

Cracker Barrel Topics, Fall COED Meeting

Table	Facilitator(s)	Topic	Description
1	Erin Aspenlieder	Peer Consultation Program	In collaboration with the Associate Dean Academic in the College of Biological Sciences, we developed a peer-based, educational developer supported, mentorship program in the College. Loosely based on the teaching squares model, and taking place over the course of a semester, I facilitate an orientation meeting and debrief meeting and provide logistical and resource support throughout. Instructors self-identify teaching questions/goals and rotate through monthly meetings focused on their concerns/questions. Now in its third year, the program has grown in size and consistently receives positive reviews from participants. The program is an example of capacity-building, instructor-led programming.
2	Megan Burnett	TATP Tutorial Training Curriculum and Online Modules	In 2014-15, the University of Toronto implemented a new training requirement that stipulates that all Teaching Assistants (TAs) must be trained in one of four key categories of tutorial teaching: discussion-based teaching, lab-based teaching, review and q-and-a sessions, and skills-based instruction. We will share the new tutorial training curriculum developed by the Teaching Assistants' Training Program (TATP) at U of T to meet the needs of departments required to provide tutorial-specific training in these four categories. If time allows, we will also outline our plans for moving the tutorial training modules online.
3	Carol Rolheiser	THE ROLE OF TEACHING CENTRES IN SoTL: Strategy, Capacity, Advocacy & the Centrality of Peers	This session will explore an institutional view of peer-to-peer initiatives that aim to develop academics' capacities in the Scholarship of Teaching and Learning (SoTL) at the University of Toronto. Concrete examples of centralized activities developed through the Centre for Teaching Support & Innovation (CTSI), including a range of peer-focused initiatives, have supported the development of a network of colleagues engaged in research to better understand and enhance the quality of learning and teaching. With an emphasis on social network strategy and capacity-building, and targeted attention at all levels within a system, opportunities can be created to foster inquiry and support the dissemination of SoTL findings.
4	Kris Knorr	Students as Partners in Educational Development and Research	A central theme in recent pedagogical literature is the need to transform the higher education landscape by engaging students more actively as partners in teaching and learning initiatives (Cook-Sather, Bovill & Felten, 2014; Felten et al., 2013; Werder & Otis, 2010). Such work seeks to position students as change agents or co-inquirers who contribute actively to shaping teaching and learning research, educational development, and curriculum design (Dunne & Zandstra, 2011). At McMaster University, we have initiated a "Student Scholars Program", where we hire graduate and undergraduate student as full members of institute project teams. At this cracker barrel session, we will share the premise of the program, benefits of engaging students as partners, and lessons learned.

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5	Monica Vesely	One Size Does Not Fit All: Customizing the New Faculty Teaching Development Experience	At the University of Waterloo, the Centre for Teaching Excellence recognizes that our new faculty members enter our programming with varying backgrounds depending on their past teaching experiences. As a consequence, our approach to new faculty teaching development focuses on customizing their experience with our programming to better address individual needs and interests. During this session, I will provide an overview of how we guide our new faculty in creating a tailored Learning About Teaching Plan and the formalized workshop and activities that we have in place to help them achieve their desired teaching development goals.
6	Mary Wilson and Natasha Hannon	Western Region College Educator Development Program Renewal	<p>The Western Region College Educator Development Program is a long-standing collaboration between six Ontario colleges to provide a multi-phase, multi-year, mixed-modality faculty development program to all new full-time hires across all six colleges. Over the past several years, the six colleges have undertaken a comprehensive review of the program and have established a renewed curriculum designed to promote the achievement of specific learning outcomes.</p> <p>For colleagues who are interested in learning more about the renewed CEDP model, we would be happy to share:</p> <ol style="list-style-type: none"> 1) information on our program review and renewal process, as well as improvements made to CEDP 2) an overview of the six OER eLearning modules created to support the renewed CEDP 3) details of the design of the longitudinal study to analyze the impact of CEDP on faculty self-efficacy, attitudes toward teaching and approaches to instruction