric Margolis, and Canadian cultural icons Zarqa Nawaz and Zaib Shaikh from the CBC hit television show, Little Mosque on the Prairie. One student writes: "[His] class is like a Socratic dialogue, Oprah, and Who Wants to Be a Millionaire combined!"

Professor Virani leads the "Virani Dream Team," the University of Toronto's largest Humanities research group. The University's Research & Innovation Report commends the "intriguing and socially relevant subject matter" for "contributing to cultural diversity and understanding" and the initiatives that "bring together multiple academic departments." The report concludes, "Virani's passion for his work is obviously contagious, and he, in turn, delights in the motivation of a brilliant team." Professor Virani loves doing volunteer work, particularly in the field of education. He founded an Arabic summer camp for Syrian youth in the mountains of al-Khawabi and also sits on the governing committee of the Madrasa Resource Centres of East Africa, which reach out disadvantaged communities in Kenya, Uganda, Tanzania and Zanzibar.

OCUFA's citation upon awarding him its highest pedagogical honor quotes the past chair of the Department of Historical Studies, who wrote, "Shafique Virani's achievement in the classroom is not simply to successfully teach the material. It is to transform lives."

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