We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Welcome

The Teaching and Learning Collaboration at UTM aims to build a community centered on a shared interest in teaching and learning. We would like to take this opportunity to welcome you to join a workshop, participate in a reading group, or attend one of the many other offerings we host throughout the year. Whatever method of participation you prefer, we hope the TLC offerings provide an avenue for you to collaborate with others in our community. We are proud of the talented, creative, dedicated group who participate in our offerings, whether they are faculty, sessional instructors, librarians, staff, teaching assistants, graduate students, and post docs, everyone brings a unique perspective that enhances UTM’s teaching practice. We look forward to connecting with you this year!

CONTACT US

WEBSITE: www.utm.utoronto.ca/tlc
TWITTER: @utmTLC
EMAIL: tlc.utm@utoronto.ca
NEWSLETTER: Read or subscribe at www.utm.utoronto.ca/tlc/newsletters
LISTSERV: TEACHINGLEARNING-UTM-L@listserv.utoronto.ca
Connect with the TLC

Creating opportunities for educators to come together

Chat about teaching and learning over (virtual) coffee, tea, or lunch

The current COVID-19 situation has drastically changed the way we communicate, interact, and exchange ideas about teaching and learning. That said, the TLC is constantly brainstorming creative strategies for fellow staff and course instructors to connect and engage with ideas on education. The “Colleague Connections” section of the TLC website lists your colleagues and the topics they are interested in. If you are interested in joining the list, please complete the form at www.utm.utoronto.ca/tlc/colleague-connections.

Join a pedagogical online reading group

Each term we select one or two books to read. Throughout the term, we meet over Zoom to discuss our thoughts, reactions, and how the reading influences our own teaching. All participants who commit to regular participation in the group receive their own copy of the book. Meeting dates and times are determined by participants’ availability. To vote on this year’s books and to register your interest in joining a group, please complete the form at www.utm.utoronto.ca/tlc/reading-groups.

Attend a Faculty Drop-In (Mondays)

Join us every Monday from 12-1pm for open Faculty Drop-In sessions. Hosted by TLC staff and education technology specialists, participants can ask questions, get support, and share ideas on teaching and learning. A link to this drop-in session is available in the Teach Anywhere Quercus shell.

Participate in a workshop, seminar, or panel

Check out the at-a-glance calendar on pages 3 and 4 for the dates of upcoming TLC sessions. Session descriptions can be found on pages 5-10.

To register for events, please visit the TLC website at www.utm.utoronto.ca/tlc/upcoming-events.
# TLC Calendar

## Fall Term 2020 (all sessions held online)

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<th>MONTH</th>
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<tbody>
<tr>
<td>SEPT</td>
<td>8</td>
<td>TUES</td>
<td>9:30am-4pm</td>
<td>Conference</td>
<td>Ready, Set, Teach!</td>
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<tr>
<td>SEPT</td>
<td>9</td>
<td>WED</td>
<td>10-11am</td>
<td>Workshop</td>
<td>Facilitating Synchronous Tutorials for Teaching Assistants</td>
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<tr>
<td>SEPT</td>
<td>22</td>
<td>TUES</td>
<td>1-2pm</td>
<td>Workshop</td>
<td>Colleague Connection: Creating an Equitable Classroom</td>
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<tr>
<td>SEPT</td>
<td>29</td>
<td>TUES</td>
<td>10-11:30am</td>
<td>Panel</td>
<td>Academic Integrity Panel</td>
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<tr>
<td>OCT</td>
<td>13</td>
<td>TUES</td>
<td>10-11am</td>
<td>Check-In</td>
<td>Mid-Term Instructor Check-In</td>
</tr>
<tr>
<td>OCT</td>
<td>14</td>
<td>WED</td>
<td>1:2pm-2:4pm</td>
<td>Panel/Workshop</td>
<td>Indigenous Student Workshop and Indigenous Curriculum Panel</td>
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<tr>
<td>OCT</td>
<td>16</td>
<td>FRI</td>
<td></td>
<td>Deadline</td>
<td>Proposals for International Student Experience Fund (ISEF) IMPACT Grant due for internal review</td>
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<tr>
<td>OCT</td>
<td>19</td>
<td>MON</td>
<td>3-4pm</td>
<td>Workshop</td>
<td>Multimodality: Pedagogy and Technology</td>
</tr>
<tr>
<td>OCT</td>
<td>27</td>
<td>TUES</td>
<td>1-4pm</td>
<td>Workshop</td>
<td>Compassion and Fatigue Workshop (1 of 2)</td>
</tr>
<tr>
<td>OCT</td>
<td>28</td>
<td>WED</td>
<td>12-1pm</td>
<td>Showcase</td>
<td>TDI Grant Winner Showcase</td>
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<tr>
<td>OCT</td>
<td>29</td>
<td>THURS</td>
<td>1-4pm</td>
<td>Workshop</td>
<td>Compassion and Fatigue Workshop (2 of 2)</td>
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<tr>
<td>NOV</td>
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<td>SUN</td>
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<td>Deadline</td>
<td>Proposals are due for:</td>
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<td>• UTM Teaching Development Travel (TDT) Grant</td>
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<td>• UTM Teaching Development &amp; Innovation (TDI) Grant</td>
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<td>• UTM Teaching &amp; Learning Conference &amp; Colloquia Fund (TLCC)</td>
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<tr>
<td>NOV</td>
<td>3</td>
<td>TUES</td>
<td>11am-12pm</td>
<td>Workshop</td>
<td>Organizational Strategies for Teaching</td>
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<tr>
<td>NOV</td>
<td>12</td>
<td>THURS</td>
<td>11-12pm</td>
<td>Workshop</td>
<td>Creating Accessible Documents and Inclusive Course Design</td>
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<tr>
<td>NOV</td>
<td>18</td>
<td>WED</td>
<td>1-2pm</td>
<td>Round Table Discussion</td>
<td>Racially Inclusive Pedagogy</td>
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## Winter Term 2021 (Format TBA)

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<td>JAN</td>
<td>19</td>
<td>TUES</td>
<td>1-3pm</td>
<td>Workshop</td>
<td>Voice Care for Instructors</td>
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<td>JAN</td>
<td>28</td>
<td>THURS</td>
<td>10am-12pm</td>
<td>Lightning Talks</td>
<td>Students Foundational Skills with RGASC</td>
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<td>FEB</td>
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<td>TUES</td>
<td>1-2pm</td>
<td>Workshop</td>
<td>Statistics for the Scholarship of Teaching and Learning (SoTL)</td>
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<tr>
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<td>WED</td>
<td>1-2pm</td>
<td>Check-In</td>
<td>Mid-Term Instructor Check-In</td>
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<tr>
<td>FEB</td>
<td>25</td>
<td>THURS</td>
<td>1-2pm</td>
<td>Round Table Discussion</td>
<td>Inclusive Pedagogy—Equity Approaches</td>
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<td>12-1:30pm</td>
<td>Conference/Lunch</td>
<td>Indigenous Lunch and Learn: Being Comfortable with Being Uncomfortable</td>
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<tr>
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<td>WED</td>
<td>2:00-3:30pm</td>
<td>Workshop</td>
<td>Community-Engaged Learning</td>
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<tr>
<td>MARCH</td>
<td>24</td>
<td>WED</td>
<td>11am-1:30pm</td>
<td>Workshop</td>
<td>Preparing the Teaching Dossier: Diversity Statements</td>
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<tr>
<td>MARCH</td>
<td>31</td>
<td>WED</td>
<td>1-2pm</td>
<td>Workshop</td>
<td>Curriculum Mapping</td>
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<tr>
<td>APRIL</td>
<td>8</td>
<td>THURS</td>
<td>10-11:30am</td>
<td>Workshop</td>
<td>Mental Wellness Syllabus Design Workshop</td>
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<tr>
<td>APRIL</td>
<td>20</td>
<td>TUES</td>
<td>2-3:30pm</td>
<td>Showcase</td>
<td>Teaching with Technology Showcase</td>
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## Summer Term 2021

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</table>
| JUNE  | TBA  |     |            | Deadline | Proposals are due for:  
  • UTM Teaching Development Travel (TDT) Grant  
  • UTM Teaching Development & Innovation (TDI) Grant  
  • UTM Teaching & Learning Conference & Colloquia Fund (TLCC) |
| JULY  | 6    | TUES | 11am – 12pm | Webinar  | Prepare to Teach: Syllabus Clinic                                     |
| JULY  | 13   | TUES | 11am – 12pm | Webinar  | Prepare to Teach: Inspiration and Suggestions for Using Quercus      |
| JULY  | 20   | TUES | 11am – 12pm | Webinar  | Prepare to Teach: What do I do if...?: Dealing with Difficult Issues in the Classroom |

Register for TLC events at  www.utm.utoronto.ca/tlc/upcoming-events
TLC Fall 2020 Events

Ready, Set, Teach Day

**Tuesday, September 8th 9:30-4pm**

Ready, Set, Teach! Event Schedule

Facilitating Synchronous Tutorials for Teaching Assistants

**Wednesday, September 9th 10-11am**

Facilitated by **Ann Gagné**, Educational Developer, Robert Gillespie Academic Skills Centre & **Jessica Carlos**, Graduate Student Support Strategist, Robert Gillespie Academic Skills Centre

This session will address strategies for engagement and classroom management for synchronous tutorial and practical sessions. We will look at similarities and differences between in-person and online classroom management and provide strategies and tools to foster and engage community online for different course enrollment sizes. Join us with your questions for a lively and informative session to help prepare for the coming term.

Creating an Equitable Classroom

**Tuesday, September 22nd from 1-2pm**

Facilitated by **Michael Kasprzak**

Academic Integrity Panel

**September 29th 10-11:30am**

This panel will explore academic integrity issues from the faculty, student, and administrative perspectives. In this panel, faculty will present research on academic integrity as well as explore what academic integrity means to students.

Mid-Term Instructor Check-In

**Tuesday, October 13th 10am-11am**

Facilitated by **Fiona Rawle**, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology & **Ann Gagné**, Educational Developer, Robert Gillespie Academic Skills Centre

This session provides an opportunity for you to reflect on how the term has been going, to ask any questions that may have come up, and to check-in with your colleagues.
Indigenous Student Panel and Indigenous Curriculum Workshop

Tuesday, October 14th
Panel: 1-2pm
Workshop: 2-4pm

*Moderated by Cathie Jamieson, Elected Councillor of the Mississaugas of the Credit First Nation.*

This panel will discuss the importance of an Indigenous curriculum in all Divisions at UTM. We will provide some resources, and examples of Indigenous initiatives that are taking place in UTM classrooms and communities. We will discuss the importance for all UTM to understand the long-lasting consequences of the historical relationships between Universities and Indigenous peoples in Canada, and begin a discourse on possible ways for UTM to move forward toward reconciliation. This panel differs from previous years, in that the dialogue will center around the needs and perspectives of Indigenous students.

The panel will be immediately followed by a two-hour Indigenous Curriculum Workshop. As a response to the Truth and Reconciliation Commission’s Calls to Action, this workshop will focus on approaches to Indigenizing and decolonizing the curriculum. We will focus on an overview of inclusive pedagogy and Indigenous ways of knowing, as well as how to incorporate these important concepts into course curricula. Participants will also have the opportunity to bring a current course syllabus with them to reflect on how they can Indigenize and decolonize their specific courses.

What advice would you give to junior faculty members?
Talk to your colleagues – a lot of them – within and across disciplines. The experience, enthusiasm, creativity, etc, regarding teaching is vast on this campus so capitalize on this resource. Also, be genuine when teaching. Show your passion for your area of expertise, explain why you love it, and acknowledge your biases. This is key for engaging students on multiple levels. Finally, recognize you will never capture everyone in a class. But there are always students in the room who really want to learn from you. Focusing on this incredible opportunity to share your knowledge and spark interest makes teaching fun and rewarding.

- Melissa Holmes, Associate Professor, Department of Psychology
TLC Fall 2020 Events

Multimodality: Pedagogy and Technology

October 19th, 3-4pm

Facilitated by Rosa Junghwa Hong, Assistant, Professor, Teaching Stream, French Program Department of Language Studies, Elizabeth Parke, Senior Research Associate, Collaborative Digital Research Space, and Joanna Szurmak, Research Services & Liaison Librarian

In a series of lightning talks, faculty will present examples of how multimodality and universal design for learning (UDL) strategies have worked with their assessments. Faculty will speak to the pedagogy of the tools they have used and how the tools have supported active learning and engagement.

Compassion Fatigue Workshop

October 27th and 29th 1-4pm

Facilitated by Shawna Percy, Life Voice

Note: This workshop is being held twice to accommodate faculty members. Faculty can sign up for a single date.

Drawing on the work of registered psychotherapist and renowned speaker Francoise Mathieu, the Compassion Fatigue Workshop addresses the impact of burnout and vicarious trauma, and allows participants to discuss how to get back to a place where we function out of a healthy capacity as instructors relating to learners.

“Diverse folk diversely they said...” The quotation comes from the fourteenth century in Chaucer’s Canterbury Tales, as different people each react differently to the same scandalous story, told during a pilgrimage to Canterbury Cathedral. Chaucer describes storytelling and interpretation as a communal, dialogic activity, in which the interplay of divergent perspectives produces a range of meanings richer than any single speaker could alone. Me becomes we: Chaucer finds voice for his Tales in the imagined ideas, words, and worlds of others. This Chaucerian polyvocality captures what I love most about teaching. In the university classroom, when my students and I read the stunning literatures of past worlds, my isolated voice dissolves into a larger community of other minds, and my literary lessons cease to belong to me alone. They emerge instead from conversations—real and imagined—across time and space. These conversations involve the medieval writers whose old works I study; they encompass the distant cultures whose unfamiliar ideas both anticipate and unsettle our own. And they include, above all, UTM’s enthusiastic students whose energies rise up to meet the past and animate its meanings anew. The classroom provides a space for my own learning, where my individual expertise gains greater depth among the sharp, brilliant, and varied reactions of UTM’s “diverse folk.”

- Professor Alexandra Gillespie
Principal and Vice-President of UTM
TLC Fall 2020 Events

TDI Grant Winner Showcase

October 28th 12-1pm

Facilitated by Bogdan Simion, Assistant Professor, Teaching Stream, Department of Mathematical and Computational Sciences & Vivienne Luk, Assistant Professor, Teaching Stream, Department of Chemical and Physical Sciences and Department of Forensic Science

This session provides an opportunity for our TDI-award-winning instructors to share their pedagogical research with colleagues in short, 10-minute presentations. The TDI Grant Winner Showcase is also a great opportunity for faculty to gather ideas and learn more about the innovative teaching and learning initiatives happening on the UTM campus.

Organizational Strategies for Teaching

November 3rd 11am-12pm

Facilitated by Rafael Chiuzi, Assistant Professor, Teaching Stream, Institute for Management and Innovation

In this session, participants will have the opportunity to learn different organizational strategies and management techniques to enhance their teaching and self-organization.

Creating Accessible and Inclusive Course Design

November 12th 11am-12pm

Facilitated by Ann Gagné, Educational Developer, Robert Gillespie Academic Skills Centre

This session will review inclusive course design and assessment possibilities in a holistic manner. We will explore document requirements for accessibility and how to address barriers to inclusivity in your courses.

Racially-Inclusive Pedagogy

November 18th 1-2pm

Join us for a roundtable where we will discuss racially-inclusive pedagogical strategies that you can use both in-class and remotely. This is an opportunity to pose questions about how to make your courses, curriculum, and assessments more inclusive.

It's all too easy to become cynical about student engagement and motivation. But if you find yourself feeling this way, resist the urge to blame your students and instead hang on to the idea that the time you have in class with students is precious! One of the best ways I've found to stay grounded and motivated is to connect with instructors who inspire me. Fortunately, this has been easy: we are surrounded at UTM by incredibly talented people who have thought deeply about their teaching, and care deeply about student learning. Reach out, go to a TLC workshop, and find out what is happening in classrooms around campus!

-Alex Rennet, Assistant Professor, Teaching Stream, Department of Mathematical and Computational Sciences
Voice Care for Instructors

January 19th 1-3pm

Facilitated by Jake Simons

Instructors do not usually think that their voice is part of course preparation. Join us as we explore techniques that will help strengthen your voice and practices that will provide care for your vocal cords as you teach remotely.

Lightning Talks: How You Can Help Students Develop Their Foundational Academic Skills

January 28th 10am-12pm

Facilitated by Robert Gillespie Academic Skills Centre

If students are to be successful both in specific courses and in their academic careers, they need to master a number of academic skills - and instructors can help them do that. In this workshop, members of the Robert Gillespie Academic Skills Centre will provide attendees with resources and activities to help students develop the foundational academic skills they need, with the emphasis on activities that do not require a great deal of preparation, that can be done in 10 minutes or less, and that can be integrated with your teaching of content.

The session will provide activities and tips for helping students with the following five academic skills:

- effective reading;
- notetaking;
- study planning & distributed practice;
- academic integrity; and
- problem solving

Statistics for SoTL

February 9th 1-2pm

Facilitated by Tingting Zhu, Lecturer (CLTA), Department of Geography, Geomatics, and Environment and Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre.

This workshop will address some of the common uses for statistics in SoTL work and is an opportunity for faculty to ask questions about statistical framing of research.

Mid-Term Instructor Check-In

February 17th 1-2pm

Facilitated by Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology & Ann Gagné, Educational Developer, Robert Gillespie Academic Skills Centre

This session provides an opportunity for you to reflect on how the term has been going, to ask any questions that may have come up, and to check-in with your colleagues.
Round-Table Discussion: Inclusive Pedagogy—Equitable Approaches

February 25th 1-2pm

Facilitated by Ann Gagné, Educational Developer, Robert Gillespie Academic Skills Centre; Fran Odette, Professor, George Brown College; and Elspeth Brown, Professor, Department of Historical Studies

In this roundtable we will discuss comprehensive approaches to a more equitable pedagogy. We will explore how race, class, disability, and LGBTQ2S+ awareness can intersect and should be part of an inclusive pedagogy and curriculum.

Indigenous Lunch and Learn: Being Comfortable with Being Uncomfortable

March 10th 12-1:30pm

Facilitated by Tee Duke, UTM Assistant Director, Indigenous Initiatives; Jennifer Adese, Associate Professor, Department of Sociology; and Kristen Bos, Assistant Professor, Women and Gender Institute/Department of Historical Studies

This lunch and learn is an opportunity to meet, acknowledge place and space, and discuss the importance of feeling comfortable with being uncomfortable. Part of moving from discourse to practice is having uncomfortable conversations about the many ways Indigenous knowledge, history, and awareness intersect with our world.

Community Engaged Learning

March 17th 2-3:30pm

Facilitated by Michael DeBraga, Associate Professor, Teaching Stream, Work-Integrated Learning Faculty Liaison, Robert Gillespie Academic Skills Centre; Jennifer Esmail, Research Officer, Experiential Learning, Office of the Dean, Faculty of Arts & Sciences; Joanne Simalchik, Associate Professor, Teaching Stream, Historical Studies – Women and Gender Studies

This workshop will provide an introduction to “community-engaged learning” (CEL) as a pedagogy and practice. Attendees will learn about the foundational pedagogical principles of CEL, how CEL differs from other forms of experimental learning, and some introductory considerations for course design and partnership development.

Preparing the Teaching Dossier

March 24th 11am-1:30pm

Facilitated by Megan Burnett, Associate Director, Centre for Teaching Support & Innovation, University of Toronto and Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre.

At the University of Toronto, teaching dossiers must be submitted as part of the review process for tenure or continuing status. This session will provide an overview of the content and structure of an effective teaching dossier, focusing on dossiers prepared for a review process, and

Register for TLC events at www.utm.utoronto.ca/tlc/upcoming-events
with an emphasis on how to align this document with divisional and institutional expectations. Session participants will review the distinctive qualities of a teaching dossier, and will develop a plan for assembling and strengthening their own dossiers. They will also be led through the first steps of composing a Statement of Teaching Philosophy.

**Curriculum Mapping**

**March 31st 1-2pm**

*Facilitated by Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology*

This workshop will outline how to engage in effective curriculum mapping, and will highlight the opportunities that can arise from the mapping process and dissemination of the maps themselves. We will discuss mapping at the assignment, course, and program level, and will explore different ways to both use and disseminate curricular maps.

**Mental Wellness Syllabus Design Workshop**

**April 8th 10-11:30am**

*Facilitated by Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology; Ann Gagné, Educational Developer, Robert Gillespie Academic Skills Centre; and Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre.*

This workshop will explore how the syllabus is a foundational document to support mental wellness for students and instructors. Participants will have an opportunity to review their syllabi and apply wellness concepts for future iterations of their course.

**Teaching with Technology Showcase**

**April 20th 2-3:30pm**

*Hosted by Simone Laughton, Head, Library & Instructional Technologies, UTM Library; Kenneth Berry, Instructional Technologies Specialist, UTM Library; Angie Cappiello, Instructional Technologies Specialist, UTM Library; and Robert Martins, Manager, Event and Classroom Experience, IT Customer Service*

This workshop will explore how the syllabus is a foundational document to support mental wellness for students and instructors. Participants will have an opportunity to review their syllabi and apply wellness concepts for future iterations of their course.

Make your online classes shorter than regular classes. If you promise it’ll be one hour, keep your promise. Keeping your promise will keep students coming to class.

- John Currie
  Lecturer
  Institute of Communication, Culture, Information and Technology (ICCIT)

Register for TLC events at www.utm.utoronto.ca/tlc/upcoming-events
Prepare to Teach: Syllabus Clinic

**July 6th 11am-12pm**

*Hosted by Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology & Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre.*

With about 8 weeks before the start of the new term, it is a perfect time to update your syllabus, or start a new one from scratch. This session will help you avoid common syllabus mistakes, saving you valuable time later in the term. We will discuss strategies for managing the administrative load of teaching, and will provide an overview of additional resources you can turn to for help when needed.

Prepare to Teach: Inspiration and Suggestions for Using Quercus

**July 13th 11am-12pm**

*Hosted by Simone Laughton, Head, Library & Instructional Technologies, UTM Library*

This session is an opportunity to learn what has worked well (and what hasn’t) for other instructors using Quercus. We will profile strategies that instructors are using for Quercus, and will also have an opportunity to troubleshoot challenges you might be facing.

Prepare to Teach: What do I do if?: Dealing with Difficult Issues in the Classroom

**July 20th 11am-12pm**

*Hosted by Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology*

What can I do if my students aren’t coming to lecture? What if some students are being disruptive in class? What if there is an emergency in the classroom? What if a student has disclosed a private matter to me? What is the best way to deal with a student in crisis? This session will provide an overview of some of the difficult situations you may face as an instructor, and will highlight strategies and resources to use in order to deal with them.
Teaching & Learning Grants

University of Toronto Mississauga Opportunities

UTM Teaching Development & Innovation Grant (TDI)
Provides a maximum of $5000 for a UTM faculty member to support the implementation and assessment of innovative practice in an undergraduate course at UTM.

UTM Teaching Development Travel Grant (TDT)
Provides a maximum of $2000 for a UTM instructor to present at a pedagogical conference or in the pedagogical track at a disciplinary conference.

UTM Teaching & Learning Conference & Colloquia Fund (TLCC)
Provides a maximum of $1500 to support the organization of teaching & learning focused conferences or colloquia that take place at UTM.

Writing Development Initiative Program (WDI)
Provides financial support for projects that integrate writing instruction in core courses across the curriculum.

English Language Learner Support Initiative (ELLI)
Provides financial support for instructors who wish to implement specific ELL programming within their courses.

Numeracy Development Initiative (NDI)
Supports projects that integrate instruction and learning activities on numeracy (quantitative literacy) into core courses across the curriculum.

University of Toronto Opportunities

Learning and Education Advancement Fund (LEAF)
Provides support for developing and enhancing the research, assessment, and application of high-impact teaching practices within learning environments at the University. The Fund is intended to support projects that will anticipate, leverage and create positive changes in both the modes and mechanisms of undergraduate education at the University of Toronto.

Instructional Technology Innovation Fund (ITIF)
Provides opportunities for technology-mediated teaching and learning projects that explore and implement promising practices at different stages of their development and implementation, and creates a pathway for projects from their initial inception to their full potential.

International Student Experience Fund (ISEF)
Intended to support academic and non-academic initiatives that: enhance the experience of international students; foster intercultural and international-to-domestic student, staff and faculty engagement; and internationalize the University of Toronto student experience.

Undergraduate Course Development Fund (UCDF)
Aims to foster ongoing, mutually beneficial teaching relationships between graduate-only divisions and units and divisions that offer undergraduate degree programs.

Deadlines can be found at https://www.utm.utoronto.ca/tlc/funding-award-opportunities/teaching-learning-grants
Teaching Excellence Awards

University of Toronto Mississauga Awards

UTM Teaching Excellence Awards (Faculty)

These awards recognize excellence in undergraduate teaching at the University of Toronto Mississauga. The award recipients will receive $3000 for teaching-related initiatives/research.

There are three divisions:

1. Senior Faculty (E.A. Robinson Teaching Excellence Award)
2. Junior Faculty (for Assistant Professors and early Associate Professors)
3. Sessional (for Course Instructors and Sessional Lectures at any level)


University of Toronto Awards

The President’s Teaching Award (PTA)

Honours excellence in teaching and significant contributions in educational leadership. PTA winners receive an annual professional development allowance of $10,000 for five years.

The Early Career Teaching Award (ECTA)

Recognizes faculty members who demonstrate an exceptional commitment to student learning, pedagogical engagement, and teaching innovation. Up to four awards of $3,000 each will be offered annually.

The University of Toronto Teaching Fellowships (UTTF)

Provide funds for up to five faculty members in the teaching stream focused on supporting pedagogical innovation and research, and intended to promote emerging leaders.

More information: www.provost.utoronto.ca/awards.

Links and deadlines are available at www.utm.utoronto.ca/tlc/funding
Glossary of Terms

Active learning
The defining characteristic of active learning is that students are dynamic participants in their learning and that they are reflecting on and monitoring both the processes and the results of their learning (Barkley, 2010 cited in Finkelstein, 2016). In active learning, students are engaged in constructing their own understandings.

AODA
Accessibility for Ontarians with Disabilities Act. The AODA was established by the Government of Ontario, with the goal of making an accessible province for all Ontarians. As such, the primary mandate is to create accessibility standards that organizations from public, private, and non-profit sectors must follow. The following link provides additional information on how to incorporate AODA guidelines into both online and in-class curricula at UTM: https://hrandequity.utoronto.ca/inclusion/accessibility/

Backward design
In this approach, teachers design courses beginning with the learning goals they want students to reach, and then they design the course to help students get there. See Wiggins, G. & McTighe, J. (2005). Understanding by Design, 2nd edition.

Bloom’s Taxonomy of Learning Objectives
A classification produced by University of Chicago psychologist Benjamin Bloom (1956) of the different objectives and skills that educators set for their students (learning objectives). The terminology has been recently updated to include the following six hierarchical levels of learning: (1) Remembering; (2) Understanding; (3) Applying; (4) Analyzing; (5) Evaluating; and (6) Creating. Learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A more comprehensive description of each learning objective can be found here.

Curriculum mapping
According to Dylir and Kenny (2015), curriculum mapping is “the process of associating course outcomes with program-level learning outcomes and aligning elements of courses (e.g., teaching and learning activities, assessment strategies) within a program, to ensure that it is structured in a strategic, thoughtful way that enhances student learning.” Curriculum maps are used to analyze how individual courses contribute to program outcomes.

Dual Delivery
A form of teaching where course content is presented both live in-class as well as online. For dual delivery, the instructor may be present in-person in the classroom or may be projected into the classroom so that they engage with students in real time; thus, the content must be synchronous.

For more terms or to suggest terms to be added, please visit www.utm.utoronto.ca/tlc/resources/glossary-of-terms
Glossary of Terms

Evidence-Based Practice
The practice of using the most credible up-to-date strategies and approaches from multiple studies. In teaching, evidence-based practices are often tailored to specific types of learning and subject matter instead should be assiduously implemented and continuously updated in order to enhance the quality of education and evaluation.

Flipped Classroom
A type of blended learning which focuses on instructor delivery and more on student engagement and active learning. This type of classroom gives the instructor a better opportunity to engaged mixed levels, student needs, and differentiated learning styles during synchronous class-time.

Formative Assessment
Formative assessments are used to monitor student learning and provide opportunities for feedback. They can help students target areas they need to work on and can help instructors recognize where students need additional assistance. They tend to be process-oriented and no-stakes or low-stakes. In-class activities like clicker questions or short writing activities are examples of formative assessments.

Freedom of Information and Protection of Privacy Act (FIPPA)
A provincial act which legislates access to information held by public institutions (for example universities) to safeguard the personal information of Ontarians with specific requirements. This act was established in 1991 in Ontario.

Higher Order Thinking
A concept based on Bloom’s Taxonomy of Learning Objectives (2002) which serves as a framework for classifying the different types of results we expect from students based on assigned questions and instruction. “Higher Order Thinking” objectives include questions that provide students with the means to apply, analyze, evaluate, and create. These differ from “Lower Order Thinking” objectives, which include remembering and understanding key concepts. Higher Order Thinking questions are often more effective for take-home or final exams. A link further explaining these concepts can be found here.

Hybrid Course
A course which combines traditional classroom learning/activities/labs with online instruction. Also known as “blended learning”.

Learning Outcomes
“Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation” (Centre for Teaching Support & Innovation, University of Toronto).

Instructional Scaffolding
According to Skene and Fedko (2014), scaffolding is a technique for designing learning experiences that involves breaking learning objectives down into smaller, manageable parts that gradually increase in complexity.

For more terms or to suggest terms to be added, please visit www.utm.utoronto.ca/tlc/resources/glossary-of-terms
Instructors provide support and feedback for students as they work through the learning sequence. For example, a scaffolded term paper might ask students to first submit an outline, then an annotated bibliography, which they can address and apply in subsequent assignments, all building toward the final term paper.

Land Acknowledgment

An act of reconciliation that involves making a statement recognizing the traditional territory of the Indigenous people who called the land home before the arrival of settlers, who in many cases still do call it home. This acknowledgment also signifies that Indigenous peoples are keepers of the land, and their relationship with the land is ongoing.

Remote Teaching

A method of teaching implemented to facilitate or complete a course curriculum due to unforeseen interruptions which no longer allow for the utilization of the typical classroom setting. Remote teaching differs from online teaching in that the content is not specifically designed to be taught online, but instead has been adapted for online learning.

Rubric

A rubric is a tool used to articulate assessment expectations and to evaluate student work. Rubrics are based on a list of criteria that outline the expectations for student work (e.g., organization, writing mechanics, depth of analysis, citation) and contain levels of quality (e.g., meets expectations, exceeds expectations) meant to give students and graders a clear idea of what constitutes mastery. Rubrics can be used for both summative and formative assessment, including written work, oral presentations, and class participation. They can also help facilitate peer review and self-evaluation.

Scholarship of Teaching and Learning (SoTL)

“The Scholarship of Teaching and Learning (SoTL) involves post-secondary practitioners conducting inquiry into teaching and learning processes in higher education contexts... The overall intention of SoTL is thus to improve student learning and enhance educational quality” (Poole & Simmons, 2013 as cited by STLHE). Hutchings (2000) categorizes SoTL projects into four different types: what is (descriptive), what works (evaluating if a strategy is working); visions of the possible (envisioning new approaches); and theory building (making meaning of what teachers and learners do).

Summative Assessments

Summative assessments are used to evaluate student learning at the end of a learning experience. They tend to be product-oriented and high-stakes, meaning that they contribute substantially to students’ grades. Final exams and term papers are examples of summative assessments.

Glossary of Terms

- **Instructors**: Provide support and feedback for students as they work through the learning sequence.
- **Rubric**: A tool used to articulate assessment expectations and to evaluate student work. Rubrics are based on a list of criteria that outline the expectations for student work and contain levels of quality.
- **Scholarship of Teaching and Learning (SoTL)**: Involves post-secondary practitioners conducting inquiry into teaching and learning processes in higher education contexts. The overall intention is to improve student learning and enhance educational quality.
- **Summative Assessments**: Used to evaluate student learning at the end of a learning experience. They are product-oriented and high-stakes, contributing substantially to students’ grades.

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A great strength of UTM is that we’re a medium sized university within a very large university. From a student perspective, this means they can explore many ways to improve their university experience by getting involved in groups and clubs even online, and the scale even of first year classes is manageable in a way that is not always possible on the St George campus. As a professor, the size of UTM allows me to learn from some incredibly dedicated and smart instructors across disciplines. I try to take any opportunity to work in cross-disciplinary teams for research and service.

- **Steve Szigeti, Assistant Professor, Teaching Stream, Institute of Communications, Culture, Information and Technology**
Synchronous/Asynchronous Teaching and Learning

Synchronous teaching occurs in “real-time,” either live or online, which allows for active student engagement with the course instructor and course content. The goal of online synchronous teaching is to replicate learning within the classroom environment and create a sense of community between instructors and students. An ideal online course will combine synchronous and asynchronous components in order to incorporate both active and self-driven learning.

Asynchronous teaching occurs independent from the “real-time” classroom setting. Students will be provided with interactive resources such as videos and slides prepared by the instructor in advance. Asynchronous delivery allows students and course instructors a level of flexibility not provided by synchronous delivery and it promotes self-driven learning alongside active delivery. An ideal online course will combine both synchronous and asynchronous components.

Think-Pair-Share

Think-pair-share is an active learning strategy. To initiate the activity, the instructor poses a question and asks students to first consider the question alone, and then discuss it in pairs or small groups. To conclude, the instructor facilitates a larger classroom discussion. The relatively simple structure allows for a great deal of flexibility. It can be used in both large lecture courses and small seminars.

Universal Design for Learning (UDL)

UDL is a concept guided by scientific and pedagogical research which allows instructors to develop structures to accommodate flexible learning environments for a diverse array of student needs. The goals include accommodating multiple means of representation, expression, and engagement for students to learn and present their learning.

It can be challenging for students to stay motivated and on pace in an online environment. Making a “week in the life of a student” map and having it in your syllabus can help students set their expectations and to know what to do and when to do it. For example, students can then see that they should watch videos on Monday, engage in forum discussions on Tuesday and Wednesday, and on Thursday through Sunday do the assigned readings and an online quiz. It’s also helpful to create one for the instructor and teaching assistants so that all members of your course know the pacing and expectations.

- Alexander Koo
  Assistant Professor, Teaching Stream
  Department of Philosophy

For more terms or to suggest terms to be added, please visit www.utm.utoronto.ca/tlc/resources/glossary-of-terms
UTM Academic Handbook

The Office of the Dean has created a UTM Academic Handbook, which is resource for instructors covering all aspects of course delivery. It includes regulations and guidelines for dealing with issues ranging from term tests to academic integrity.
Access the handbook here: www.utm.utoronto.ca/dean/academic-handbook.

Accessibility Services

Accessibility Advisors are always available to meet with instructors to discuss the delivery of in-class accommodations for students with disabilities. Learn more by visiting www.utm.utoronto.ca/accessibility/.

Equity & Diversity Office

The Equity & Diversity Officer is able to meet with instructors to discuss issues of diversity, equity, and inclusion that might arise in the classroom and course content. This can include including classroom dynamics and religious accommodations. Learn more at www.utm.utoronto.ca/equity-diversity.

Indigenous Centre

The Indigenous Advisor is available to offer guidance to faculty on Indigenous cultures, to provide information about local Indigenous organizations and agencies, and to speak at class discussions. Learn more at www.utm.utoronto.ca/indigenous-centre.

Information & Instructional Technology Services (I&ITS)

I&ITS provides support for faculty, instructors, and TAs including: instructional technology (e.g. iClickers, UTORSubmit, use of the Scantron); research computing; software licensing; and classroom technology (e.g. podiums, projectors, & microphones). The is also an instructional portal where you can request pedagogical support from an Educational Developer. For assistance go to uoft.service-now.com/utm/.

UTM Library

Liaison Librarians
Book an appointment with a Liaison Librarian to discuss: classroom instruction collaborations/tutorials; creation of tailored online research guides for courses/assignments; research consultations; research services; and collection development. For a list of UTM Liaison Librarians, visit www.library.utm.my/liaison-librarians/

Quercus help for Instructors
Learn more at https://www.utm.utoronto.ca/dean/utm-instructors-portal

Scholarship of Teaching and Learning (SoTL) Research Guide
The SoTL Research Guide can help you get started with SoTL projects and searching the literature. It can be accessed here: https://guides.library.utoronto.ca/SOTL_journals_databases.

Teach Anywhere
Learn more at https://utm.library.utoronto.ca/faculty/quercus/teach-anywhere

The Robert Gillespie Academic Skills Centre (RGASC)

The mandate of the Robert Gillespie Academic Skills Centre is to support and promote teaching and learning in a range of contexts across UTM. The RGASC collaborates with instructors, TAs, librarians, and staff on teaching and learning activities including assignment / course design, teaching innovations, and the assessment of a given intervention’s impact. Faculty and staff appointed at the RGASC have a range of specializations, including academic peer support, academic writing instruction, educational development, English language learning, numeracy, scientific literacy, and supplemental instruction. Learn more at www.utm.utoronto.ca/asc/faculty-instructors.

Centre for Teaching Support & Innovation (CTSI)

The Centre for Teaching Support & Innovation (CTSI) is a hub for teaching and learning at the University of Toronto, supporting instructors, graduate students and teaching assistants on all three campuses. CTSI offers year-round programming, resources, consultations on educational technologies and pedagogy, research on teaching, online course evaluations and professional development. Learn more by visiting www.teaching.utoronto.ca, www.tatp.utoronto.ca.
How do you encourage student participation and engagement in a classroom or online setting??

I highlight an often forgotten aspect of science – ‘The human Dimension.’ I always remind students that the material we are tackling has been discovered by individuals, just as themselves, carrying out research in laboratories next door to our classroom and at other institutions around the world. This encourages students to take responsibility, motivates them, boosts their confidence in their abilities, fuels their critical thinking, and most importantly, energizes the classroom and increases participation in our collaborative problem solving efforts.

-Jade Atallah
Assistant Professor, Teaching Stream
Department of Biology

One of the key aspects of remote teaching is to keep students engaged and provide them the same learning benefits as in person. In my intro computer science course, holding live lectures online via Blackboard Collaborate seemed to work well for student engagement, as they transitioned from in-person lectures. The breakout groups feature was essential in doing active learning problem-solving activities in groups during lectures, in a similar manner to how lectures were conducted in person prior to the campus closure. Transferring the active learning model in an online context provided the students with similar opportunities to exchange ideas, compare solution alternatives, and clarify misconceptions in a supervised learning environment.

-Bogdan Simion
Assistant Professor, Teaching Stream
Department of Mathematical and Computational Sciences

Students in my classes are responsible for helping (in part) to determine, shape, and deliver the content. This level of responsibility naturally brings with it increased engagement and leads to greater participation.

-Katherine Rehner
Associate Professor
Department of Language Studies
How do you create a personal and meaningful learning experience for your students?

I quickly realized that you cannot teach online the same way you do in person. Once I realized this it was liberating. I realized I did not have to do a 2 hour live lecture or even record myself speaking for this length of time. Instead, I could create a dynamic and engaging class in different ways I hadn’t before. Like by using micro-lectures (5-10 min), posting educational documentaries or videos and creating discussion board were my students can engage with me and other classmates. Finally, I realized that it’s ok to respond to my emails in a bi-weekly video instead of responding all week long one at a time. In essence, I flipped the classroom and everything was ok.

-Jerry Flores
Assistant Professor
Department of Sociology

My relatively short teaching experience leads me to believe that it’s important to let students know how much I care about their progress and performance. This is particularly important since I teach large classes. I try to maintain a sense of pragmatism when I interact with students – keeping in mind that my course is only one of the many important obligations they may have. I believe that being thoughtful during one-on-one interactions with students builds mutual trust, raises students’ expectations for themselves and for the course, and is therefore a crucial complement to the pedagogical tools we use to make our teaching more effective.

-Tenzin Yindok
Assistant Professor Teaching Stream,
Department of Economics

How do you create connections to the "real world" in your class?

All of my courses integrate the development of “real world” skills alongside the acquisition of subject-based knowledge. I concentrate primarily on students’ research and writing skills because I know from my previous career in the federal civil service that these aptitudes are particularly valued by employers. I use a variety of strategies to help students strengthen their ability to craft persuasive arguments and communicate clearly, including scaffolded assignments that break the research process down into its component parts, as well as assignments that allow students to experiment with different writing genres, including op-eds, infographics, field journals, and policy briefs. I also encourage students to take advantage of the workshops offered by the Robert Gillespie Academic Skills Centre.

- Erin Tolley
Associate Professor
Department of Political Science
Today’s students are facing unprecedented challenges for time management, as many activities are competing for their attention—schoolwork, afterschool jobs, social media, sports, etc. As a result, important but unurgent tasks such as completing weekly reading assignments and making weekly progress on term papers are constantly pushed down to the bottom of their routine to-do-list. One solution is to create an accountability system that assists students to commit to weekly investment into each course. For example, requesting a weekly reading reflection in writing before class will ensure that students read and come prepared for class. Pre-class writing with a revised reflection writing after class would facilitate students to stay on track for important discussions during class meetings and give them an opportunity to correct errors and/or elaborate on ideas originally written in the reflection. The repetition also deepens their understanding of the course materials and enhances knowledge retention.

Liye Xie
Associate Professor
Department of Anthropology

I worked with online education from 2007 to 2015 non-stop. What worked for me? Having a student-centered course design (thinking about the student journey), backed up by detailed instructions, and constant interactions and discussions with students via forums.

Rafael Chiuzi
Assistant Professor, Teaching Stream
Department of Management

Students should be able to access course information and content easily, even more so when learning remotely. The landing page for my Quercus container usually has big graphical icons that link to specific pages (e.g., one for the syllabus, one for test information, and so on), as well as a “next four weeks at a glance” calendar that is updated weekly. A course schedule for the whole term lives on a separate page and has links to all information a student could possibly be looking for about the course. It is important to me that we remove as many barriers to access as we can especially since the Quercus container will be the main avenue for students to interact with my course.

-Timothy (TJ) Yusun
Assistant Professor, Teaching Stream
Department of Mathematical and Computational Sciences

During the summer term I taught an online course on public relations and marketing in U.S. history. In addition to weekly readings, short writing assignments, and discussion, I encouraged students to treat Quercus as a conversation space. I invited them to share any and all contemporary examples of PR that they encountered in their daily lives. Soon enough, our “example” board was thriving. One student would post an example or PR, and another would contextualize it with course readings and their own insights. By leading with student interest and inquiry, our class soon turned on collaborative comprehension, analysis, and synthesis, generating exciting new discussions of materials ranging from Tim Hortons advertisements to fiery political speeches.

-Daniel Guadagnolo
Sessional Lecturer
Department of Historical Studies
CONTACT
TEACHING & LEARNING
COLLABORATION

Email: tlc.utm@utoronto.ca
Website: www.utm.utoronto.ca/tlc
Twitter: @utmTLC

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