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. 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 format 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 – faculty, sessional instructors, librarians, staff, teaching assistants, graduate students, and post docs – everyone brings a unique perspective that enhances our 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 (please email us to join)
Reflecting on your teaching practice is critical to faculty learning and development. It can help you find solutions to challenges that arise within the learning environment. This session provides an opportunity for you to reflect on how the term has been going, to ask questions that may have come up, and to check-in with your colleagues.

Morning and evening options:
- **Tuesdays at 8pm** on September 21, October 19, November 16, January 18, February 8, and March 8.
- **Thursdays at 10am** on September 23, October 21, November 18, January 20, February 10, March 10.

**Pedagogical Reading Groups (Fall & Winter Terms)**

Each term we select one or two books to read. Throughout the term, we meet 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](http://www.utm.utoronto.ca/tlc/reading-groups)

**UTM Instructor Support Drop-Ins (Online)**

Weekly drop-in sessions co-sponsored by the TLC, UTM Library, and UTM I&ITS will be offered at the start of both fall and winter terms. For registration links, please visit [https://www.utm.utoronto.ca/tlc/upcoming-events](https://www.utm.utoronto.ca/tlc/upcoming-events)

**Fall Term:**
- Thursday, September 9th at 11am – 12pm
- Tuesday, September 14th at 11am – 12pm
- Thursday, September 23rd at 11am – 12pm
- Tuesday, September 28th at 11am – 12pm

**Winter Term:**
- Thursday, January 6th at 11am – 12pm
- Tuesday, January 11th at 11am – 12pm
- Thursday, January 20th at 11am – 12pm
- Tuesday, January 25th at 11am – 12pm
## TLC Calendar

### Fall Term 2021

Register for TLC events at [www.utm.utoronto.ca/tlc/upcoming-events](http://www.utm.utoronto.ca/tlc/upcoming-events)

<table>
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<th>MONTH</th>
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<tr>
<td>SEPT</td>
<td>1</td>
<td>WED</td>
<td>10am – 12pm</td>
<td>Conference</td>
<td>Ready, Set, Teach: About Community, For Community</td>
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<tr>
<td>SEPT</td>
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<td>THURS</td>
<td>11am – 12pm</td>
<td>Colleague Connection</td>
<td>UTM Instructor Support Drop-Ins</td>
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<td>OCT</td>
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<td>TUES</td>
<td>11am – 12pm</td>
<td>Panel</td>
<td>Equity in My Discipline: Social Science &amp; STEM</td>
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<tr>
<td>OCT</td>
<td>15</td>
<td>FRI</td>
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<td>Deadline</td>
<td>Letter of intent for International Student Experience Fund (ISEF) IMPACT Grant due.</td>
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<tr>
<td>OCT</td>
<td>25</td>
<td>MON</td>
<td>11:30am – 12:30pm</td>
<td>Panel</td>
<td>Equity in My Discipline: Management &amp; Economics and Arts &amp; Humanities</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>
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<td>- Application for Instructional Technology Innovation Fund (ITIF)</td>
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<td>DEC</td>
<td>7</td>
<td>TUES</td>
<td>11:00am – 12:30pm</td>
<td>Celebration</td>
<td>Term-End Reflection</td>
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## TLC Calendar

### Winter Term 2022

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<td>JAN</td>
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<td>MON</td>
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<td>Workshop</td>
<td>Teaching as Performance</td>
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<td>11am – 12pm</td>
<td>Colleague Connection</td>
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<td>2pm – 3pm</td>
<td>Showcase</td>
<td>Spotlight on Teaching in the Arts and Humanities</td>
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<td>3</td>
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<td>2pm – 3pm</td>
<td>Showcase</td>
<td>Spotlight on Teaching in Management and Economics</td>
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<td>FEB</td>
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<td>TUES</td>
<td>2pm – 3pm</td>
<td>Showcase</td>
<td>Showcase on Teaching in STEM</td>
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<td>FEB</td>
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<td>THURS</td>
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<td>Showcase</td>
<td>Showcase on Teaching in Social Science</td>
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<td>Panel</td>
<td>Indigenous Student Panel</td>
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<td>18</td>
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<td>MAR</td>
<td>24</td>
<td>THURS</td>
<td>1pm – 3pm</td>
<td>Workshop</td>
<td>Teaching Dossier</td>
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<td>MAR</td>
<td>29</td>
<td>TUES</td>
<td>11am – 12pm</td>
<td>Workshop</td>
<td>Writing an EDI Statement for Your Teaching Dossier</td>
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<td>APRIL</td>
<td>4</td>
<td>MON</td>
<td>1pm – 2pm</td>
<td>Workshop</td>
<td>Curriculum Mapping</td>
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<tr>
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<td>16</td>
<td>FRI</td>
<td></td>
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Register for TLC events at [www.utm.utoronto.ca/tlc/upcoming-events](http://www.utm.utoronto.ca/tlc/upcoming-events)
Ready, Set, Teach: About Community, For Community

Wednesday, September 1
10am – 12pm

Fiona Rawle, Associate Dean, Undergraduate, and Director, Robert Gillespie Academic Skills Centre, and Professor, Teaching Stream, Department of Biology; & Ann Gagné, Educational Developer (Universal Design for Learning), Robert Gillespie Academic Skills Centre, Institute for the Study of University Pedagogy; & Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre, Institute for the Study of University Pedagogy; & Professors from UTM Teaching Community

The fall term can bring both excitement and uncertainty, but Ready, Set, Teach Day will help set you up for success as you jump into the new term. This year our theme is “About community, for community”. Sessions will share ideas to help you start off on the right foot on the first day of class and build a strong community within your learning space. All sessions will provide opportunities to learn from and with other UTM instructors.

Equity in My Discipline: Social Science & STEM

Tuesday, October 5
11am – 12pm

Martha Balaguera, Assistant Professor, Political Science; & Jerry Flores, Assistant Professor, Sociology; & Andrew Petersen, Associate Professor, Teaching Stream, Mathematical & Computational Sciences; & Vera Velasco, co-founder of Filipinos in Canada - Academics, Researchers and Scholars (FiCARS) association

In this session, panelists will discuss how equity is part of the pedagogy, research, and community in their respective disciplines. The session will provide participants opportunities to reflect on equity practice gaps and what specific equity initiatives relate to their teaching and learning, and research.

Equity in My Discipline: Management & Economics and Arts & Humanities

Monday, October 25
11:30am – 12:30pm

Sonia Kang, Associate Professor, Management, Canada Research Chair in Identity, Diversity, and Inclusion; & Anjuli Raza Kolb, Associate Professor, English and Drama; & Ellyn Walker, Acting Director/ Curator, Blackwood Gallery Assistant Professor, Teaching Stream, Department of Visual Studies

In this session, panelists will discuss how equity is part of the pedagogy, research, and community in their respective disciplines. This session will provide participants opportunities to reflect on equity practice gaps and what equity specific initiatives relate to their teaching and learning and research.
Term-End Reflection

Tuesday, December 7
11:00am – 12:30pm

Fiona Rawle, Associate Dean, Undergraduate, and Director, Robert Gillespie Academic Skills Centre, and Professor, Teaching Stream, Department of Biology; & Ann Gagné, Educational Developer (Universal Design for Learning), Robert Gillespie Academic Skills Centre, Institute for the Study of University Pedagogy; & Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre, Institute for the Study of University Pedagogy

Help your students to cultivate an enthusiastic and abiding curiosity in whatever they’re studying. Everything else should follow from this. Students who are curious about their world have more energy to ask questions, more patience to look for answers to these questions, and more incentive to communicate their findings clearly and persuasively.

- Mairi Cowan, Associate Professor, Teaching Stream, Department of Historical Studies

I believe that effective and personalized communication is the best way to build a link between my students and I, and eventually foster a sense of community. The tighter this link, the more it will enhance students learning. Therefore, I always cultivate communication when I begin a new class. I provide students multiple ways (raising hands, polling, chatting, emailing, meeting, etc.) to communicate with me whenever they have questions or are confused about a concept. I really value and reward those students who go beyond just facts and memorization, such as those who ask a probing or theoretical question about the subject matter.

- Yuhong He, Professor, Department of Geography, Geomatics and Environment

Registration link: https://uoft.me/TLC-Fall-Term-End-Dec7
Teaching as Performance
Monday, January 17
2 – 3pm
Anna Korteweg, Professor, Department of Sociology
During this one-hour session, we will touch on some key ideas from theatre, vocal technique, and dance to help us connect with our students during lecture and discussion - the key is how to be present in the room with yourself and your students! After a brief introduction to this theme, we will do a series of short exercises that will help you be present in the classroom and connect effectively with your classroom audience.
Registration link: https://uoft.me/TLC-Teaching-Jan17

Spotlight on Teaching in Management and Economics
Thursday, February 3
2 – 3pm
This event provides an opportunity for instructors to share teaching strategies and resources with colleagues who share their disciplinary context. It is also an opportunity for instructors from other disciplinary contexts to gather new ideas. The session will consist of four 10-minute presentations with an opportunity to ask questions after each presentation. For a list of presentations, please visit: https://www.utm.utoronto.ca/tlc/upcoming-events
Registration link: https://uoft.me/TLC-Spotlight-Feb3

Spotlight on Teaching in the Arts and Humanities
Wednesday, January 26
2 – 3pm
This event provides an opportunity for instructors to share teaching strategies and resources with colleagues who share their disciplinary context. It is also an opportunity for instructors from other disciplinary contexts to gather new ideas. The session will consist of four 10-minute presentations with an opportunity to ask questions after each presentation. For a list of presentations, please visit: https://www.utm.utoronto.ca/tlc/upcoming-events
Registration link: https://uoft.me/TLC-Spotlight-Jan26

Spotlight on Teaching in STEM
Tuesday, February 8
2 – 3pm
This event provides an opportunity for instructors to share teaching strategies and resources with colleagues who share their disciplinary context. It is also an opportunity for instructors from other disciplinary contexts to gather new ideas. The session will consist of four 10-minute presentations with an opportunity to ask questions after each presentation. For a list of presentations, please visit: https://www.utm.utoronto.ca/tlc/upcoming-events
Registration link: https://uoft.me/TLC-Spotlight-Feb8
Spotlight on Teaching in Social Science

Thursday, February 17
2 – 3pm

This event provides an opportunity for instructors to share teaching strategies and resources with colleagues who share their disciplinary context. It is also an opportunity for instructors from other disciplinary contexts to gather new ideas. The session will consist of four 10-minute presentations with an opportunity to ask questions after each presentation. For a list of presentations, please visit: https://www.utm.utoronto.ca/tlc/upcoming-events.

Registration link: https://uoft.me/TLC-Spotlight-Feb17

Indigenous Student Panel

Week of February 22 - 25

This panel will discuss the importance of an Indigenous curriculum in all aspects of pedagogy at the University of Toronto. We will provide some resources and examples of Indigenous initiatives that are taking place in UTM classrooms and communities, led by both students and faculty. We will converse on the importance for all UTM students and faculty 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.

Registration link: https://uoft.me/TLC-IndigenousStudentPanel-Feb2022

Preparing the Teaching Dossier

Thursday, March 24
1 – 3pm

Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre, Institute for the Study of University Pedagogy

At the University of Toronto, teaching dossiers must be submitted as part of the review process for tenure review or continuing status review. 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 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.

Registration link: https://uoft.me/TLC-Teaching-Dossier-Mar24
If I could change just one thing about how we teach and assess writing, it would be to stop thinking about commentary on student work as ‘feedback,’ and instead start thinking about it as ‘feedforward’; in other words, using our commentary on past work as a way of helping the student understand what they need to do to reach the next stage in their development.

- Michael Kaler, Assistant Professor, Teaching Stream, and Writing Specialist, Institute for the Study of University Pedagogy (ISUP) and Robert Gillespie Academic Skills Centre (RGASC)
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.

University of Toronto Opportunities

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.

- **Seed grants**: $5,000 to $15,000 per year for up to 3 years.
- **Impact grants**: $15,000 to $100,000 per year for up to 2 years.

More information and current deadlines are available at:
www.utm.utoronto.ca/tlc/funding-award-opportunities
Teaching & Learning Grants

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.

- **Seed grants**: $5,000 to $10,000 per year for up to 3 years to encourage experimentation at the local level, either within a course or a set of courses, as a means to fostering small-scale enhancements or pilots with the potential for future scalability.

- **Impact grants**: $10,000 to $100,000 per year for up to 3 years to support large-scale projects with the potential to significantly enhance core elements of undergraduate education within or across academic units and divisions at the University.

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.

- **Seed Funding**: Maximum $2,000 with no matching requirement.
- **Matched Funding**: Maximum $5,000 with matching funds from another source.
- **Support Stream**: A non-cash award worth an equivalent of $20,000 that can be used as an in-kind contribution when applying elsewhere for funding. Provides access to an education technology or instructional design specialist for up to 150 hours per year per project.

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. For more information, please visit [https://www.provost.utoronto.ca/awards-funding/undergraduate-course-development-fund](https://www.provost.utoronto.ca/awards-funding/undergraduate-course-development-fund)

It is important in discussions to give time for students to respond. At times I would give students a couple of minutes for any specific question, which would allow for students to critically evaluate what was being asked of them. This can be especially difficult because you lose the ability to “read the room” when teaching online.

- Steven Dorland, Assistant Professor, Department of Anthropology
University of Toronto Mississauga Awards

UTM Teaching Excellence Awards
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. E.A. Robinson Teaching Excellence Award for **Senior Faculty Division**
2. UTM Teaching Excellence Award for **Junior Faculty Division**
3. UTM Cleo Leland Boyd Teaching Excellence Award for **Sessional Faculty Division**

For more information, please visit:
https://www.utm.utoronto.ca/dean/teaching-excellence-awards-faculty

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](http://www.provost.utoronto.ca/awards)

Links and deadlines are available at:
[www.utm.utoronto.ca/tlc/funding-award-opportunities](http://www.utm.utoronto.ca/tlc/funding-award-opportunities)
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). Students are engaged in constructing their own understandings.

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.

According to Dyjur 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.

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. 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, and then a draft of the paper, with feedback received between each part, before submitting their final term paper.

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.

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. 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, and then a draft of the paper, with feedback received between each part, before submitting their final term paper.
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, 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
**UTM Academic Handbook**
The Office of the Dean has created a UTM Academic Handbook, a resource for instructors covering all aspects of course delivery, including 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](http://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](http://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, including classroom dynamics and religious accommodations. Learn more at [https://www.utm.utoronto.ca/edio/](https://www.utm.utoronto.ca/edio/)

**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 [https://www.utm.utoronto.ca/indigenous-centre/](https://www.utm.utoronto.ca/indigenous-centre/)

**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 [https://onesearch.library.utoronto.ca/liaison-librarians/Mississauga%20campus/](https://onesearch.library.utoronto.ca/liaison-librarians/Mississauga%20campus/)

**Quercus help for Instructors**
Learn more at [www.library.utm.utoronto.ca/faculty/canvas](http://www.library.utm.utoronto.ca/faculty/canvas)

**Teach Anywhere Resources**
Learn more at [www.library.utm.utoronto.ca/faculty/quercus/teach-anywhere](http://www.library.utm.utoronto.ca/faculty/quercus/teach-anywhere)

**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 at [https://guides.library.utoronto.ca/SOTL_journals_databases](https://guides.library.utoronto.ca/SOTL_journals_databases)

**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). For assistance go to [https://www.utm.utoronto.ca/iits/](https://www.utm.utoronto.ca/iits/)

**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](http://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](http://www.teaching.utoronto.ca) and [www.tatp.utoronto.ca](http://www.tatp.utoronto.ca)
How do you encourage student participation in class?

I love to share personal anecdotes. I believe it breaks down traditional classroom barriers, and encourages students to share their own experiences. U of T is beautifully multicultural; we have so much to learn from one another.

- Marc Laflamme, Associate Professor, Department of Chemical & Physical Sciences

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

In class, I often pose questions that students would face going into the workforce, and then I walk them through how to find a solution by utilizing a series of active-learning exercises. First, I abstract the question. By generalizing the problem, it affords students the ability to tackle it from several, non-technical, angles. It also allows them to apply this problem-solving technique to other similar problems. Sometimes even unrelated problems! Then I stimulate an environment in which they have been “hired” by a company and tasked to solve the problem(s). Students work individually and in teams to solve a series of real-world problems; by doing so, I connect the theoretical material with the practical applications. Further, this allows students to build their skills but also add something of substance to their portfolio as I frequently associate larger scale problems to their assignments.

- Michael Liut, Assistant Professor, Teaching Stream, Mathematical and Computational Sciences

I have had the great pleasure of teaching History’s internship class. I work with advanced History students to identify research and learning interests, and find public history placements for them in the GTA. We’ve placed students at the Royal Ontario Museum, the Canadian Arab Institute, Heritage Mississauga, Peel Art Gallery, Museum + Archives (PAMA), and other sites. The students get a lot out of the program: they get to put their training to use in the public interest, while exploring post-graduate career options.

- Elspeth Brown, Professor, Department of Historical Studies
What advice would you give to junior faculty members?

Be open-minded and ready to LEARN from your students. They are the ones who will help your pedagogical development and help you better yourself as a professor, a teacher and as a researcher.

- Sophia Bello, Sessional Lecturer, Department of Language Studies

How do you foster good study practices with your students?

I typically use two related strategies. First, I introduce a hands-on activity where students practice a skill (for example, a short exercise where students answer a few questions about what a page of assigned reading in the course says and how the author chose to present the information). This can be done in the classroom or during a one-on-one meeting. In a 5-minute activity, students can learn a lot about the skills they have, and more importantly, those they need to improve. The second strategy is to cite published research demonstrating, often with empirical evidence, that a specific approach to academic skills development actually works. This research is often conducted in a university classroom and usually explains WHY such an approach is effective, so it resonates with students and helps to legitimize my advice.

- Tyler Evans-Tokaryk, Associate Professor, Teaching Stream and Director Robert Gillespie
  Academic Skills Centre

What advice would you give to incoming UTM students?

Students often ask me for tips on how to get better grades. (Un)fortunately, there are no shortcuts to academic success—just good, old-fashioned hard work, focus and determination.

- Mary Cheng, Associate Professor, Department of Biology
CONTACT
TEACHING & LEARNING
COLLABORATION

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

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