



**EDC+RFPE**  
Educational Developers Caucus  
Le Réseau de formateurs en pédagogie  
de l'enseignement supérieur

EDC INSTITUTE 2016

# The Changing Face of Higher Education: Implications for our Work with Faculty and their Classrooms

October 17 & 18, 2016

Holiday Inn in Oakville (Bronte)





# Welcome!

The focus of this year's EDC Institute is to cultivate awareness of various inclusive learning approaches and to explore how they can be integrated into educational developer work with faculty and, ultimately, students. The Institute's sessions offer participants the opportunity to first ground their work in their own perspectives and approaches to the learner experience and discourses on equity and equality, and then move to focused sessions on inclusive learning design that encapsulate the diversity of learner experiences and instructional practices. To that end, the Institute also includes sessions that emphasize partnerships between faculty and those who support them, highlighting the importance of communities of practice and collaboration that lie at the core of our Institute's theme. Finally, through a learner-practitioner model, we acknowledge that educational developers come to this work with varied lived and professional experiences, and so we embrace this diversity and look forward to not only learning from our session facilitators but from each other as well. To that end, the Institute will be supported by a guided learning activity to facilitate our shared learning throughout the two-day intensive. This activity will be available one week prior to October 17th.

We look forward to learning with you.

The EDC Institute Coordinators

# Day at a Glance

Monday, October 17

Time	Session (All sessions today held in the Halton Room)	Presenters & Session Facilitators
8:30am	Breakfast and Registration	
9:00am	Welcome Acknowledgment of the Land	<b>Cherie Werhun</b> Associate Dean, Teaching and Learning, Sheridan College
9:30am	<i>EDC Institute Learning Activity: Introduction to Passport</i>	<b>Pamela Ingleton and Paula Ogg</b> Faculty Development Consultants, Teaching and Learning, Sheridan College
10:30am	Break	
11:00am	<i>Deconstructing Difference: Discussions of Discourses, Equity and Inclusion</i> Participants will have an opportunity to explore their perceptions and approaches to inclusive teaching and learning and how they intersect with equity and equality within higher education. Discussions, activities, and reflective practice will focus on dominant ideologies and discourses and the ways in which they inform our understandings, interactions, and expectations of “the other.”	<b>Agnes Gajewski</b> Associate Dean, Program Development and Quality Assurance, Sheridan College  <b>Dina Moati</b> Faculty Development Consultant, Teaching and Learning, Sheridan College
12:30pm	Lunch	
1:30pm	<i>Beyond Cultural Competence</i> Participants will gain an understanding of the array of adjustment challenges facing international students as well as explore and challenge the different ways our perspectives and life experiences may influence our interactions with students. Come away with strategies to move beyond the idea of cultural competence into a more inclusive and supportive teaching and learning environment.	<b>Rebecca Fitzgerald</b> Manager, International Mobility and Partnerships  <b>Melissa Wilson</b> Instructor, Humber College
3:00pm	Break	
3:15pm	Faculty Focus: <i>Problem Solving with Indigenous Worldviews as Our Guide</i> Participants will explore ways to integrate Indigenous worldviews into our curriculum and our instructional practices. The session will also review current gaps in our approaches to supporting Indigenous learners in a post-secondary context and will suggest collaborative methods that bridge multiple levels of our educational communities, ultimately enhancing the learning experiences of all of our members.	<b>Liz Dancy</b> Professor, Sheridan College  <b>Paula Laing</b> Centre for Indigenous Learning and Support, Sheridan College

5:00pm	Attendees will be transported from the Holiday Inn to the Harbour Banquet & Conference Centre. Please assemble in the lobby.	
5:30pm	<p>A presentation by Marc Richard and performances by Sheridan students will kick off the evening.</p> <p><i>Faculty &amp; Student Focus: The transformative role of inclusive pedagogy in student creativity and expression</i></p>	<p><b>Marc Richard</b> Coordinator, Bachelor of Music Theatre Performance; Artistic Director, Theatre Sheridan, Sheridan College</p>
	<p><u>Creative Dance Project</u>: October 8, 1963</p> <p>The piece focuses on marginalized experiences in society through the lens of the 1960s counter culture movement. With the three dancers, the piece explores what it is to be a woman, to be of colour and to be homosexual. The movement explores themes of being held back by what society labels people as and the limitations that are put on us, as well as those that we put on ourselves. The piece explores the battles that have been fought by these groups and the struggles and triumphs that have come from it. Ultimately, it is a message of acceptance and a piece for anyone who has ever felt as though they couldn't do, say or be something because of what people thought they were, based on their gender, race, sexuality etc. It focuses on a progressive future, in which people are people and we are not defined by a set of stereotypes.</p>	<p><b>Josh Graetz</b> (third-year Sheridan student)</p>
	<p><u>Creative Acting Project</u>: I am a Lobster</p> <p>One time, I watched an episode of Two and a Half Men with a gay character on it, and it changed my life. This presentation has nothing to do with Charlie Sheen, but everything to do with being stuck. It is okay to feel stuck. Growing up as a closeted gay teen, I felt a certain pressure from those around me to come to a conclusion about who I was, when I had no idea. I created this piece because I wanted everyone to know (including myself) that individuality cannot be contained in a word or a phrase. We are all individuals, and whatever that means to you is what matters. It looks at the coming out experience as a metaphorical traffic jam.</p>	<p><b>Joel Cumber</b> (fourth-year student)</p>
6:45pm	Reception & Dinner	

# Day at a Glance

Tuesday, October 18

Time	Session (Novice sessions in Bronte Room; all other sessions in Halton Room)	Presenters & Session Facilitators
8:30am	Breakfast and Registration	
9:00am	<b>Novice</b> <i>Opportunities and Challenges in supporting Multilingual learners</i>  Participants will explore how non-ESL faculty can support the international and multilingual students in the post-secondary classroom. Areas of focus include: understanding the relationship between student identity (a framework for identifying and labeling students) and student success; academic language learning (CALP) in the content classroom; and the connection between language and culture.	<b>Ranya Khan</b> Professor, Sheridan College
	<b>Experienced</b> <i>Building an Inclusive Curriculum</i>  Participants will explore ways to support international students in the classroom through supporting English language acquisition and building a more globalized teaching practice. Come away with creative ideas for enhancing your classroom to engage international students and internationalize your curriculum. This session will include group discussions, videos, and activities to help faculty in adapting and expanding their teaching practice to support international higher education students.	<b>Sigrid Johnson</b> Instructor, Humber College
		<b>Bianca Sorbera</b> Manager Teacher Training Programs, Humber College
10:30am	Break	
10:45am	<i>At crucial cross-roads of 21st century pedagogy in Higher Ed in the search for global, sustainable solutions for Inclusion: the potential of Universal Design for Learning</i>  21st century pedagogy in Higher Ed has reached several crucial cross-roads. These are raising considerable challenges with regards to change management, but also offer phenomenal opportunities for sustainable growth towards the Inclusion of all learners. Current challenges in Higher Ed force us to rethink the very way we embrace learner diversity, but also the way we collaborate as professionals on our campuses, the way we integrate emerging societal trends and the way we conceptualize post-secondary learning and teaching generally. It is within this complex and changing landscape that the potential of Universal Design for Learning as a sustainable systemic framework for Inclusion must be considered. This interactive session will examine the impact of UDL as a tool for the management of change in our campus practices from these multiple perspectives.	<b>Frederic Fovet</b> Assistant Professor (Fixed Term), Academic Lead (Global Perspectives MEd), University of Prince Edward Island; UDL & Inclusion Consultant

12:30pm Lunch

1:30pm

**Novice**

***Tools and practices: Assessing the Effectiveness of Course- and Discipline-specific Writing Instruction***

Participants will explore strategies and best practices for assessing the efficacy of discipline-specific writing instruction in courses across the curriculum. Participants will be provided with a set of proposed "writing across the curriculum" (WAC) projects and descriptions of different assessment tools that have been used to measure WAC programs in the past. They will then use the stated goals and learning outcomes of the proposed WAC projects to identify the most appropriate tools for assessing their impact on learners.

**Experienced**

***Assessment Design: Best Practices for Inclusive Teaching and Learning***

Truly inclusive assessment provides all students with an equal opportunity to successfully demonstrate their ability to meet the learning outcomes. As the needs of learners become increasingly complex, it is essential that we move away from the common practice of reacting to individual learners' needs by making assessment accommodations, and become more proactive in our approach to assessment. This interactive workshop encourages participants to consider inclusive assessment during curriculum design.

The session will begin with an overview of the research and best practices literature, and exploration of a variety of inclusive assessment methods. After

**Michael Kaler**

Writing Specialist, RGASC,  
University of Toronto,  
Mississauga

**Dianne Ashbourne**

Educational Developer,  
RGASC, University of Toronto,  
Mississauga

**Tyler Evans-Tokaryk**

Director, RGASC, University of  
Toronto, Mississauga

3:00pm Break

3:15pm

***One-size-fits-one: Inclusively designing education experiences and materials***

Too often we consider diversity to be an issue, not an asset. However, our complex, interconnected, and technology-heavy world needs diversified, collaborative lifelong learners. All learners should reach their unique potential. And education plays a crucial role in nurturing diverse perspectives, needs, and approaches. Learn how to 'design' education through inclusive design practices and thinking. Participants will engage in co-design activities to prototype learning resources and processes that foster diversity and inclusion in our classrooms and in our society

**Jess Mitchell**

Senior Manager, Inclusive  
Design Research Centre, OCAD  
University

4:15 pm EDC Institute Learning Activity: From Passport to Practice



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