



UNIVERSITY OF
TORONTO
MISSISSAUGA



Teaching & Learning Collaboration 2018-19 Handbook

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, most recently, 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.

Contents

Teaching & Learning Collaboration	3
Contact.....	4
Connect with the TLC.....	5
2018-19 TLC Calendar.....	6
Events	8
Communities of Practice	16
Instructor Resources	17
Funding Opportunities.....	19
Teaching & Learning Advice	21

Teaching & Learning Collaboration

Fostering a culture of teaching excellence and innovation at UTM

Welcome

The Teaching and Learning Collaboration (TLC) 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 community of practice, 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!



Andrew Petersen,
Acting Vice-Dean,
Teaching & Learning



Fiona Rawle,
Associate Dean,
Undergraduate



Dianne Ashbourne,
Educational Developer,
Robert Gillespie
Academic Skills Centre

Contact Us

Website

Visit www.utm.utoronto.ca/tlc.

Twitter

Follow [@utmTLC](https://twitter.com/utmTLC).

Email

tlc.utm@utoronto.ca

Newsletter

Read or subscribe at www.utm.utoronto.ca/tlc/newsletters.

Listserv

Subscribe at www.utm.utoronto.ca/tlc/contact-us.



Connect with the TLC

Creating opportunities for educators to come together to discuss topics related to teaching and learning

Chat about teaching and learning over coffee, tea, or lunch

The “Colleague Connections” section of the TLC website lists your colleagues and the topics they are interested in discussing over coffee, tea, or lunch. If you are interested in joining the list, please complete the form at www.utm.utoronto.ca/tlc/colleague-connections.

Join a pedagogical reading group

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.

Attend a Faculty Writing Café

Writing Cafés are informal, weekly group writing sessions. They are designed to help faculty connect to a larger writing community, to stay focused, and to continue making writing progress. Snacks are provided. Learn more at www.utm.utoronto.ca/tlc/faculty-writing-cafe.

Participate in a workshop, seminar, or panel

Check out the at-a-glance calendar on page 3 for the dates of upcoming TLC sessions. Session descriptions can be found on pages 4-8. To register for events, please visit the TLC website at <https://www.utm.utoronto.ca/tlc/upcoming-events>.



2018-19 TLC Calendar

Fall Term 2018

Date	Day	Time	Type	Title
Aug 30	Thursday	1:20-2:20pm	Workshop	Preparing to teach: A just-in-time syllabus clinic
Sept 19	Wednesday	2-4pm	Workshop	Course design 101: Writing learning outcomes
Sept 27	Thursday	11am-1pm	Workshop	Developing students' critical reading skills
Oct 4	Thursday	11am-12pm	Showcase	Scholarship of Teaching and Learning (SoTL) Showcase
Oct 15	Monday		Deadline	Proposals for International Student Experience Fund (ISEF) IMPACT Grant due Proposals for Instructional Technology Innovation Fund (ITIF) due
Oct 17	Wednesday	1-2pm	Seminar	The dreaded group project: Tips for supporting meaningful student collaboration
Oct 30	Tuesday	10am-12pm	Workshop	Course design 101: Designing effective assessments
Nov 1	Thursday		Deadline	Proposals for Teaching Development Travel (TDT) Grant due Proposals for Teaching Development & Innovation (TDI) Grant due Proposals for Learning and Education Advancement Fund (LEAF) IMPACT Grant due for internal review
Nov 8	Thursday	1-2pm	Seminar	Where you fit in the big picture: Aligning your course with program expectations
Nov 13	Tuesday	1-2:30pm	Panel	Faculty perspectives on teaching large classes

Winter and Summer Terms 2019

Date	Day	Time	Type	Title
Jan 15	Tuesday	1-2:30pm	Workshop & Panel	Supporting new student experience at UTM: Understanding our new students and transitions they face
Jan 23	Wednesday	10am-1pm	Workshop	Getting started in the Scholarship of Teaching and Learning (SoTL)
Feb 7	Thursday	2:30-4pm	Panel	Faculty perspectives on active learning
Feb 27	Wednesday	12-1pm	Panel	Indigenous curriculum reform initiatives at UTM
Mar 7	Thursday	2-4pm	Workshop	Moving from feedback to feedforward: Best practices and useful tips
Mar 19	Tuesday	11am-1:30pm	Workshop	Demystifying the dossier series: Preparing the teaching dossier
Apr 9	Tuesday	12:30-1:30pm	Seminar	How to identify and mitigate unconscious bias in teaching and learning
Apr 23	Tuesday	12-2pm	Celebration	Teaching & Learning Collaboration year-end lunch
Apr 25	Thursday	11am -1pm	Showcase	ALC show & share
May 28	Tuesday		Symposium	University of Toronto Teaching and Learning Symposium
May 15	Wednesday		Deadline	Proposals for Teaching Development Travel (TDT) Grant due Proposals for Teaching Development & Innovation (TDI) Grant due
June			Conference	STLHE Annual Conference (typically held during the third week of June)

Events

Follow @utmTLC on Twitter for the latest workshop announcements.

Register for TLC events on our website at www.utm.utoronto.ca/tlc/upcoming-events.

Preparing to teach: A just-in-time syllabus clinic (Workshop)

August 30 from 1:20-2:20pm

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

Classes are just around the corner, and you'll need to submit your syllabus soon. 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.

Course design 101: Writing learning outcomes (Workshop)

September 19 from 2-4pm

- **Dianne Ashbourne**, Educational Developer, Robert Gillespie Academic Skills Centre, UTM

Carefully written learning outcomes provide numerous benefits for both students and instructors. This session will begin with a brief review of relevant literature and an introduction to key resources for writing learning outcomes. The majority of the session will be spent practicing writing clear, measurable, and meaningful learning outcomes. Participants are encouraged to bring a copy of a syllabus for a course for which they would like to develop learning outcomes or revise existing ones.

Developing students' critical reading skills (Workshop)

September 27 from 11am-1pm

- **Tyler Evans-Tokaryk**, Associate Professor, Teaching Stream & Director, Robert Gillespie Academic Skills Centre, UTM

This workshop will present a brief overview of the scholarship on critical reading, focusing in particular on studies testing the efficacy of specific reading strategies and on research documenting the impact of different methods of instruction. It will then take participants through a set of interactive exercises practicing different reading methods using academic texts from across the curriculum. One of the primary aims of this workshop is to provide instructors with strategies for integrating writing support into their classes without sacrificing or compromising coverage of course content.

Scholarship of Teaching and Learning (SoTL) Showcase (Showcase)

October 4 from 11am-12pm

This event provides an opportunity for instructors to share their pedagogical research with colleagues in a short, 10-minute presentation. It is a great opportunity to gather ideas and learn more about the innovative teaching and learning initiatives happening on the UTM campus.

The dreaded group project: Tips for supporting meaningful student collaboration (Seminar)

October 17 from 1-2pm

- **Monika Havelka**, Associate Professor, Teaching Stream, Department of Geography

Having students work in groups to produce any type of “deliverable” – a report, a presentation, etc. – has intrinsic pedagogical value, and models professional behaviour in many disciplines. However, the experience can be fraught with difficulties for students and instructors alike. How do we make group work a positive, equitable learning experience? This seminar will draw on experiences I have had teaching several courses with very heavy reliance on group work to produce a significant final product – we will talk about what works and what doesn't in terms of fostering “buy-in” and enthusiasm among group members, maintaining personal accountability, and developing good project management skills that students can take forward into the workplace or into higher levels of academia.

Course design 101: Designing effective assessments (Workshop)

October 30 from 10am-12pm

- **Dianne Ashbourne**, Educational Developer, Robert Gillespie Academic Skills Centre, UTM

This workshop will provide an overview of the core principles and strategies of effective assessment design. A survey of assessment strategies and their alignment with different learning outcomes will also be shared. Participants will be asked to analyze sample assignments and reflect on the design of their own assignments.

Where you fit in the big picture: Aligning your course with program expectations (Seminar)

November 8 from 1-2pm

- **Fiona Rawle**, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology, UTM

In this session, we will explore how to align your course and assignments with broader program expectations and learning outcomes. We will discuss how to identify potential gaps and alignment opportunities. Both challenges and strategies will be explored through this workshop.



Faculty perspectives on teaching large classes (Panel)

November 13 from 1-2:30pm

Panel members:

- **Ken Derry**, Associate Professor, Teaching Stream, Department of Historical Studies;
- **Sherry Fukazawa**, Assistant Professor, Teaching Stream, Department of Anthropology;
- **Judith Poë**, Professor, Teaching Stream, Department of Chemical & Physical Sciences;
- **Alex Rennet**, Assistant Professor, Teaching Stream, Department of Mathematical and Computational Sciences.

Join us to gather ideas and advice for teaching large classes from experienced colleagues. Panel members, representing a variety of disciplines, will comment on the challenges of teaching large classes and will share ideas and advice. The panelists will address the following questions:

- How do you manage the logistical/administrative issues that come with teaching a large class?
- How do you counteract anonymity in large classes?
- Are there any teaching strategies that you have found particularly effective for teaching large classes?
- How do you handle assessment in large classes?
- What advice do you have for working with TAs?

Supporting new student experiences at UTM: Understanding our new students and transitions they face (Workshop & Panel)

January 15 from 1-2:30pm

- **Svitlana Frunchak**, Student Success Coordinator, Academic Initiatives, Centre for Student Engagement

No matter where they come from to UTM (Canadian high schools, international secondary schools, colleges, or workplaces), new students face challenges and bring strengths that are both common and unique. In this session, we will focus on understanding new students and the supports that can help them in their transitions to university. Using student development theory as a foundation, participants will be introduced to effective teaching approaches and campus resources aimed at making the transition to university easier and more successful for diverse populations of incoming students. This session is intended for instructors of first-year courses, but others are welcome to attend.

Getting started in the Scholarship of Teaching and Learning (SoTL) (Workshop)

January 23 from 10am-1pm

- **Nicola Simmons**, Assistant Professor, Department of Graduate and Undergraduate Studies in Education, Brock University.

The Scholarship of Teaching and Learning (SoTL) investigates teaching and learning issues to find context-relevant and evidence-informed solutions. In this workshop we look at how to get a project started and different approaches to SoTL work. Bring your SoTL idea and explore possible forms of evidence and approaches to analysis as well as considerations for ethics and funding. We also look at where to find more resources and how to make SoTL work public.

Faculty perspectives on active learning (Panel)

February 7 from 2:30-4pm

Panel members:

- **Yuhong He**, Associate Professor, Department of Geography, UTM;
- **Sanja Hinić-Frlog**, Assistant Professor, Teaching Stream, Department of Biology;
- **Paul Piunno**, Associate Professor, Teaching Stream, Department of Chemical and Physical Sciences;
- **Chester Scoville**, Assistant Professor, Teaching Stream, Department of English and Drama, UTM.

Join us to gather ideas and advice from experienced colleagues for integrating active learning opportunities in both small and large courses. Panel members, representing a variety of disciplines, will comment on the challenges of implementing active learning and will share ideas and advice. The panelists will address the following questions:

- What key components make active learning activities effective? Are there any strategies you have found particularly effective?
- How do you address student resistance to active learning?
- What strategies do you use to facilitate group work?
- How do you make time for active learning while still ensuring you cover all of your course content?
- How do you use technology to facilitate active learning?

Indigenous curriculum reform initiatives at UTM (Panel)

February 27 from 12-1pm

Panel members:

- **Jennifer Adese**, (Otipemisiw / Metis) Associate Professor, Department of Sociology, UTM;
- **Robin Gray**, Assistant Professor, Department of Sociology, UTM. Dr. Gray is Ts'msyen from Lax Kw'alaams, BC, and Mikisew Cree, with Dene roots, from Fort Chipewyan, AB;
- **Stephanie Johnston**, Anishinaabe/Metis student. MA Anthropology with a Collaborative Specialization in Indigenous Health;
- **Nicole Laliberte**, Assistant Professor, Teaching Stream, Department of Geography, UTM;
- **Sherry Fukuzawa**, Assistant Professor, Teaching Stream, Department of Anthropology, UTM;
- **Cat Criger**, Indigenous Advisor, UTM.

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. We will converse on the importance for all UTM students and faculty to understand the long lasting consequences of the historical relationship between Universities and Indigenous peoples in Canada, and begin a discourse on possible ways for UTM to move toward reconciliation.

Moving from feedback to feedforward: Best practices and useful tips (Workshop)

March 7 from 2-4pm

- **Michael Kaler**, Assistant Professor, Teaching Stream & Writing Specialist, Robert Gillespie Academic Skills Centre, UTM

In this workshop, we'll discuss the differences between viewing responses to student work as summative 'feedback' versus formative 'feedforward.' We'll talk about how to integrate responses into the structure of the course as a whole, discuss best practices to make sure that our feedforward is taken seriously by students, and get some hands-on practice in applying these techniques to student writing.

Demystifying the dossier series: Preparing the teaching dossier (Workshop)

March 19 from 11am-1:30pm

- **Dianne Ashbourne**, Educational Developer, Robert Gillespie Academic Skills Centre, UTM
- **Megan Burnett**, Associate Director, Centre for Teaching Support and Innovation, University of Toronto

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, 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.

How to identify and mitigate unconscious bias in teaching and learning (Seminar)

April 9 from 12:30-1:30pm

- **Fiona Rawle**, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology, UTM

This session will present an overview of unconscious bias, specifically looking at the teaching and learning context. We will explore how to identify different types of implicit bias, and will examine strategies to prevent and/or mitigate this bias.

Teaching & Learning Collaboration year-end lunch (Celebration)

April 23 from 12-2pm

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

This is your chance to share and showcase teaching & learning successes (and challenges) from the past year. Please join us for lunch followed by several informal sessions, sharing opportunities, and discussions of challenges.

ALC Show & Share (Showcase)

April 25 from 11am-1pm

UTM's Active Learning Classrooms (ALC) provide instructors from all disciplines with a unique opportunity to explore how space, active learning pedagogy and technology can promote student learning. During this session, instructors who have taught in the ALCs this year will share how they facilitate a student-centered learning environment in their courses through active learning strategies, technology and classroom space.

University of Toronto Teaching and Learning Symposium (Symposium)

May 28

The Teaching & Learning Symposium is an annual flagship event, co-hosted by CTSI and the Desautels Centre for Integrative Thinking. Each year focuses on a pedagogical theme and brings together instructors, administrators, and staff across the University to further teaching and learning priorities within undergraduate and graduate education.

STLHE Annual Conference (Conference)

The Society for Teaching and Learning in Higher Education (STLHE) Annual Conference is typically held during the third week of June. This is a national conference. It is not organized by U of T.



Communities of Practice

Share ideas and suggestions with other UTM instructors in a Teaching & Learning Community of Practice.

Visit www.utm.utoronto.ca/tlc/communities-of-practice to join a Community of Practice.

Active Learning Classrooms

Co-Chairs: Sanja Hinić-Frlog & Sherry Fukazawa

Are you an instructor who has taught, is currently teaching, or hopes to teach in the UTM active learning classrooms? If so, please join us! The Active Learning Classroom (ALC) Community of Practice provides an opportunity to connect with colleagues interested in exploring best practices and impact of active learning spaces on teaching and learning. This year, our focus will be on organizing teaching squares. In short, teaching squares are groups of faculty who provide feedback for each other's teaching. A teaching square consists of a small group of instructors who visit each other's classes. After the classroom visits, the instructors meet for coffee or a meal to discuss their observations and provide feedback.

Game-Enhanced Learning

Co-Chairs: Tom Klubi & Marc Laflamme

The use of games as pedagogical tools has a wide range of benefits. Research on game-enhanced learning shows that integrating games in the classroom can help students acquire a deeper understanding of course material, and experience higher motivation and engagement within the course. The Game-Enhanced Learning (GEL) Community of Practice provides an opportunity to connect with peers interested in using games as teaching tools in the post-secondary classroom. It aims to collaboratively develop best practices, suggest directions for GEL initiatives at UTM, and improve tools used to collect data on the impact of GEL in the post-secondary classroom.

Instructor Resources

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.

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, 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, UTOSubmit, use of the Scantron); research computing; software licensing; and classroom technology (e.g. podiums, projectors, & microphones). For assistance go to <http://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 <https://onesearch.library.utoronto.ca/liaison-librarians>.

Quercus help (U of T's new learning management engine)

Learn more at www.library.utm.utoronto.ca/faculty/canvas.

Teaching with technology

Learn more at www.library.utm.utoronto.ca/faculty/teachwithtech.

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.

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.

Funding Opportunities

Details and deadlines are available on the Office of the Dean website at www.utm.utoronto.ca/dean/call-submissions-teaching-and-learning-grants.

Teaching & Learning Grants

The 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.

The 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.

The Writing Development Initiative (WDI) Program provides financial support for projects that integrate writing instruction in core courses across the curriculum. www.utm.utoronto.ca/asc/writing-development-initiative-wdi

The English Language Learner Support Initiative (ELLI) provides financial support for instructors who wish to implement specific ELL programming within their courses. www.utm.utoronto.ca/asc/english-language-learner-support-initiative-elli

The 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. <https://leaf.provost.utoronto.ca>

The 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. www.itif.utoronto.ca

The International Student Experience Fund (ISEF) is 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. <https://global.utoronto.ca/international-student-experience-fund/>.

Online Undergraduate Course Initiative (OUCI) funding aims to help instructors redesign their undergraduate courses to leverage the opportunities online instruction offer their learners.

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.

Teaching Excellence Awards

The UTM Teaching Excellence Awards recognize excellence in undergraduate teaching at the University of Toronto Mississauga. The award recipients will receive \$3000 for teaching-related initiatives and research. There are three awards:

- the E.A. Robinson Teaching Excellence Award for outstanding teaching by a senior faculty member;
- the UTM Teaching Excellence Award for Junior Faculty;
- and the UTM Teaching Excellence Award for Sessional Instructors.

www.utm.utoronto.ca/vp-research/teaching-excellence-award-faculty

U of T Teaching Awards

- The President's Teaching Award (PTA)
- The Early Career Teaching Award (ECTA)
- The University of Toronto Teaching Fellowships (UTTF)

www.provost.utoronto.ca/awards/

For more information: www.utm.utoronto.ca/tlc/funding-award-opportunities/



Teaching & Learning Advice

General Teaching & Learning Advice



Reach out. This can take many forms. Reach out to your students by using an anonymous questionnaire to get to know their learning preferences and adjust your teaching accordingly. Let your students know you are available to connect with them outside of class. Reach out to your colleagues for help when you need it and return the favour when your colleagues are struggling. Teaching is all about connections.

-Andie Burazin

Assistant Professor, Robert Gillespie Academic Skills Centre and Department of Mathematical and Computational Sciences



Attend a workshop! There are many different types of professional and teaching workshops offered throughout the year at different venues across the University of Toronto. There will be many tips and strategies you will learn about at these workshops and you will be able to identify those which work best for you in order to organize and prepare yourself for each stage of your career. Another great aspect of all the workshops is that you also have an opportunity to make meaningful career or personal connections with faculty across the university and in disciplines other than your own.

Sanja Hinić-Frlog

Assistant Professor, Teaching Stream, Department of Biology



My passion and enthusiasm for my discipline is informed by years of research and teaching. With this in mind, I try to stimulate intellectual curiosity via student involvement in their learning, primarily through the integration of active learning opportunities. In an active learning environment, students are exploring materials, generating questions, and having teaching experiences designed to elucidate abstract theories and concepts. And, where possible, I involve students in the research process so that they can see how knowledge is produced; in my experience, this really enriches students' understanding of research and the discipline. I am also not shy about demonstrating my enthusiasm for the subject matter, mostly in class time; importantly, my students tell me that my enthusiasm is contagious and enriches their overall learning experience and produces engagement.

- Jayne Baker

Associate Professor, Teaching Stream,
Department of Sociology



One of the enjoyments of teaching a second/foreign language, French in my case, is that it offers chances to integrate various types of learning experiences in the curriculum to empower students. Interesting and meaningful tasks that enable learners to directly apply their learning to authentic contexts produce more effective and longer lasting impacts. I love collaborating with students in order to learn about their interests, views, cultures, and concerns to create a more engaging learning experience. By doing so, I not only target more advanced language proficiency but more importantly, foster desire to know and learn more. It is extremely gratifying and fulfilling to hear from students who proudly share their real-life experience of connecting with others in the language that they learned with me.

- Rosa Hong

Assistant Professor, Teaching Stream,
Department of Language Studies



I find the key to a successful course, in my opinion, is helping students realize they have a huge amount of lived experience that is relevant to their work in my courses. If they are able to find ways to make the connections between their own lives and the concepts and theories I am teaching in human geography, not only do I feel that the course has been a success, I find that the students tend to take ownership of the learning process and make it their own. As an educator, that is extremely rewarding.

- Nicole Laliberte

Assistant Professor, Teaching Stream,
Department of Geography



I believe that education, at any level, is a complicated journey towards human emancipation. As a consequence, I try to think of my classes as a cool social laboratory where students can emulate future behaviours, learn from each others' mistakes, and play with different scenarios. I believe it's my role to intrigue our students and encourage them to create the useful, the beautiful, and the relevant. I've come to realize from my experience both in and out of the classroom, that this is how amazing things are done. With that mindset, I believe that we (teachers) should see student engagement as a symptom, not a target."

- Rafael Chiuzi

Assistant Professor, Teaching Stream,
Department of Management



Get to know lots of people, including other junior faculty outside your discipline. You'll probably have more in common with them than you might think!

- Chester Scoville

Assistant Professor, Teaching Stream, Department of English & Drama

How do you increase student engagement in class?



Engagement often derives from the ability to appreciate connections between topics and disciplines. Material that is being taught will be better appreciated when it is both useful and surprising, and when the mind is stimulated to be active by making connections. I have found that explanation of concepts by drawing on facts and theories associated with different courses and different subject areas tends to create engagement of the mind – the mind resonates with analogies, and there is empowerment in the realization that one can be creative by aligning knowledge acquired in previous experiences.

- Ulli Krull

Principal, UTM and Professor, Department of Chemical and Physical Sciences

What advice would you give to incoming UTM students?



It's a luxury to be able to say that your job for the next few years is to learn. Learn everything you can about your discipline; learn at least as much about yourself.

- Dan Zingaro

Assistant Professor, Teaching Stream,
Department of Mathematical and
Computational Sciences



Don't be afraid to admit that you don't know something or don't understand something. There are probably other students in class who are also confused. Don't be afraid to ask for help — from your instructors, fellow students, and support staff at the university. We're all here to help you learn!

-Sarah Rauscher

Assistant Professor, Department of
Chemical and Physical Sciences

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



Sometimes we have world experts Skype into class, which humanizes the science we are talking about. It puts a face to the ideas they are learning.

- Marc Johnson

Associate Professor, Department of Biology



When teaching anthropology, I aim to challenge students' assumptions about society at large – their beliefs about human social relations, about sameness and difference, about social and cultural identities, about language and social interaction. I do so by continuously making connections between course discussions and students' own lived experience, both in the classroom and through assignments. In lectures, for example, I continuously illustrate abstract course concepts through short and often humorous media clips on, for example, stereotypes about a certain social group. After showing the clip, I ask students why the segment is humorous or why it is problematic. We subsequently talk about how course concepts help them better understand (linguistic) stereotyping and its consequences. I also use journal assignments. Students are asked to keep a journal in which they reflect upon themselves as, for example, gendered beings and how in-class discussions make them think differently about practices they take for granted. Lastly, I also integrate interview assignments in my courses. Students interview a person of their choice on a topic related to the course and write a final paper on the interview. Using these strategies, students come to see how class material matters to them in very concrete and important ways.

- Sarah M. Hillewaert

Assistant Professor, Department of Anthropology



Read the TLC Newsletter for more advice, plus publications, presentations, and more!

Subscribe and view past issues at
www.utm.utoronto.ca/tlc/newsletters.

