TLS2022

DESIGNING FOR THE FUTURE

Day 1: Wednesday May 11, 2022

9:00am – 12:00pm – President's Welcome & Design Thinking Opening Plenary

9:00AM -9:05AM - Welcome

9:05AM-9:15AM - Opening Remarks by President Gertler

9:15AM-12PM - Design Thinking Opening Plenary

Ideating on Designing for the Future
Facilitator: Olivier St-Cyr, PhD, LEL (he/him/his), Assistant Professor, Teaching Stream, UXD Concentration Liaison, Faculty of Information

Over the past two years, members of the University of Toronto community have needed to reinvent their teaching environments, delivery methods, and interactions with colleagues and students. While many are looking forward to post-pandemic teaching, we are also uncertain of what the future of teaching in higher education will bring. Now is a great time to reflect on the past, understand the present, and start shaping the future.

This year's Opening Plenary of the 2022 CTSI Teaching and Learning Symposium will employ a design thinking approach to reflect on teaching during the COVID-19 pandemic and design what the future may be beyond the pandemic. Throughout the plenary, participants will use design thinking methods to reflect on lessons learnt in the last two years and propose opportunities to design for the future. To guide these activities, participants will be asked to think about the following three questions:

- What are you leaving behind?
- What are you taking forward?
- What do you want to explore further?

These questions will serve as the starting point to collect participants' thoughts, which will then be fed into a design thinking process. The plenary will start with an introduction of design thinking principles and how they can be applied to education. Then, each participant will work individually and in small groups using a subset of design thinking methods to generate data and opportunities on the future of teaching and learning in higher education. The session will also introduce fundamental concepts of design thinking such as divergence and convergence, individual versus group data generation, and playbacks. Data generated during the Opening Plenary will be used in a symposium concurrent session at 9am on May 12, (Ideating on Designing for the Future) to continue the design thinking journey and sketch out and prioritize ideas.

12:30pm – 1:30pm – Concurrent Session #1

1.1 Interactive Online Workshop

Accessibility in Online and Hybrid Learning Environments – Moving Forward by Looking Back

Designing for Engaged and Accessible Learning

Presenters:
Irene Sullivan, Neurological Team Lead and Accessibility Advisor, Accessibility Services
Samahra Zatzman, Accessibility Advisor, Accessibility Services
Shayna Goldberg, Accessibility Advisor, Accessibility Services
Mary Damianakis, Accessibility Advisor, Accessibility Services
Brittany Van Beilen, Accessibility Advisor, Accessibility Services
Sarah Goodfield Weinstein, Accessibility Advisor, Accessibility Services

The past two years during the health pandemic have provided challenges but also opportunities to explore how we deliver learning experiences in both online and hybrid learning models. These formats have presented challenges and opportunities for designing methods of evaluating the learning of students. In addition, experiences during these times have raised accessibility issues and opportunities for collaboration between instructors, students, and Accessibility Services in designing evaluation methods that offer access to all learners while ensuring that the learning objectives of courses are met.

- Participants will hear from front line Accessibility Advisors about successful and challenging assessment scenarios that arose from online learning in the provision of accommodations.
- Participants will have the chance to reflect, in a collaborative way, on these scenarios and explore how these experiences and methods might be learned from and best utilized in a hybrid learning environment.
- Participants will consider inclusion principles in determining best evaluation/assessment practices, with the understanding that individual needs will still arise.
- Participants will discuss and reflect on balancing best practices in inclusive assessment with program and academic integrity standards in an online or hybrid learning environment.

1.2 Symposium You

Promoting Diversity in Research through PRISM (Preparation for Research through Immersion, Skills, and Mentorship) Program for Undergraduate Students from Underrepresented Communities

Designing for Engaged and Accessible Learning

Presenters:
Sadia Sharmin, Assistant Professor, Teaching Stream, Computer Science, FAS
Ishtiaque Ahmed, Assistant Professor, Computer Science, FAS
Sicong (Sheldon) Huang, PhD Student, Computer Science, FAS

While upper-year Computer Science (CS) students at U of T have opportunities to engage in faculty-supervised research projects, we noticed that few students from underrepresented communities participate. Thus, we developed the PRISM (Preparation for Research through Immersion, Skills, and Mentorship) program, designed based on an “Inspire-Connect-Learn" model for our second-year students with the following objectives:

- Inspire – Underrepresented groups often lack feelings of belongingness in the CS research community (Sax et al., 2018). Through PRISM, we present such students with inspiring stories of CS researchers from diverse communities (Black et al., 2011) and impactful CS research relevant to their lives (Claxton, 1990).
- Connect – PRISM students work in teams to develop research proposals on any CS topics of their choice. Each team is connected with a graduate student mentor who guides them throughout the semester.
- Learn – PRISM students participate in hands-on workshops guided by mentors to learn important research skills such as: (a) reading/analyzing research articles, (b) developing research questions, and (c) writing/presenting research proposals.

In our session, we will (a) share our experience with developing and running PRISM workshops for the past two years, (b) moderate a discussion on the value of encouraging students from diverse, underrepresented communities to pursue research, and (c) discuss strategies for doing so. As PRISM is quite a new program, this session will engage all attendees in an open forum to discuss PRISM's goals, logistics, challenges and areas for improvement which can drive the PRISM program forward as it continues to grow in the following years.

1.3 Interactive Online Workshop

Failure across Disciplines: Modeling Productive Failure in Post-Secondary Course Designs

Reflecting on What We've Learned

Presenters:
Jennifer Ross, Educational Research and Teaching Innovation Postdoctoral Fellow, Biology, UTM
Mairi Cowan, Associate Professor, Teaching Stream, Historical Studies and the Institute for the Study of University Pedagogy, UTM
Ken Derry, Associate Professor, Teaching Stream, Historical Studies and Department for the Study of Religion, UTM
Jackie Goodman, Manager, Orientation, Transition, & Engagement Programs, Centre for Student Engagement, UTM
Nicole Laliberte, Associate Professor, Teaching Stream, Geography, Geomatics and Environment, UTM
Fiona Rawle, Professor, Teaching Stream, Biology and Associate Dean-Undergraduate, UTM

The Failure: Learning in Progress (FLiP) research project is a LEAF-funded, interdisciplinary examination of the role of failure in teaching and learning at UofT. Backed by studies demonstrating the pedagogical value of struggle and failure, post-secondary institutions have increasingly encouraged students to "embrace risk" and learn from their mistakes. However, the stigma, stakes, and fear of failure often lead to students avoiding academic risk-taking as much as possible. At the same time, instructors lack the tools, resources, and assessment packages to incorporate robust failure pedagogy into their classrooms.

The FLiP project aims to identify methods of integrating productive failure into course designs while also developing the instructional supports to do so. This workshop invites participants to engage with FLiP team members as we model one of a 5-unit series of instructor-led classroom interventions developed to incorporate failure pedagogy and assessment at UofT. In small group discussions, participants will

explore more deeply the pedagogical frameworks of failure and reflect on issues such as the role of failure in learning, perfectionism and procrastination, and the ways power and privilege shape experiences of failure. Together, workshop participants will learn how to empower not only their own teaching but also student learning through an approach that embraces, rather than forecloses, the messiness of learning at university.

2:00pm – 3:00pm – Concurrent Session #2

2.1 Interactive Online Workshop

Investing in Sound Science – Re-imagining Academic Integrity

Designing for Engaged and Accessible Learning

Presenters:
Leanne De Souza-Kenney, Assistant Professor, Teaching Stream, Human Biology Program and Health Studies Program, FAS
Andrea Cortinois, Assistant Professor, Human Biology Program and Dalla Lana School of Public Health

The centuries-old Hippocratic Oath recited by medical school graduates worldwide is an attestation to the practice of integrity. Similar oaths by other professions also capture the essence of what it means to uphold personal and professional integrity. An overwhelming number of undergraduate students strive to be a part of professions that stand for these values. Why then is it so difficult to achieve these laudable standards in the years prior to professional training or employment? How can students uphold these standards after graduation when in their undergraduate years, there appears to be considerable challenge- according to the steady upward trajectory of reported academic offences? While testaments inspired by great philosophers like Hippocrates may symbolize membership and achievement, the loss of their meaning in practice, is critically consequential. Issues related to academic integrity are prevalent in examples of scholarly misconduct and misuse of research. What is our responsibility, as educators and researchers, and the responsibility of the institutions we belong to, in creating a supportive and inclusive environment in which integrity can thrive, and what are engaging and accessible ways to actively model integrity? In a changing world, how do we uphold the virtues of integrity upstream in a manner that is sincere, systemic, and sustainable? In this workshop we examine the prevailing issues that obstruct academic integrity. We discuss what it means to practice integrity and we evaluate the current practices for overcoming common academic infringements. We explore the possibility of using structural systemic approaches as well as teaching tools and practices that initiate earlier in undergraduate study, and across time and disciplines. Through the generation of collective and collaborative ideation, the goals of this workshop are to derive pathways toward the systemic and sustainable practice of integrity.

2.2 Lightning Talks - "Designing for the next level of course improvement: New perspectives"

2.2.1: I'm so confused - and that's a good thing - how to (properly) use misconceptions and intentional mistakes in your teaching strategies and assessments moving post-pandemic

Reflecting on What We've Learned

Presenters:

William Ju, Associate Professor, Teaching Stream, Human Biology Program, FAS
Ron Wilson Jr. Associate Professor, Teaching Stream, Human Biology Program, FAS

During the shift to online teaching use of the use of student chats during synchronous delivery and Discussion Boards for asynchronous engagement have increased greatly. These platforms, among many, are powerful ways for students to engage in peer to peer teaching and learning. One of the teaching methods that we have previously employed in courses (both online and in-person), has been to incorporate intentional mistakes as well as introducing misconceptions as part of our active learning toolkit. This session will provide examples of how this is now optimized for post-pandemic teaching, how it can be used in multiple modes (asynchronous, online, live and on assessments). Examples of using this on single lecture slide, as discussions after lecture to increase student engagement, as well as how this can be incorporated in to assessments will be provided. Preliminary results from over 1,000 students in different format courses during the pandemic (seminars, inverted seminars and Hyflex lectures) show that students learn concepts at a deeper level, retain knowledge and application longer on tests and find the activities related to discussing misconceptions and intentional mistakes in a lecture to be an enjoyable form of active learning.

2.2.2: Cultivating a Questioning Mind: Student led Question Composition in Large Courses

Designing for Engaged and Accessible Learning

Presenters:
Naomi Levy-Strumpf, Assistant Professor, Teaching Stream, Human Biology Program, FAS
Maria Papaconstantinou, Associate Professor, Teaching Stream, Human Biology Program, FAS

Asking a good question is not a trivial task. It requires deep comprehension and concept integration. To facilitate critical thinking and mastering of foundational concepts in a large Genetics course (~1000 students), we decided to actively engage students in question creation. We used “Quizzical”, an online platform developed by Prof. Dan Riggs. Via this platform, students are tasked with the creation of multiple-choice questions. For each of the suggested answer choices, students are required to provide a comprehensive justification. This includes justification for the correct answer as well as for each of the distractors. An added advantage of the platform is the generation of student-authored quiz banks that can be used for practice and participation marks. Since the questions are created by multiple authors, they included diverse point of views, which as we learned, the students greatly appreciated. To foster metacognition and encourage a shift from perceiving learning as memorization of information, students were encouraged to create application-based questions. Higher grades were granted to questions that creatively integrated multiple concepts or required knowledge application.

The success of incorporating Quizzical as an integral assessment in this course prompted us to further develop the platform to facilitate broad-base use across disciplines. We worked with the UofT IT support team (ITIF grant funding) to add more features and enhance the functionality of the Quizzical platform. We will discuss the learning outcomes achieved by engaging the students in question creation, as well as the added features in the latest Quizzical 5.0 version.

2.2.3: Centering Indigenous guest speakers to teach a critical history of anthropologist-Indigenous relations

Designing for Engaged and Accessible Learning

Presenters:
Krista Maxwell, Assistant Professor, Anthropology, FAS
Katherine Patton, Assistant Professor, Teaching Stream, Anthropology, FAS

As anthropologists, we are increasingly aware of the importance of challenging our discipline's historical and ongoing complicity in settler colonialism in our teaching as well as our research. Here, we propose a teaching model that centers often marginalized expertise and experience as a tool for learning disciplinary historical consciousness and reflexivity that may be of interest to other disciplines. At the heart of our newly-developed online course Anthropologists & Indigenous Peoples in North America are five guest lectures from a diverse selection of Indigenous speakers, including community leaders as well as academics. Students learn from situated accounts of the historical and ongoing harms anthropologists have caused Indigenous peoples – desecration of graves, institutionalization of ancestors and treasures, the discursive violence of the "vanishing native" and other harmful tropes -- as well as contemporary examples of Indigenous challenges to the discipline, and hopeful prospects for collaboration. In our paper, we outline how we prepare students for each guest speaker using background lectures, tutorials, and carefully-selected readings, as well as subsequent assignments. The course has received enthusiastic feedback from students and we think shows much promise for broadening student understandings and respect for Indigenous knowledge within and beyond the academy.

2.3 Lightning Talks - "Designing for better connections in online spaces"

2.3.1: Creation of accessible modular interactive resources to increase student engagement and support

Designing for Engaged and Accessible Learning

Presenter: Vivienne Luk, Assistant Professor, Teaching Stream, Forensic Science Program, UTM

Traditional subscription-based educational platforms (e.g., Labster, MEL Science, Pearson's Mastering) are rigid and fixed in their content and activities and require students to pay to access. Even platforms that are advertised as free (e.g., edX, Coursera) only provide limited content, requiring additional cost to unlock a wider range of curriculum that educators cannot further modify for their purposes. Furthermore, with increased emphasis on EDI, a flexible platform allows educators to directly address any inequities and can apply modifications where necessary (e.g., pivot to virtual learning during a pandemic). To increase accessibility of continuous free-of-charge learning and promote digital fluency among educators, students, and institutions, I present how H5P Studio and Pressbooks were used to reduce the barrier to learning and keep learners engaged in my introduction to forensic science course. Specifically, I will present the Language of Forensics web tool, a tool created through eCampusOntario that target discipline-specific language development (terminology list, pronunciation guides and audio clips) and comprehension skills (glossaries, flash cards, picture games). The web tool will remove the cost barrier associated with online learning and give the power back to educators to modify and adapt the content to their classroom. The accessible nature of the platform will benefit students as they can engage with the content at a time and pace that is more convenient for them, revisit the modules at any point in time after a course is complete, and participate in activities designed to promote digital fluency, critical thinking, self-discovery, and self-directed based learning.

2.3.2: Tutorials on Demand

Reflecting on What We've Learned

Presenters:
Catherine Barrette, Assistant Professor, Teaching Stream, Rotman School of Management
Katherine Hovdestad, B.Com 2022, Co-Head TA for RSM 222 course

Every year, we would observe the attendance to in-person tutorial dropping significantly as the term goes on. By the time of the mid-term, attendance would be 10% or lower. However, during the pandemic and moving the tutorial online, we noted an increase in attendance.

This prompted us to review the tutorial format and move our tutorial content to an asynchronous mode (Khan Academy style). We worked to develop over 20 asynchronous videos that would be available on demand. We also worked to balance the asynchronous content with synchronous TA drop-in hours and discussion boards to ensure that students still felt they could get personalized help if needed.

The response was overwhelmingly positive and we managed to reach 50% to 60% of the class over the term. The main benefits that were noted were

- Immediate feedback on performance
- Greater flexibility for students
- Reduced commute due to accessibility of tutorial material online
- Ability to watch content multiple times
- Smaller attendance at in person drop-in hours made students more comfortable to ask questions
- Long-term cost reduction in TA budget

2.3.3: Optimizing Access: Using H5P to Venture Far with The BRIDGE's Entrepreneurship Open Learning Series

Designing for Engaged and Accessible Learning

Presenters:
Sarah Shujah, Library Librarian, UTSC
Bill McConkey, Academic Director, New Venture Program, and Assistant Professor of Strategy and Entrepreneurship, UTSC
Dave Fenton, Industry Partnerships, Innovation, and Work-Integrated Learning Lead, Department of Management, UTSC
Mariana Jardim, Liaison Librarian, Management & Economics, Entrepreneurship & Co-op, UTSC Library
Al Hearn, Educational Developer for Experiential Learning, The Centre for Teaching and Learning, UTSC
Danielle Moed, Experiential Learning Educational Developer, Office of Experiential Learning and Outreach Support, FAS
Shreyansh Banthia, Computer Science Graduate Student, International, St. George
Shemar Johnson, Social Work Graduate Student, St. George

Innovation is the bottom line at The BRIDGE, which is a unique collaboration between the Library, and the Department of Management at the University of Toronto Scarborough. As a campus-linked accelerator, it is where business, research and innovation converge, delivering extraordinary student

experiences through entrepreneurship, research, advanced training programs, and work-integrated learning.

Hence, a project team made up of faculty, librarians, experiential learning experts, and instructional designers developed the Entrepreneurship Open Learning Series (EOLS). The series consists of self-paced open educational resource (OER) modules to help budding entrepreneurs in any library and from any program to develop their new ventures.

The project focuses on three pillars of accessible learning: (1) Content and Language (2) Reflection and Self-Pacing, and (3) H5P as an Engagement Tool to ensure equitable and inclusive access to learning opportunities. The content is developed for those without a business background to access entrepreneurship education. It considers Universal Design for Learning (UDL) and promotes others to access the instructional material for their own teaching. Furthermore, the EOLS leverages the eCampus Ontario's H5P Studio, an open-source education technology platform. We used H5P as a pedagogical tool to engage learners in formative assessment such as multiple-choice quizzes and reflection exercises. Consequently, the learning series can be utilized in a multitude of ways by multiple stakeholders, such as the award-winning African Impact Initiative, as competency training modules for student startups locally and worldwide.

Join us to be inspired to build resilient learning opportunities with H5P and reimagine teaching and learning.

3.30pm-4:30pm – Concurrent Sessions 3

3.1 Inquiry in Teaching & Learning - "Designing for new perspectives through reading and writing"

3.1.1: Investigating Mathematical Reading Comprehension

Designing for Engaged and Accessible Learning

Presenters:
Jaimal Thind, Assistant Professor, Teaching Stream, Mathematical and Computational Sciences, UTM
Alexander Rennet, Assistant Professor, Teaching Stream, Mathematical and Computational Sciences, UTM
Micheal Pawliuk, Assistant Professor, Teaching Stream, Mathematical and Computational Sciences, UTM
Parker Glynn-Adey, Assistant Professor, Teaching Stream, Computer and Mathematical Sciences, UTSC

In 2019 the authors undertook a major redesign of a large, coordinated, multi-section introductory mathematics course (MAT223H5 - Linear Algebra I). The original redesign was centred around a partially-flipped, active learning model involving pre-class reading and in-class activities, rather than lecturing.

As part of this course students are required to complete pre-class readings. These readings introduce key course concepts, making it crucial that students are able to independently read mathematics. But reading and comprehending a mathematical text effectively requires a different skill set from general reading and reading comprehension skills. However, most students have no prior instruction in this set of skills. Moreover, there appears to be little existing literature about interventions to support

mathematical reading comprehension as its own skill (versus general reading comprehension), leaving it unclear how best to support its development.

So, when redesigning the course, the authors opted to create their own “scaffolded” readings and incorporated reading-focused activities, which we hoped would help students develop and practice the skills needed to read a mathematical text.

In this session, we will briefly discuss the redesign, the skills needed to read a mathematical text, and how our readings were designed to support the development of these skills. We will then discuss how we approached the problem of assessing skill improvement. Finally, we will share initial findings, and how they led to further interventions to support mathematical reading comprehension in our course. Time will be reserved to hear from participants about how discipline-specific reading skills are taught in other disciplines.

3.1.2: Fostering research and writing skills in first-year chemistry

Designing for Engaged and Accessible Learning

Presenters:
Kris Kim, Assistant Professor, Teaching Stream, Physical & Environmental Sciences, UTSC
Marco Zimmer-De luliis, Assistant Professor, Teaching Stream, Physical & Environmental Sciences, UTSC
Nirusha Thavarajah, Assistant Professor, Teaching Stream, Physical & Environmental Sciences, UTSC

A writing assignment was designed and introduced into first-year chemistry courses (CHMA10 and CHMA11) at UTSC in Winter 2020. The assignment is rolled out over the first two months of each semester. Students write a 500-word essay on a topic of their choice. A list of topics relevant to the chemistry curriculum is also provided to offer inspiration. These topics range from fundamental principles, recent advances in chemistry research, to contributions of BIPOC scientists that are not always discussed in our traditional textbooks. Several self-guided Quercus modules and resources were developed to scaffold and support students, including resources on how to utilize scientific databases to search for relevant articles, how to include proper references and citations, and expectations on giving and receiving feedback to peers, to name a few. To introduce students to the process of peer review, they are encouraged to offer each other peer feedback through PeerScholar on their submitted drafts, after which they are given an opportunity to submit a final draft to be graded by a TA. Benchmarking sessions have also been facilitated to ensure consistency in assessing the writing assignment among TAs. This benchmarking and training are now facilitated by a trained graduate TA. This project has been supported by a LEAF Impact Grant and we plan to continue offering this experience to our students through departmental funds. In this poster presentation, we will share our experiences and preliminary insight into the impact the research and writing assignment has had on student learning and skills development. We anticipate that this type of assignment is adaptable to other courses in our department and we will reflect on future developments in upper year courses.

3.2 Symposium You

"Radical Generosity": Creating Caring Yet Pragmatic Policies on Lateness, Extensions and Course Workload

Creating Caring Communities

Presenters:
Kerry Taylor, Assistant Professor, Teaching Stream, Criminology & Sociolegal Studies, FAS
Kathy Liddle, Associate Professor, Teaching Stream, Department of Sociology, UTSC

Have you considered or felt pressured to revisit your policies regarding extensions and penalties for late work (particularly during the pandemic)? Have you wondered if it might create chaos (pedagogical, practical and/or interpersonal) in your courses? Do you feel that there might be valid pedagogical reasons and/or considerations connected to student mental health that might help you to consider a change?

In this session, we will begin by briefly sharing the paths that led us to choosing "radical generosity" policies for our courses and will reflect on the outcomes of those decisions. We will lead session attendees in an open discussion about considering approaches that are not the norm in academia, about possible negative consequences (whether imagined or actual), and about the benefits we see for our students.

3.3: CI Roundtable : Up Close and Personal with this Year's TATP Course Instructor Award Shortlisted Candidates: Reflecting on the past to prepare for the future

Facilitator: Matthew Patience, Department of Spanish & Portuguese, University of Toronto

Panelists:
Sandhya Mylabathula, Faculty of Kinesiology & Physical Education
Nicole Birch-Bayley, English, FAS
Zachary Weinstein, Philosophy, FAS

In this session, we will engage in conversation with some of the University of Toronto's top graduate student Course Instructors. These instructors were shortlisted for the TATP's Course Instructor Teaching Excellence Award, which is given to the top graduate student instructor across all three University of Toronto campuses. The panelists will join us to reflect on their teaching experience and to share with us their strategies for taking the best of what they've learned through the past two years and applying these approaches to designing more engaging and supportive learning experiences for their students.

After a brief introduction, panelists will reflect on how they are creating communities of caring in their classrooms, and will share one strategy they are using to support equity, inclusion, and diversity. We will also discuss with the panelists the innovative ways in which we can engage students in their learning. The session will conclude with a live Q&A. Have you ever wondered how award-winning instructors approach different teaching challenges? You will have the opportunity to ask our panelists your questions.

Day 2: Thursday May 12, 2022

9:00am-10:30am - Design Thinking Concurrent Session

Ideating on Designing for the Future

Facilitator: Olivier St-Cyr, PhD, LEL (he/him/his), Assistant Professor, Teaching Stream, UXD Concentration Liaison, Faculty of Information

This year's Teaching and Learning Symposium focuses on engaging attendees in a design thinking process to reimagine the future of higher education post-pandemic. During the Opening Plenary, participants completed two activities that were part of a design thinking process. Raw data were first generated and collated by collecting participants' thoughts around these three questions:

- What are you leaving behind?
- What are you taking forward?
- What do you want to explore further?

Then, participants used these data to produce opportunity canvases, outlining preliminary ideas to reimagine the future of higher education.

In this session, attendees will continue the design thinking journey using the data and opportunities generated from the Opening Plenary. Participants will carry out two more design thinking activities: Big Ideas and Prioritization of Ideas. In the first activity, participants will brainstorm big ideas around the symposium theme "Designing for the Future" and produce big idea canvases. In the second activity, participants will prioritize their ideas based on feasibility and impact and produce a prioritization grid. Materials produced in this session will be showcased at the symposium's Closing Plenary and presented for comments to a panel of stakeholders from the University of Toronto.

10:30am – 11:30am – Concurrent Session 4

4.1 Lightning Talks - "Designing for authentic expression"

4.1.1: Teaching Orally

Designing for Engaged and Accessible Learning

Presenter: Daveeda Goldberg, Sessional (CUPE 3902, Unit 3)/CLTA, ELL, A&S

Back in the 1970s, Marshall McLuhan argued that TV, film and radio represented a new "electronic culture," and that this constituted a return to "the Oral," that is, a return to synchroneity, to village mentality, and, following from those, a return to egalitarian, intimate, and immediate communication.

However, from a more contemporary p.o.v, it might seem that McLuhan was just wrong, and that, instead of turning up the volume on the Oral, digital communication has re-enlivened a Print-like, asynchronous culture of communication that, in fact, constitutes a return to formality, formalism and dis-engagement. Indeed, when the English Language Learners program decided to launch an online

mini-course in the spring of 2021, it occurred to us that a course on "Oral Presentations" might be a strange fit for digital learning.

When I planned the course initially, I thought I would try to cover the basic skills and structures of a typical presentation-assignment rubric, week by week. But in January 2021, students had already been learning fully online for almost a year, and I soon understood how little they had been able to connect to their learning as embodied, equal, and individual persons. In fact, my students told me that they had barely moved the muscles of their jaws all year. In response, the course plan went through a quick re-focus.

And that's how this course on oral presentations ended up using "Oral" methods of teaching, involving social, emotional, and embodied ways of learning -- like read out-louds, imagination exercises, and iterative storytelling -- to teach both content-based principles about rhetoric, composition and voice, and, at the same time, to help students discover how and why rhetoric and communication are most successful when approached as practices of equality, compassion, and inclusion.

4.1.2: Arts-assisted, Immersive Teaching Strategy for First-year Financial Math and Literacy

Designing for Engaged and Accessible Learning

Presenter: Vicki Zhang, Associate Professor, Teaching Stream, Statistical Sciences

I have been championing the pedagogy of narrative mathematics since 2016. In this new first-year seminar course, I deepened this practice by enlisting various forms of media and arts to actively immerse my students in their journey of exploring basic financial math.

Students in this course are highly diverse in their academic background, and therefore such a teaching strategy serves two immediate purposes: (1) for students from the humanities, it breaks down the complex financial concepts into less intimidating, relatable human stories; (2) for students from quantitative fields, it allows them to see the human side of the equation and makes it possible to open the door for financial ethics discussions. Every seminar opened with a financial “puzzle” from a media source (e.g. film, TV talk show, stage play). We then spent the rest of the seminar exploring both the quantitative and qualitative aspects of the puzzle through a variety of student-centered, active learning activities. The course culminated in a close reading of a famous play on finance where students were cast as different characters to understand a leveraged buyout story and to explore bigger themes such as the financialization of economy, all through an intimate, immersive experience.

In this session, I will present details of the teaching strategy with examples, discuss the efficacy of using media and arts to illustrate financial problems, and the importance of treating students as peer-teachers. I will also encourage participants to brainstorm novel ways for cross-pollination between arts and science education.

4.1.3: Learning to Lead - Bringing the body into leadership education

Creating Caring Communities

Presenter: Janelle Joseph, Assistant Professor, Faculty of Kinesiology and Physical Education

This session highlights initial findings from a leadership program that invites students who identify as BIPOC (Black, Indigenous, People of Colour) women at U of T to a movement experience centered around their physical and mental wellness. The program offers learning with and through the body, filling a gap in leadership programs that are overly sedentary and movement programs that are devoid of discussion about leadership skills --even as they are inherent or metaphorical to the movements being performed. Since leaders are invited to 'bring their whole selves' to school/work, it is fitting that movement and embodiment are examined as part of the racialized woman's experience. This program has implications for the future of creating caring communities in post-secondary education as it demonstrates the importance of students gaining mentorship beyond the undergraduate professor-student, or graduate research supervisory relationship. BIPOC women, who are underrepresented among both students and education leaders in many disciplines, particularly sciences, can benefit from learning to lead with their bodies, deepening their understanding of leadership by integrating it with movement, and pausing to reflect on what it means to be an embodied leader. Instructors can benefit from considering new ways to integrate the body in their teaching.

4.2 Inquiry on Teaching & Learning - "Designing for change: new ways of evaluating and engaging students"

4.2.1: To V or not to V? Moving from In-person to Virtual Examination of Clinical Performance for PA Learners

Creating Caring Communities

Presenters:
Sharona Kanofsky, Associate Professor, Teaching Stream, Physician Assistant Program, Department of Family and Community Medicine, Temerty Faculty of Medicine
Dr. Peter Tzakas, Program Director, Department of Family and Community Medicine, Physician Assistant Program

In this session, we will describe our experience shifting from an in-person to virtual examination format. The Objective Structured Clinical Examination (OSCE) is a common, often high-stakes, performance examination in which medical learners demonstrate their clinical competence in history-taking, physical examination, clinical reasoning, diagnosis, treatment, and more. The OSCE helps educators assess learners' readiness to practice. During the pandemic, our Physician Assistant (PA) Program was restricted from conducting our usual end-of-program in-person OSCE. As a blended-distance education program, we were already familiar with online education. We designed, implemented, and conducted a virtual OSCE (vOSCE) in 2020. Following the vOSCE, we surveyed our students and faculty examiners to explore their perceptions and understand their experiences, using a qualitative data analysis approach. Students and examiners identified both strengths and limitations of the vOSCE format. The vOSCE was overall considered fair, smooth, convenient, and appropriate for assessing many clinical competencies. However, some elements were difficult to assess, such as many physical examinations and non-verbal forms of communication. Our findings aligned well with the small body of existing research on vOSCE. Due to the relative success of the first vOSCE, it was repeated in 2021 and will likely be the standard format for our program in future years. We continue to collect feedback from learners and faculty, and plan to conduct further psychometric analysis comparing the in-person and virtual formats. Our findings can be applied to other disciplines considering shifting performance assessments to a virtual format.

4.2.2: Building a Pedagogy of Transfer Through Undergraduate Journal Publications

Reflecting on What We've Learned

Presenters:
Kaitlyn Harris, 3rd Year Student, English
Paige France, 2nd Year Student, Studies in Life Sciences
Christopher Eaton, Assistant Professor, Teaching Stream, Institute for the Study of University Pedagogy

This session will reflect on an experiential learning opportunity that invited students to join a faculty-run academic publication as reviewers and editorial assistants. For the past two years Writing for University and Beyond, has involved students in the publication experience.

We report on how the experiences students had with this publication translated to other parts of their academic and professional lives. The results stem from an autoethnographic inquiry that involved two students and one faculty member. During the session, we will discuss results from our research that was framed around two questions:

1) How might learning beyond the classroom enhance the undergraduate experience and help students develop skills and work towards their goals?
2) How might universities encourage more authentic learning through experiential learning for undergraduates?

To answer the questions, we will provide an overview of the publication experience. Then, two students will discuss their experience and explain how it has transferred to other activities they participated in.

Our research demonstrates how experiential learning has provided students with an experience that translates both implicitly and explicitly to other facets of their careers. The students—one from the sciences and one from the humanities—have used their experience to coordinate ventures in creative writing and scientific inquiry. They also draw on this journal experience to support a host of students.

The success of this experience prompts us to consider how more learning beyond traditional course/classroom structures may benefit students going forward. It is an excellent time to reflect on some of the taken-for-granted assumptions about classroom learning and reimagine how learning may provide students with more authentic learning experiences they can apply to other activities they pursue.

4.3 Interactive Online Workshop

The Opportunities and Limitations of H5P: A Case Study of Designing for Engaged and Accessible Learning

Designing for Engaged and Accessible Learning

Presenters:
Samantha Chang, Faculty Liaison, Pedagogical Support, Teaching & Learning, FAS
Will Heikoop, Coordinator, Digital Learning Innovation
Michal Kasprzak, Assistant Director, Centre for Teaching Support & Innovation/Teaching Assistants' Training Program

The pandemic has stimulated the proliferation of platforms and methodologies in e-learning (Turnbull, Chugh & Luck, 2021). But it has also revealed a range of barriers to student learning (Pichette, Brumwell & Rizk, 2020). Have you also wondered about tools and methods to make asynchronous learning more engaging and accessible? With the encouragement from eCampusOntario, several Ontario institutions, including the University of Toronto, have adapted H5P (HTML 5 Package) to enhance interactivity in students' asynchronous learning. This open-source authoring tool allows users to create, share, and reuse content to promote student learning. With forty-nine different content items, such as, for instance, interactive video, rich media presentations, or multiple quizzing options, it offers a diverse toolkit of interactive elements that can be directly and seamlessly embedded in Quercus (our institutional LME). In this interactive online workshop, we examine innovative ways of integrating H5P into Quercus through a case study of the "Developing Your Teaching Dossier" series of modules —a project funded through the Virtual Learning Strategy (VLS). The workshop examines H5P's affordances and limitations in promoting accessible, inclusive, and engaging learning. Participants will explore H5P integrations in a Quercus sandbox and identify the opportunities and limitations of using H5P. The team will offer comparisons between levels of H5P integrations, and participants will consider how asynchronous H5P activities can combine with synchronous events to support student learning.
The success of this experience prompts us to consider how more learning beyond traditional course/classroom structures may benefit students going forward. It is an excellent time to reflect on some of the taken-for-granted assumptions about classroom learning and reimagine how learning may provide students with more authentic learning experiences they can apply to other activities they pursue.

1:00pm – 2:00pm – Concurrent Session 5

5.1 Symposium You

Engaging Students in Designing for the Future: Evolution of an Open Access e-Textbook

Designing for Engaged and Accessible Learning

Presenters:
Simone Laughton, Librarian, UTM Library
Sanja Hinic-Frlog, Associate Professor, Teaching Stream, UTM Department of Biology
Jessica Hanley, Research Services & Science Liaison Librarian, UTM Library
Thacze Kuganesan, Research Opportunity Program Student
Dalal Mahir, Research Opportunity Program Student
Juweriah Munir, Research Opportunity Program Student

The previous two years have provided new opportunities to re-envision instruction to enable new activities, engage students more meaningfully with content, elevate teaching and learning to develop real-world skills, and to extend time, place, and ways that students can meet learning objectives (Berup, Graham, Short & Shin, 2022). Through our design and redesign processes, we have worked together with students to further develop an Open Access online eTextbook that is used within a second year Biology course. Design processes, such as prioritizing, creating, analyzing, and evaluating can strengthen students' cognitive processes as they work to address complex problems and think of viable solutions (Atchia, 2021). With its roots in constructivist theory (Scheer, Noweski & Meinel cited in Atchia, 2021), design thinking focuses on experimentation and iteration towards better answers (Liedtka & Ogilvie, 2011). Through several Research Opportunity Program projects and an innovative class assignment,

students were invited to design, plan, and create additional resources for review and possible inclusion in an Open Access online eTextbook to support their own learning and to further the learning of future students. Together with three Research Opportunity Program students who worked on the eTextbook during the Winter 2022 semester, we will discuss the processes that we used, some of the challenges encountered, and open the floor to discussion and insights regarding future iterations.

References:

Atchia, S. M. C. (2021). Integration of 'design thinking' in a reflection model to enhance the teaching of biology, Journal of Biological Education. https://doi.org/10.1080/00219266.2021.1909642

Berup, J., Graham, C. R., Short, C., Shin, J. K. (2022). Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning. Educause Review. Retrieved 2022 February 22 from https://er.educause.edu/articles/2022/1/designing-the-new-normal-enable-engage-elevate-and-extend-student-learning

Liedtka, J. & Ogilvie, T. (2011). Designing for growth : a design thinking toolkit for managers. Columbia Business School Publishing.

5.2 Lightning Talks - "Designing for better student engagement through meaningful assessment and assignments"

5.2.1: A pedagogy for embedding ethical considerations into course content

Creating Caring Communities

Presenters:
Diane Horton, Professor, Teaching Stream, Computer Science, FAS
David Liu, Associate Professor, Teaching Stream, Computer Science, FAS
Sheila McIlraith, Professor, Computer Science, and Associate Director, Schwartz Reisman Institute for Technology and Society

In this session, we will share a pedagogy we have developed to embed ethical considerations into courses in our discipline, computer science. Training students to identify and reason about ethical issues is important well beyond computer science, and indeed universities have for many years incorporated ethics into their curricula in fields such as biology, medicine and engineering. Rather than separate ethics education in dedicated, and perhaps optional, courses, the embedded approach integrates ethics into other courses in the discipline. Students are exposed to ethical considerations at the moment when they are learning discipline-specific material, and have the opportunity to engage in discussions about ethics at multiple points in their degree. We will describe the pedagogical strategies we have employed in ethics modules we developed for five courses spanning first year to graduate level -- strategies that would be relevant to ethical discussions in any discipline. We have delivered modules to over 2,000 students so far. Both our experience in the classroom and our early formal assessment indicate that these modules have a significant impact on students' attitudes about ethics, and their confidence in their ability to identify, discuss, and take action on ethical issues in the context of their future career.

5.2.2: From Isolation to Collaboration - Reimagining Assessment in a Traditional Exam-focussed Environment

Reflecting on What We've Learned

Presenter: Eckhard Schumann, Associate Professor, Teaching Stream, Management, UTM

This session is a reflection on a decision to replace traditional exams where students work strictly in isolation, with similar exams, but allowing and encouraging students to actively collaborate during the exam in informal groups.

Traditional test and exams have always been a central part of assessment of students specializing in Accounting. The path to becoming a Chartered Professional Accountant (CPA) includes 3 vigorous 5-hour exams over three days (Common Final Exam - CFE). Although other formats of assessment, including assignments, group projects and presentations have become part of the assessment process in accounting programs over the last several years, traditional tests and exams, where students are required to work in strict isolation under "exam conditions" against the clock, still form the backbone of the assessment process.

MGT420 - Critical Thinking, Analysis and Decision-making II is a capstone course taken by all 4th-year Accounting Specialist students at the University of Toronto Mississauga. (Most major universities in Ontario have a similar course). Until recently, assessment in the course mimicked the CFE format, including two 3-hour exams and one 5-hour exam, each consisting of an integrated case simulation. The exams were written under "exam conditions". Specifically, students were not allowed to collaborate in any way during the exams.

The instructor decided to redesign the assessments of the course for the January 2020 term. The three exams were replaced by three in-class test (still consisting of the same integrated cases). Students still had to submit individual answers. The major difference was that students were not only allowed to, but actively encouraged, to work together in informal groups to complete the tests.

This assessment format was repeated in 2021 under online conditions.

The instructor will discuss the successes and challenges of this assessment redesign.

5.2.3: Making Teaching and Learning of Statistics Relevant

Reflecting on What We've Learned

Presenter: Asal Aslemand, Assistant Professor, Teaching Stream, Mathematical and Computational Sciences

Motivated by positive effects of incorporating course projects into teaching and learning statistics courses, I included a semester-long collaborative student-generated course project in an online statistics course. Students were randomly assigned to work in small groups (4 to 5 students) within their tutorial section. The course project was scaffolded and provided students with experiential learning opportunity

within the course whereby students learned to collaborate with their peers and applied the skills they learned in the course to investigate a real-life relevant data regarding the impact of COVID-19 pandemic on their social and academic lives. During this session, I will provide examples of how this course project was facilitated as an on-going course component and how students felt more confident reading statistics in articles concerning their program of study.

5.3 Inquiry on Teaching and Learning - "Designing for Inquiry into Student Identity and Self-Determination"

5.3.1: Prevalence of the Impostor Phenomenon in U of T Computing Programs

Creating Caring Communities

Presenters:
Jennifer Campbell, Professor, Teaching Stream, Computer Science, FAS
Michelle Craig, Professor, Teaching Stream, Computer Science, FAS
Andrew Petersen, Associate Professor, Teaching Stream, Mathematical and Computational Sciences and Institute for the Study of University Pedagogy, UTM
Angela Zavaleta-Bernuy, Course Instructor, Computer Science, FAS

The Impostor Phenomenon (IP), identified by Clance and Imes in 1978, is characterized by the feeling that oneself is not as capable or successful as others believe. This feeling has been well documented in multiple fields – such as medicine and in graduate populations – and is thought to be common in high-achieving individuals. However, while common, imposterism can be a barrier to academic achievement and progress, as it may inhibit full participation in the community and increase anxiety.

We examined the prevalence of the IP in computing communities across U of T and found that, as suggested by prior work, a large percentage of our students meet the diagnostic criteria for the IP. Furthermore, we found that students from underrepresented populations may be at particular risk, with women reporting more IP experiences than men and, surprisingly, some domestic students reporting more experiences than international students of the same ethnic background.

These findings underscore the importance of creating welcoming and supportive communities in our disciplines. They also suggest the need to explicitly cultivate a sense of belonging. In this session, we'll present the results of our study and seek collaborators for examining and addressing these issues more broadly across the university.

5.3.2: Need-Supportive Teaching in Times of Upheaval: A Self-Determination Theoretical Exploration

Creating Caring Communities

Presenters:
Molly Metz, Assistant Professor, Teaching Stream, Psychology, FAS
Reina Trujillo-Stryzak, Undergraduate Student, Psychology, FAS

How did our students experience their courses in AY 2020-2021? Self-determination theory (SDT) is a motivational framework that highlights the importance of basic psychological need satisfaction in fostering autonomous motivation and ultimately optimizing functioning, and well-being (Ryan & Deci,

2000). In educational settings, teaching practices and policies that support students' basic needs for competence, relatedness, and autonomy have been shown to enhance student engagement and learning (Jang, Kim, & Reeve, 2012). Though it has been proposed that using SDT as a framework upon which to build our courses may uniquely prepare us for future instances of upheaval (Masland, 2021), is it the case that the things that stood out to students when reflecting on their best and worst classes during the pandemic are in fact consistent with this perspective? Our goal for the current project is to explore qualitative reflections from students on their best and worst courses using thematic analysis, which will allow us to paint a picture of common student experiences, analyse these within an SDT framework, and propose areas of focus for ongoing course development in the interest of course resilience and student experiences.

2:30pm-3:30pm – Concurrent Session 6

6.1 Lightning Talks - "Designing for effective student communication"

6.1.1: Communicating Complex Information with Infographics

Designing for Engaged and Accessible Learning

Presenter: Ashley Waggoner Denton, Associate Professor, Teaching Stream, Psychology, FAS

Infographics present large amounts of information in a compact and easy to understand way, using texts, symbols, colours, and graphic visuals. The creation of an effective infographic requires students to draw on a wide range of skills, including information literacy, communication, and critical and creative thinking skills. In this session I will describe how I have used infographics in two different courses to meet specific course learning outcomes. In one course, students select a data set from the Government of Canada open data portal and create an infographic that answers an interesting question that they have about the data. In another course, students select a career that is relevant to psychology and create an infographic intended to inform other students about this career, including the activities and skills involved, how it connects to their psychology studies, and what steps they would need to take to prepare for this career. Both assignments follow the same basic set of instructions and involve a peer review component. They are also both graded using similar rubrics that evaluate the content (e.g., purpose, organization, clarity) and visual appeal (e.g., meaning) of the infographic. In this session, I will provide an overview of the instructions and rubrics I provide for the assignments, along with student examples and feedback. While students do require extra support to complete this assignment, compared to a traditional written report or presentation, they also tend to be more engaged, and the final products are more fun to grade.

6.1.2: Creating Caring Communities Using Alumni Insights: a Graduate-level Informational Interview and Presentation Assignment

Creating Caring Communities

Presenters:
Lydia Wilkinson, Assistant Professor, Teaching Stream, Institute for Studies in Transdisciplinary Engineering Education and Practice (ISTEP)
Alison McGuigan, Professor, Chemical Engineering, FASE

The alumni interview and presentation assignment gives graduate students in our "Research Methods and Project Execution" course an opportunity to connect with an alumnus to learn about their key graduate school experiences and the skills that enabled their success as graduate students and during their transition into a professional career. As such, it is an important vehicle to help our students learn about the valuable skills they are developing through graduate school, to identify the resources available to them within their immediate graduate school community, and to articulate the characteristics of professional life that they value.

In this lightning talk we will introduce our alumni interview and presentation assignment, discuss its significance in the course and transferability to other contexts, and share some of what our students have learnt by completing this assignment. Specifically, we will share the skills that previous graduates describe as key to their future careers, and the activities that contributed to the development of these skills. These insights, drawn from fifteen iterations of the assignment, influence the resources and strategies that we emphasize in this course as we work to create a caring graduate community in engineering.

6.1.3: Developing students' ability to modulate register to different audiences

Designing for Engaged and Accessible Learning

Presenters:
Nathalie Moon, Assistant Professor, Teaching Stream, Statistical Sciences, FAS
Liza Bolton, Assistant Professor Teaching Stream, Statistical Sciences, FAS
Rebecca Christensen, PhD Candidate, Dalla Lana School of Public Health
Michael Moon, PhD Candidate, Statistical Sciences, FAS
Marija Pejcinovska, PhD Candidate, Statistical Sciences, FAS

One of the learning outcomes for statistics students in the Specialists – Methods and Practice program is to achieve proficiency in communicating statistical ideas to both technical and non-technical audiences. For a practicing statistician, it is not enough to know how to implement and interpret various statistical techniques, it is also essential to be able to effectively interpret the results and communicate to relevant stakeholders - whatever their background. Given this, I developed a presentation assignment where my students worked in groups to present a single statistical concept to three distinct audiences, using various strategies including providing relevant examples, analogies, and storytelling. As part of this presentation, students also used xkcd's "simple writer" checker (https://xkcd.com/simplewriter/) to craft a definition or description of their statistical concept using only the 1,000 most common English words. In this session, I will provide more details about this assignment, and will also share lessons learned and recommendations to implement this in other courses.

6.2 Interactive Online Workshop

Experiential (R)Evolution: Building Equitable and Inclusive Experiential Learning Opportunities

Designing for Engaged and Accessible Learning

Presenters:
Danielle Moed (MA), Experiential Learning Educational Developer, Office of Experiential Learning & Outreach Support, FAS

Sania Hameed (MEd), Experiential Learning Coordinator (Research & International), Office of Experiential Learning & Outreach Support, FAS

While there are unique benefits to experiential learning (EL), equity-deserving students confront systemic barriers that prevent them from accessing and feeling included in EL initiatives. Given an incredibly diverse and internationalized post-secondary landscape, an intentional effort to include Equity, Diversity, Inclusion, and Access considerations throughout the development of EL becomes critical. Further, it is important to address these barriers, as research has shown that when students experience barriers to EL, this can further exacerbate inequity (Hora & Chen, 2021; Stirling, Milne & Goldman, 2021).

In response to this need, the Faculty of Arts & Science Office of Experiential Learning and Outreach Support (ELOS) developed "Building Equitable and Inclusive Experiential Learning: A Reflective Guide and Five-Stage Framework", to support faculty and staff in building EL opportunities that reflect equity and inclusion principles. This guide has been structured as a series of reflective questions in a five-stage framework, along with actionable strategies, suggestions, and resources to improve the experiences of equity-deserving students.

In this interactive workshop, participants will be introduced to the reflective guide, examine EL opportunities through this five-stage framework, and collaboratively ideate solutions to increase equity and inclusion in their own EL opportunity, which may be a course or program. Participants are encouraged to bring a relevant EL opportunity, at any stage of development, to support deeper discussions. Participants will leave the session with a copy of the reflective guide for use in their individual contexts.

6.3 - Special Session

The President's Teaching Academy: a collaborative and creative problem-solving session

Facilitators: Members of the President's Teaching Academy

Have a burning question about a teaching issue you are experiencing? Share your biggest teaching challenge with us by filling in this [https://uoft.me/PTA-TLS2022] in advance of the session (or join us for some collaboratively problem solving at the session). We will briefly introduce a set of challenges, and then split into small groups where members of the President's Teaching Academy will facilitate brainstorming sessions to tackle one of the teaching challenges. Participants will work together to explore possible new approaches and identify relevant resources. To conclude the session, we'll come together to share the strategies and supports, showcasing the collaborative and creative efforts of the U of T teaching and learning community.

Day 3: Friday May 13, 2022

9:00am-10:00am – Concurrent Session 7

7.1 Interactive Online Workshop

Supporting Chinese International Students Online: Design Thinking for Capitalizing on Individual Strengths and Needs

Creating Caring Communities

Presenters:
Xiangying Huo, Assistant Professor, Teaching Stream, Centre for Teaching and Learning, UTSC
Elaine Khoo, Associate Professor, Teaching Stream, Centre for Teaching and Learning, UTSC

Since 2015, approximately 60%-65% of undergraduate international students at the University of Toronto have been from China (U of T Fact and Figures, 2015, 2020). Applying design thinking in re-envisioning pedagogy to support Chinese international students with low academic English proficiency to cope with their academic reading and writing was particularly essential during the COVID-19 pandemic when these students' challenges were exacerbated by remote learning. This workshop investigates teaching strategies that work effectively for Chinese international students in helping them develop their academic reading, writing, and critical thinking skills. It draws on the use of Culturally Responsive Pedagogy (CRP) in an online Learner-Driven, Instructor-Facilitated (LeD-InF) support program that addresses students' disciplinary reading/writing needs by taking into consideration of equity, diversity, inclusion, and accessibility issues. By engaging low-proficiency students with their chosen course content from the perspectives of their strengths, lived experiences, and dynamic identity formation instead of the constraints of deficit models and mindsets, the personalized and actionable teacher feedback on students' journal entries motivated sustained investment by students. To examine the effects of CRP for low-proficiency international Chinese students online, quantitative and qualitative data were triangulated, including students' journal entries, end-of-program reflections, and emails, together with teaching notes, instructor responses, and word count of students' writing output over four weeks in the CRP-enhanced (i.e., CRP was applied as an enhancement to the standard program pedagogy by emphasizing individualized and dialogical support, students' voice, learner-centredness, and care) program. The findings reveal Chinese students' linguistic and sociocultural challenges, their perceptions of the value of CRP in the program, improvement in academic reading and writing, motivation for sustained communication of ideas, and development of critical thinking. Other findings include increased student confidence, agency, and appreciation of care and empathy, thus countering deficit narratives formerly unjustly assumed about them. The study provides insights into effective online teaching strategies to help instructors better support low-proficiency international students in coping with academic challenges and reflect on their teaching practices for empowering international students studying remotely from various global locations, with potential applicability to different teaching contexts.

7.2 Interactive Online Workshop

Starting Within: Fostering a Holistic Anti-oppressive Ethic of Care in Your Classroom

Creating Caring Communities

Presenters:
Alexandra Guerson, Assistant Professor, Teaching Stream, New College
Lindsay Cavanaugh, PhD Candidate, Curriculum & Pedagogy, OISE U of T

In this session, we will focus on strategies for developing a holistic anti-oppressive ethic of care in one's classroom. Universities and colleges should be places where people's wellness flourishes as opposed to diminishes. For instructors to foster caring environments, there is a need for what bell hooks (1994) calls engaged pedagogy: educators acknowledging and healing their own wounds, having community support, and techniques for being present holistically with learners. This need has become even more acute during the Covid-19 pandemic, whose effects have been unequal but has affected us all, students and instructors alike. After a brief survey of the literature on trauma and care in higher ed, participants will engage in a brainstorming activity involving looking at the various elements of their teaching practice through the lens of care. Depending on the number of participants, this activity might be done in the form of a break-out room to ensure small-group discussions before a wider debrief session. At the end of the workshop, there will be an opportunity to share online space where the discussions can continue beyond the workshop itself.

7.3 Symposium You

Teaching at the End of the World: Supporting Healthy Learning Communities in Times of Ecological Mayhem

Creating Caring Communities

Presenters:
Andrea A. Cortinois, Assistant Professor, Teaching Stream, Human Biology Program, Faculty of Arts and Science, and Dalla Lana School of Public Health
Dr. Leanne De Souza-Kenney, Assistant Professor, Teaching Stream, Human Biology Program and Health Studies Program, University College, Cross-appointed to the Institute for Life Course & Aging, Factor-Inwentash Faculty of Social Work

Inspired by the theme of this year's Symposium, we invite colleagues to a Live Roundtable (Symposium-You) intended to be a space for collective reflection on how to facilitate students' learning about a topic, climate change, that will have an unprecedented impact on their lives and is profoundly unsettling.

The idea for this symposium originates from news about the choice of a colleague in Montreal, Dr. Heather Short, who decided to resign from her tenured position, as an act of conscientious objection, unable to tolerate the dissonance between teaching young people about the ecological emergency and working in the context of an institutional and societal milieu still largely in denial. Dr. Short used harsh words to describe this dissonance. She said: it is like 'telling [students] that they have cancer, then ushering them out the door, saying "sorry, good luck with that."'

Evidence of 'eco-anxiety' in the context of academic education is quickly accumulating. The question of how to create 'caring communities' in this context is a real and important one. What are our responsibilities, as educators? How can we promote mental wellness for both students and ourselves? What should we do to show them coherence between what we teach and the policies of the institution we are part of? How can we prepare them for the world they will be living in, instead of for the world that was? We invite participants to initiate a dialogue, across disciplines, around these, and other, important questions, a conversation that we hope will continue over the next months and years.

10:30am-11:30am – Concurrent Session 8

8.1 Symposium You

Designing for inclusive excellence: What do our students want when it comes to accessible, inclusive, and resilient learning environments?

Designing for Engaged and Accessible Learning

Presenters:
Kosha Bramesfeld, Assistant Professor, Teaching Stream, Psychology, UTSC
Student collaborators are listed alphabetically:
Ilakkiah Chandran, supervised research study student, UTSC Psychology Department
Azqa Iqbal, supervised research study student, UTSC Psychology Department
Aiman Moeen, thesis student, UTSC Psychology Department
Rawan Nahle, supervised research study student, UTSC Psychology Department
Aishwarya Sritharan, supervised research study student, UTSC Psychology Department

As part of its strategic mission, the University of Toronto Scarborough (UTSC) acknowledges that, "In order to attain and sustain our goal of inclusive excellence, it is imperative we go beyond diversity and create an environment where every potential and current member of our UTSC family feels a genuine sense of belonging and is given an equitable opportunity to make their best contribution to our academic mission".

In this symposium, panelists will facilitate a conversation around the question of, "What do our U of T students want when it comes to accessible, inclusive, and resilient courses; a sense of genuine belongingness; and chances for equitable opportunities?" The first half of the symposium will include a series of short research presentations, in which undergraduate student researchers from the UTSC Psychology Department will share the results of their thesis and supervised research study projects. For these projects, the student researchers acquired REB approval to ask more than 250 UTSC undergraduate students about their sense of social identity and how they have experienced aspects of their social identities while at U of T. The student researchers will then discuss how they used this feedback from their peers to generate a list of recommendations for helping educators create more inclusive classroom environments. We will then build on these research findings and recommendations to engage symposium attendees in a self-reflection activity focused on helping attendees turn these research findings and recommendations into concrete actions in their own educational settings.

8.2 Inquiry on Teaching and Learning - "Designing for EDIA in learning and assessment"

8.2.1: Shifting and Shaping How we Teach and Learn: Introducing Business and Chemistry Students to Equity, Diversity, and Inclusion Issues via Global and Inter-disciplinary Group Projects

Creating Caring Communities

Presenters:
Nirusha Thavarajah, Assistant Professor, Teaching Stream, Physical and Environmental Sciences, UTSC
Phani Radhakrishnan, Associate Professor, Teaching Stream, Management, UTSC

Rajshree Ghosh Biswas, Ph.D. Candidate, Physical and Environmental Sciences, UTSC
Vanshika Agarwal, Management, UTSC
Ms. Jaffa Romain, BSc Candidate, Statistics, University of Toronto

In the Fall of 2021, we received funding from the University of Toronto International Relations Office to launch our inter-disciplinary, global course for students in Management and Chemistry taught by Professors Radhakrishnan and Thavarajah. This novel and unique course enabled students specializing in Human Resources and Chemistry to develop an equity perspective by collaborating on an interdisciplinary group project about COVID-19 vaccine access to disadvantaged groups worldwide.

We introduced a problem-based, work-integrated, experiential learning project (Hearn et al., 2022). Students researched the chemistry of different COVID-19 vaccines and the systemic factors contributing to inequities in their uptake in a specific country. These interdisciplinary student teams were introduced to international community partners (e.g., from India, Sri Lanka, etc.) who provided country-specific research that helped students understand the factors impeding vaccination rates among disadvantaged groups in that country.

At the same time, students attended weekly sessions where they engaged in role-plays, case discussions, and debates on equity, diversity, and inclusion in different contexts. We hoped that experiential learning of EDI would help students in understanding barriers (i.e., misinformation, historical systemic mistreatment) that marginalized groups face in COVID-19 vaccine access. The weekly activities and the inter-disciplinary and global group project enabled students to apply their critical thinking, problem-solving, and leadership skills to a contemporary social justice issue. These interdisciplinary student teams presented their research to international community partners and stakeholders interested in global vaccine access by including specific recommendations and culturally relevant infographics on COVID-19 vaccines used in specific countries.

8.2.2: Comparing assessments outcomes: in pursuit of equitable & accessible evaluations

Designing for Engaged and Accessible Learning

Presenter: Elham Marzi, Assistant Professor, Teaching Stream, ISTEP

Assessments and tests are a component of how learning is evaluated. Through the pandemic educators in all levels of learning institutions found themselves in pursuit of assessment approaches that could maintain academic integrity while also accurately assessing student learning and performance remotely. In many cases educators demonstrated creativity paired with adaptive methods and developed pedagogy that provided an accurate measure of student knowledge retention and understanding in the process. In this presentation twelve semesters of courses (25-30 sections) are examined to determine the impact of using closed-book supervised compared with open-book take-home assessments on overall student performance, equitable access, and inclusive design. In both assessment approaches Bloom's learning taxonomies were used to ascertain student learning and retention.

8.3 Inquiry on Teaching & Learning - "Designing for community and meaningful collaboration"

8.3.1: Community Engaged Learning (CEL): Creating Relationships and Maintaining Connections with the local Indigenous Community

Creating Caring Communities

Presenters:
Sherry Fukuzawa, Assistant Professor, Teaching Stream, Anthropology, UTM
Dr. Nicole Laliberte, Associate Professor, Teaching Stream, Geography, Geomatics, and Environment
Erica de Souza, Research Assistant, University of Toronto
Isabella Bustos, Research Assistant, University of Toronto
Councillor Veronica King-Jamieson, Mississaugas of the Credit First Nation
Tienne Johnson, University of Toronto
Juwyriyah Ahmed, University of Toronto

ANT241H, Anthropology and Indigenous Peoples of Turtle Island is a Community-engaged learning (CEL) course at the University of Toronto Mississauga (UTM) which sits upon the Territories of the Mississaugas of the Credit First Nation (MCFN). The course is designed and run by the Indigenous Action Group (IAG), a collective of Indigenous Scholars including members of the MCFN and non-Indigenous Professors at UTM. Through this course, students are introduced to Anishinaabe ontologies and epistemologies such as land-based learning and Etuaptmumk (two-eyed seeing), a concept coined by Mi'kmaw Elder Albert Marshall (Bartlett et al. 2012) which teaches respectful relations between knowledge systems. This course is based on a Community-engaged learning model in which the priorities of the local Indigenous community are prioritized through respectful relations and placemaking (Judge, et al. 2021; Fukuzawa, et al. 2020; de Souza & Watson, 2020)

This poster presents analyses of quantitative and qualitative data from a three-year longitudinal study exploring student integration of learning from ANT241H. Data are drawn from course reflections, assignments and post-course interviews. The poster features direct quotes from students who have completed interviews across all three years of the study, to demonstrate how students integrated Indigenous ways of knowing into their lives up to two years after completing the course. This data is complimented by broader course surveys which explore how teaching strategies impacted student learning and wellness, as well as student feelings toward this model of Indigenous community-engaged learning.8.3.2 (ITL8): Building student creativity, adaptability, and community by incorporating design thinking and collaboration into the curriculum (Michelle French Physiology Professor, TS)

8.3.2: Building student creativity, adaptability, and community by incorporating design thinking and collaboration into the curriculum

Creating Caring Communities

Presenters:
Michelle French, Professor, Teaching Stream, Physiology
Helen Miliotis, Assistant Professor, Teaching Stream, Physiology
Rebecca Laposa, Assistant Professor, Teaching Stream, Pharmacology and Toxicology
Stavroula Andreopoulos, Professor, Teaching Stream, Biochemistry
Michelle Arnot, Associate Professor, Teaching Stream, Pharmacology and Toxicology

Many of our undergraduates have either a narrow or vague idea of their career path which often causes stress and feelings of isolation. To broaden student perspectives, promote adaptability and creativity, and build teamwork skills, we took a design thinking approach to develop a course: Research Readiness and Advancing Biomedical Discoveries (JPM300H). This flipped course features online pre-class modules

and extensive in-class group work including design-your-life (http://lifedesignlab.stanford.edu/) team activities (DYL) such as brainstorming, articulating alternate life plans (Odyssey planning), and networking. To assess student perceptions of DYL vs other course components, we conducted student surveys and examined written responses in reflection assignments. DYL was well received: mean scores for these activities were similar to scores for other course components: 3.9 +/-0.2 vs 3.8 +/- 0.3, respectively (1-5 scale, where 5 = strongly agree). Reflection comments included: "This exercise [Odyssey planning] truly allowed me to appreciate the importance of recording my thoughts in a written format, as well as the communication with colleagues to foresee the future in different viewpoints." and ". . . a great opportunity for students to develop and improve upon their teamwork, communication, and listening skills, while also encourages students to foster their own ideas . . .". Upon course completion, 82% of students reported feeling better prepared for future studies/careers. Thus, DYL and collaboration builds adaptability and teamwork skills to create a caring community. In our session, we will discuss how other instructors could incorporate contextual DYL within courses and/or across the curriculum.

12:30pm-2:00pm: Provost's Remarks and Closing Plenary

The closing plenary for the 2022 Teaching & Learning Symposium invites a Panel of leaders from across U of T to engage in conversation around this year's theme, **Designing for the Future**.

The plenary will begin with remarks from Professor **Cheryl Regehr**, Provost of the University of Toronto, before transitioning into an interactive Panel.

Panelists:
Susan McCahan, Vice-Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education
Rhonda McEwen, Professor & Vice-Principal, Academic and Dean, UTM
Don Boyes, Academic Director, A&S Online Learning Academy, Professor, Teaching Stream, Geography and Planning, University of Toronto

Moderators:
Alison Gibbs, Director, Centre for Teaching Support & Innovation and Professor, Teaching Stream, Department of Statistical Sciences
Megan Burnett, Associate Director, Centre for Teaching Support & Innovation

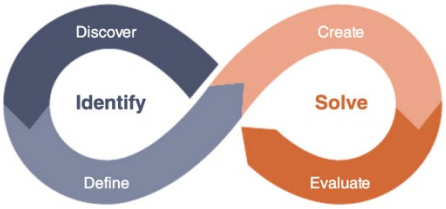
Joining the discussion of what the future of teaching and learning at U of T might entail will be Vice-Provost **Susan McCahan**, Professor of Mechanical & Industrial Engineering and leader of the Offices of Academic Programs and Innovations in Undergraduate Education in the Division of the Vice-President & Provost, Professor **Rhonda McEwen**, Vice-Principal Academic and Dean at the University of Toronto Mississauga, and **Don Boyes**, Professor, Teaching Stream and Academic Director of the Online Learning Academy in the Faculty of Arts & Science.

The closing plenary will serve as the culminating Design Thinking activity of the 2022 Teaching & Learning Symposium, building on the work started in the opening plenary and continued in the subsequent "Ideating on Designing for the Future" concurrent session. The Panel will begin with contributions from the three panelists who will provide their own insights and reflections on the

Symposium's three guiding questions, first addressed in the opening plenary: ***What are you leaving behind? What are you taking forward? What do you want to explore further?***

Continuing the iterative design process, and guided by Professor **Olivier St-Cyr** who led the opening plenary**,** the Panel will then respond to a series of "playbacks" (high level summaries) of the ideas generated by Symposium participants over the prior two days, leading to discussion and recommendations from the panelists as they respond to the Big Ideas proposed by…you! This will be an opportunity for the panelists to draw on their unique experiences to offer further reflection, knowledge, and feedback and to discuss with each other how these ideas might align with their own visions of teaching and learning looking forward.

Keeping in mind the Design Thinking Framework we have been using, our work "Designing for the Future" does not end here. As with the activities that came before, the final plenary serves as another opportunity to push our learning forward. Importantly, we hope that in the closing plenary, as in the opening plenary and concurrent sessions, participants see and experience processes and strategies for engaging in design thinking that can then be transferred to their own work with students. As we experience this last phase in our design thinking journey, perhaps we might converge on an inspiring direction and move towards action or perhaps we might encounter new knowledge that shifts our thinking towards a new direction? Every iteration, every question and constraint, brings us closer to a better solution. We are all, together with our students, works in progress, designing for a better future.



A framework for design thinking. From *Design Thinking: New Product Development Essentials from the PDMA* (p. 4), by M.G. Luchs, K.S. Swan, & A. Griffin, 2016, John Wiley & Sons, Inc.

Panelist Bios

Susan McCahan, Vice-Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education
Susan McCahan is the Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, Academic Programs at the University of Toronto. She is a professor in the Department of Mechanical and Industrial Engineering. Her research area is in engineering education and specifically universal instructional design and assessment practices. She is a Fellow of the American Association for the Advancement of Science and has been the recipient of several major teaching awards including the President's Teaching Award, and 3M National Teaching Fellowship. As Vice Provost her portfolio revolves around the quality of the academic experience for the University's students. Her office manages quality assurance reviews and the governance of new programs. In addition, her portfolio includes educational technology, online learning, and the Centre for Teaching Support and Innovation.

Rhonda McEwen, Professor & Vice-Principal, Academic and Dean, UTM
Rhonda McEwen is UTM's Vice-Principal, Academic and Dean and is a Professor of Emerging Technology at the Institute of Communication, Culture, Information and Technology. She holds an MBA in Information Technology from City University in London, England, an MSc in Telecommunications from the University of Colorado, and a PhD in Information from University of Toronto. Professor McEwen was previously U of T's first Special Advisor on Anti-Racism and Equity. As a researcher, instructor, and consultant of new technologies around information practices, Professor McEwen focuses particularly on mobile and tablet communication, virtual reality, communicating with robots, and social networks.

Don Boyes, Academic Director, A&S Online Learning Academy, Professor, Teaching Stream, Geography and Planning, University of Toronto
Don Boyes is a Professor, Teaching Stream in the Department of Geography & Planning at the University of Toronto, where he specializes in teaching the theory and applications of geographic information systems (GIS). Don is the recipient of several teaching awards, including the University of Toronto President's Teaching Award and the Canadian Association of Geographers Award for Excellence in Teaching Geography, and is a Fellow of the Royal Canadian Geographical Society.

As the Academic Director of the Arts & Science Online Learning Academy, Don collaborates with a talented team to support instructors so that their students can benefit from high-quality digital learning, whether online, in the classroom, or a mix of both. Don has taught courses in online, hybrid, and HyFlex modes for many years, and continues to experiment with teaching with technology and to explore and evaluate the exciting potential of digital pedagogy. He created and continues to offer a series of four massive open online courses (MOOCs) through Coursera, which have been taken by tens of thousands of students and for which he has been recognized as a "top instructor".

Prior to starting his career at U of T, Don spent several years as a freelance GIS consultant, mainly working with Indigenous resource management organizations in the Northwest Territories.