Getting Ready to Teach at Humber
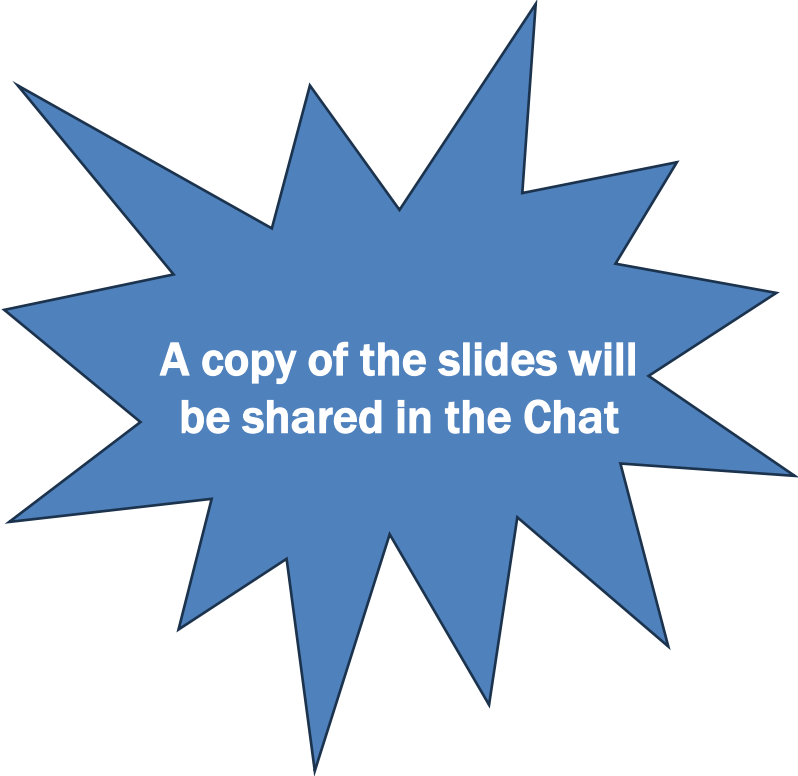
August 29, 2025, 1:00 – 2:30 PM

Dr. Tamara Bahr & **Dr. Karyn Olsen**
Educational Developers, Innovative Learning

WELCOME!

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Agenda

1. Welcome and Introductions

2. Who/What is Innovative Learning?

3. Who are Humber Students?

4. Establishing & Maintaining Community

5. Teaching Case Studies

6. Q&A + Resources

A copy of the slides will be shared in the Chat

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Introductions

Let's get to know each other!
Please share your:

- Preferred name and pronouns
- Discipline/Background
- Your favourite summer activity!

Tamara Bahr (she/her)
- Tamara.bahr@humber.ca
- Teaching Excellence, IL

Karyn Olsen (she/her)
- Karyn.Olsen@humber.ca
- Teaching Excellence, IL
- Anthropology
- Backyard BBQ

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Fall 2025: Faculty Orientation

Innovative Learning

We plan and coordinate **meaningful faculty development experiences** that guide and support the teaching journeys of **all faculty** throughout their time at Humber

FIND US (D224, NORTH) + ONLINE SUPPORT CENTRE	WORKSHOPS, MICRO-CREDENTIALS, AND TEACHING CERTIFICATES	EDUCATIONAL TECHNOLOGY: BLACKBOARD, MS TEAMS, ETC.
LESSON PLANNING AND COURSE DESIGN RESOURCES	COSSID SUPPORT	UNIVERSAL DESIGN FOR LEARNING, GENERATIVE AI, AND MORE!

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Who are Humber Students?

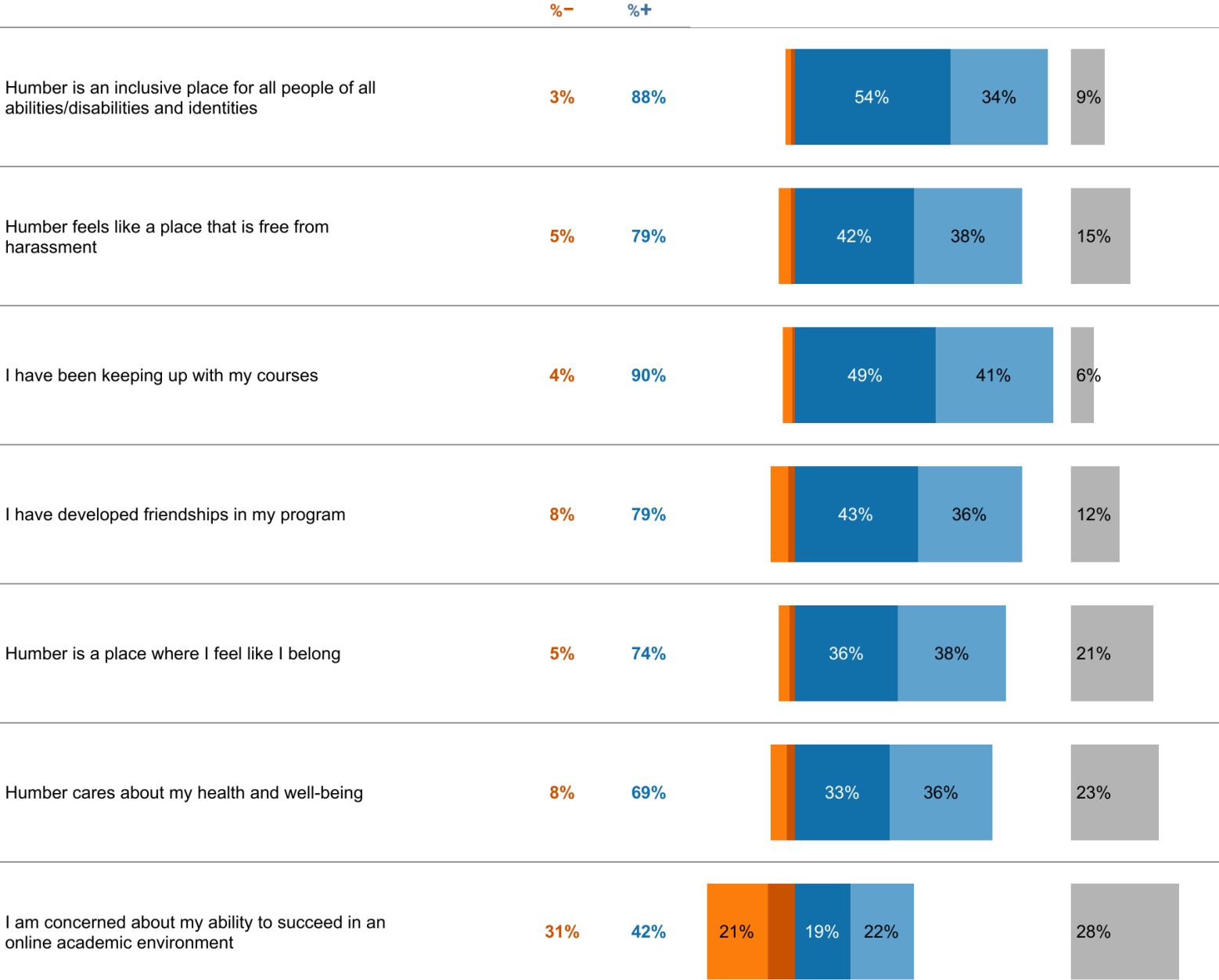Humber Student Success Survey (2018-2024)

- \> 72 000 respondents; 33% response rate
- The questions focus on demographics, career goals, the student experience and challenges students face while at Humber
- [Access and explore survey by Faculty](#)
- Most recent data in next few slides (Fall 2024)

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Survey Results: Engagement

Engagement and Experiences
Question: Please rate your level of agreement with the following statements:
Strongly Disagree | **Disagree** | Neither Agree nor Disagree | **Agree** | **Strongly Agree**

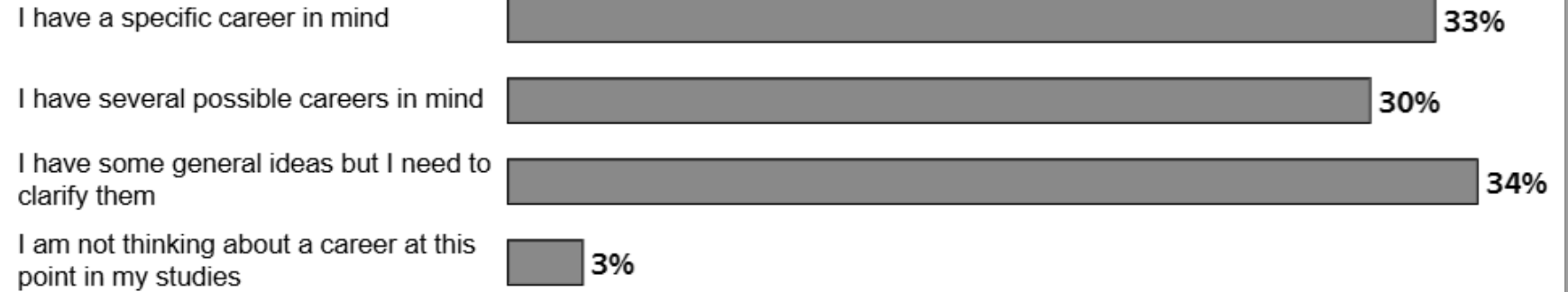| Statement	%-	%+	Strongly Disagree	Disagree	Agree	Strongly Agree	Neither
Humber is an inclusive place for all people of all abilities/disabilities and identities	3%	88%			54%	34%	9%
Humber feels like a place that is free from harassment	5%	79%			42%	38%	15%
I have been keeping up with my courses	4%	90%			49%	41%	6%
I have developed friendships in my program	8%	79%			43%	36%	12%
Humber is a place where I feel like I belong	5%	74%			36%	38%	21%
Humber cares about my health and well-being	8%	69%			33%	36%	23%
I am concerned about my ability to succeed in an online academic environment	31%	42%	21%	19%	22%		28%

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Survey Results: Career Plans & Options

97% of respondents have a general idea of their **career plans.**

83% of respondents know "fairly well" or "very well" the **career options** their program could lead to.

Career Plans
Question: Which of the following BEST describes your career plans?

I have a specific career in mind	33%
I have several possible careers in mind	30%
I have some general ideas but I need to clarify them	34%
I am not thinking about a career at this point in my studies	3%

Career Options
Question: How well do you know the career options your program or intended program could open for you?

Very well	33%
Fairly well	50%
Only a little	15%
Not at all	2%
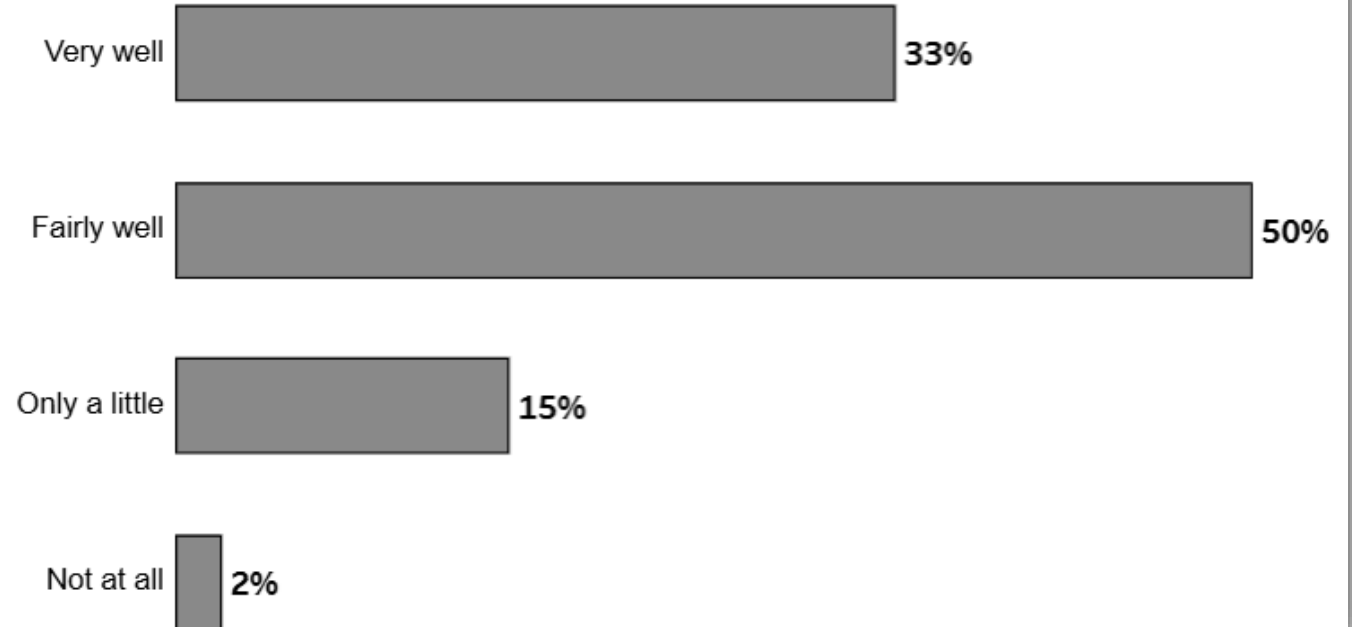
Survey Results: Coping Abilities

How can we **support student wellbeing** and **coping abilities?**
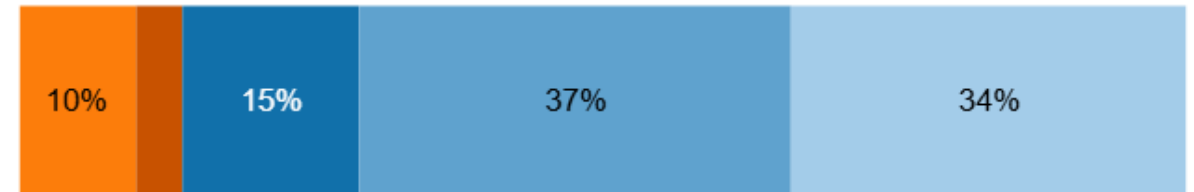
Coping Abilities
Question: Adjustment to academic and social demands of college life can be challenging. How would you rate your current abilities in the following areas.
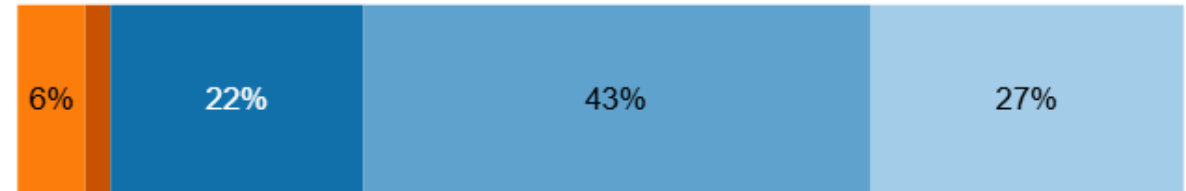**Poor | Below Average | Average | Good | Excellent**

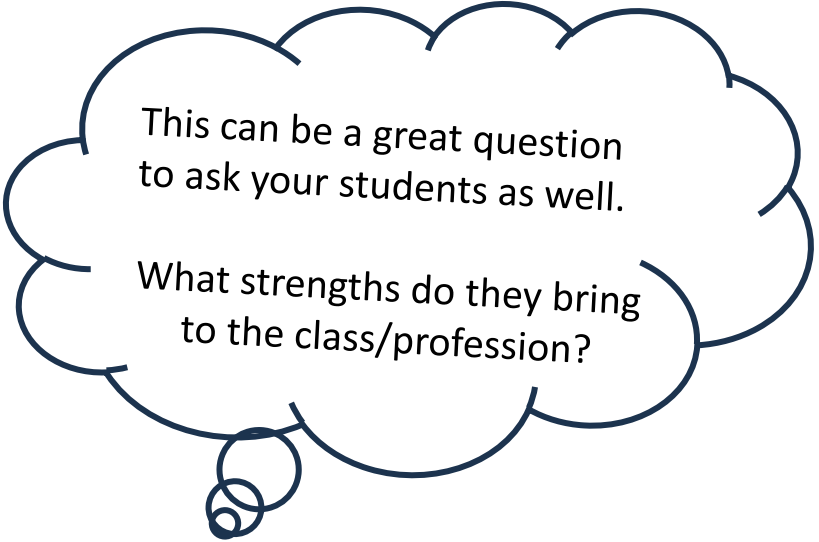|	%−	%+				
Coping with the stressors in your life	14%	86%	10%	15%	37%	34%
Persisting when things are difficult	8%	92%	6%	22%	43%	27%
Seeking help when you need it	21%	79%	13% 8%	21%	32%	26%

Based on your previous experience...

This can be a great question to ask your students as well.

What strengths do they bring to the class/profession?

What is a **strength you bring** to your teaching or the classroom?

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The First Day: Establishing Community

- Prepare a **welcome letter and/or video** with an option for students to respond

- Provide a template for **student introductions**
  - Example: What is your name? What are your learning goals for this course? What is your favourite [X]?

- Implement a **"Get to Know You" Survey** to discover their past learning experiences, preferences, and access.

- Be explicit about **how** students can connect with you and **when** you are available to answer questions (e.g., email, office hours, LMS, synchronous Q&A sessions, etc.)

Why Establish Community?

When students feel like they belong, they are more likely to **participate** and to **succeed** at learning goals (McKinney at al., 2006)

Students who feel connected are more likely to **persist** when course content/tasks become challenging (Felton & Lambert, 2020)

Students who are a part of a strong classroom community tend to share **higher satisfaction** ratings regarding the quality of the class (Sidelinger et al., 2014)

Maintaining Community

Make time for ongoing **community-building activities** (e.g., icebreaker questions, humour, quick polls, pre-assessments, etc.)

Build in opportunities for students to **talk and share** with each other
Example: Active learning strategies

Continuously debrief with students using classroom assessment techniques (CATs)
Ask: "What was the muddiest point of today's class?"

Resources: Preparing for the First Day of Class

Here are some resources to help get ready for your first day!

- [Getting to Know Your Learners](#) (Humber)
- [Tips for the first day and links to resources](#) (Seneca)
- [The First Day of Class](#) (Western)
- [Best Practices: First Day of Class](#) (TMU)
- [Inclusive Icebreaker Resource](#)

References

- Felton, P. & Lambert, L. (2020). *Relationship-rich education: How human connections drive success in college*. Baltimore: Johns Hopkins UP.

- McKinney, J.P, McKinney, K.G., Franiuk, R. & Schweitzer, J. (2006) The college classroom as a community: Impact on student attitudes and learning. *College Teaching*, 54, 281-284.

- Sidelinger, R.J., Bolen, D.M., McMullen, A.L. & Nyeste, M.C. (2014). Academic and social integration in the basic communication course: Predictors of students' out-of-class communication and academic learning. *Communication Studies*, 66(1), 63-84. https://doi.org/10.1080/10510974.2013.856807

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Fall 2025: Faculty Orientation

Discussion:
Teaching & Learning Scenarios

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Case Study 1

It is one week prior to the start of the semester, and you are getting ready to start teaching!

Before your class meets for the first time, you decide to send a survey to students to find out a bit more about who is enrolled.

What would be good to find out?

What format/tools might you use to gather responses?
How can you use responses to benefit students?

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Debrief: Case Study 1

What would be good to find out?

- Why did they enroll? What are the excited to learn about?

- What previous knowledge/experience do they have with the subject matter?

- What questions or concerns do they have about succeeding in the course? What barriers to learning have they encountered in the past?

- What would they like to share about their expectations or learning preferences?

- What is their comfort level with the format of the course/activities? (E.g., in-person, online, class discussions, using technology, etc.)

- What kinds of responsibilities are they balancing (academic, job, family)?

- How sure are they that they will have access to the materials, technology, wi-fi, study spaces (etc.) that they will need to be successful in the course?

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Debrief: Case Study 1

What format/tools might you use to gather responses?

- Consider whether you will gather responses with names or anonymously. Anonymously will like result in higher, more honest responses

- Tools: Microsoft Forms, Google Forms, Poll Everywhere

- Shared spaces: Padlet, Blackboard Discussion Board

How can you use responses to benefit students?

- Address expectations at the start of the course

- Tailor learning experiences (e.g., draw connections to areas of interest)

- Assess needs

- Demonstrate approachability

- Build community!

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Case Study 2

You have been teaching at Humber for just over a month. You get to your desk and open your email. At the top of your inbox, you see the following email from a student in your class:

> *Hi there! I missed last Fridays class. Can you send me the lecture notes todayso that I will be raedy for the midterm this week? Thx so much.*

How would you respond in the moment?

How can we support the development of professional & academic skills among students?

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Debrief: Case Study 2

How do you respond in the moment?

- Avoid writing responses when annoyed with students
- Model professional communication in all responses/emails
- Consider what policies and guidelines you implement regarding missed classes
- Consider what steps you will take to support the student

How can you support professional and academic skill development?

- At the beginning of the year share your expectations around:
  - Catching up after missed classes
  - Email communications
- Create a discussion board where students can post and answer each other's questions, share notes, etc.
- Develop or share resources for professional communication (e.g., email etiquette for students)

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Case Study 3

You are nearing the end of the semester. A bright and previously engaged student in your evening class is suddenly less active. She previously participated in discussions, submitted assignments on time, and consistently obtained good grades. Now, she has missed two classes and a due date. When she does attend class, she rarely participates, looks fatigued, and lost in her thoughts.

How would you respond in the moment?

How do we support students who may be struggling?

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Debrief: Case Study 3

How will you respond in the moment?

- Avoid asking the student to share/disclose in front of other students

- Identify the resources you connect the student to (you do not have to take on the role of a counselor)

- Consider sending an email that opens the door for a conversation and possible avenues for support

    - *Example: "I noticed that you missed the latest due date and I wanted to check in to see if you are okay…"*

- Keep in mind that it may take a few weeks to be notified by Accessible Learning Services about any student accommodations

Debrief: Case Study 3

How do we support students who are struggling?

- Connect the student with [Student Wellness & Accessibility](#) support services

  - Health, Counselling, Accessibility, and Peer Wellness

- Talk to your Associate Dean for advice

- Consider where flexibility might be possible for course tasks and due dates

- Let students know that you want them to succeed and invite them to reach out to you if they are struggling

Key Resources

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Important Dates for Fall 2025

- Classes Start: Tues Sept 2

- College Closed: Mon Oct 13

- Reading Week: Oct 20 – Oct 25

  - Midterm Grades: Oct 31

- Last Day of Classes: Dec 14

  - Final Grades: Dec 16 @ 6 PM

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Faculty Handbook 2025-2026

This comprehensive guide contains resources, services, and support, including some useful starting points such as:

- A Semester Start Checklist
- Information about Blackboard, Humber's Learning Management System (LMS)
- Course Outlines
- Accessing Your Humber Email

Lesson Planning Guide

Generative AI Resources

- **Resources to support questions about Generative AI and teaching/learning:**

  - Humber's AI Hub

  - Generative AI (Durham College)

  - Teaching with AI (Fanshawe College)

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Connect with Innovative Learning

Questions about planning your teaching?
- General Inquiries: innovativelearning@humber.ca
- Reach out to IL's Educational Developers to meet in person or via Teams:
  - Tamara Bahr, tamara.bahr@humber.ca
  - Sara Mazrouei, sara.mazrouei@humber.ca
  - Karyn Olsen, karyn.olsen@humber.ca

Questions about Blackboard?
- Visit [Faculty Blackboard Ultra Help](#)
- Get online support: [Innovative Learning Support Centre](#)

On Campus Resources

- **People(s) & Culture (HR)**
- **Information Technology Services (ITS)**
- **Centres of Innovation Network (COI)**
- **Humber's Office of Research & Innovation (ORI)**
- **Transition & Academic Support (TAS)**
  - **Advising & Career Services**
  - **Student Learning Services**
- **Student Wellness & Accessibility Centre (SWAC)**
  - **Recognize, Respond, Support Students in Distress**
- **Indigenous Education & Engagement (IEE)**
- **Black African Employee Resource Group (BAERG)**
- **2SLGBTQ+ Employee Resource Group**
- **Humber's Faculty Union, OPSEU Local 562**
- **Humber Archives**
- **Humber Libraries**
- **Idea Lab**
- **Parking Services**
- **Athletics**

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What questions do you have?

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Common Questions & Answers

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Common Questions & Answers

What do I need to know about copyright guidelines when it comes to using different types of materials (books, videos, web content, etc.) for teaching?

- [Copyright Services (Humber Libraries)](#)
- Contact: copyright@humber.ca

Common Questions & Answers

Where can we go to obtain office supplies/keys/print stuff/etc.?

- These are Faculty-specific things, so each Faculty has their own way of doing things. Check with your Program Coordinator or Office Manager to find out how your Faculty operates.

What was the name of that app that allows me to access classrooms and parking?

- Avro

Common Questions & Answers

How do I get on the Wi-Fi?

- Eduroam is the secure, high-speed, wireless, Internet solution available across all Humber campuses (including Guelph- Humber) for use by Humber and Guelph-Humber students, employees, suppliers, and guests Humber accounts.

- Your Eduroam username is your Humber username with "@humber.ca" tacked to the end
  Example: n12345678@humber.ca

- Note that your Eduroam username is not just your Humber username, and it is not your Humber e-mail address.

Common Questions & Answers

What if I need help with IT-related things?

- 416.675.6622 X8888 or 1.866.484.6622 (Toll Free)
- https://humber.ca/its/home
- They also have a large collection of reference guides

Are there Humber branded PowerPoint and other templates?

- Yes. See Stationery/Presentation Templates

Common Questions & Answers

Tell me more about using MS Teams to teach synchronous online sessions.

- [The Move to MS Teams](#)

How do I create a grading rubric in Blackboard?

- See [Creating a Rubric in Blackboard Ultra](#)