

The New & Improved Teaching & Learning Website

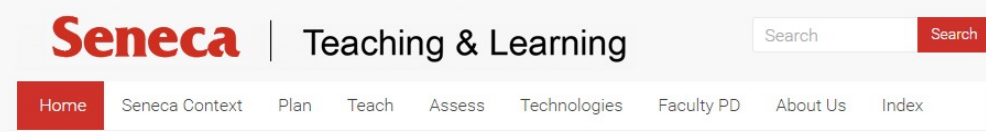
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Teaching & Learning is happy to announce their [updated website](#), providing faculty with faster and easier access to information, inspiration, tips, and tools to enhance their teaching practice.

Central to the update is a newly revamped menu structure. Information is now clearly organized based upon what faculty are looking for and / or doing.



New menu items include:

- **Seneca Context:** This section provides ‘big picture’ information on faculty-related policies, procedures and college-wide initiatives.
- **Plan:** Are you developing a lesson? A course? A program? Perhaps you’ve been asked to make your course hybrid or online. If yes, this section provides extensive guidance, tips and resources on how to plan and develop teaching activities.
- **Teach:** Here you will find a collection of information and teaching ideas for all modes of delivery (traditional, hybrid, and online). Teaching tips, groups, hybrid and/or online courses, inclusive teaching, and Faculty Centre (i3) all get special attention.
- **Assess:** How can we evaluate student learning and, perhaps even more importantly, how do we assess their learning as the course progresses? Answers to these important questions can be found in this section of the website.
- **Technologies:** The use of technology is now an essential part of modern teaching practice. This section guides faculty in what they should consider when choosing a technology – and what specific tools they can (or should) use.

- **Faculty PD:** This section includes information on the many development opportunities offered by Teaching & Learning. Courses, workshops, conference-style development days, support for developing your portfolio, and more. It's all here.

A revised index page and quick keyword search provide even more ways to find information.

Check out (and bookmark!) the new [Teaching & Learning website](#). Comments, suggestions and questions are most welcome: teaching@senecacollege.ca.

View the [Winter 2017 issue of the Academic Newsletter](#).

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