



2023

**TEACHING &
LEARNING
INNOVATIONS
CONFERENCE**

CONFERENCE PROGRAM

UNIVERSITY
of GUELPH

OFFICE of
TEACHING AND LEARNING

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LAND ACKNOWLEDGEMENT

The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit. We recognize this gathering place where we work and learn is home to many past, present, and future First Nations, Inuit, and Métis peoples. Our acknowledgement of the land is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence. Our school supports and adds our collective voice to the "CALLS TO ACTION" from the Truth and Reconciliation Committee on Indian Residential School to never forget, to hold governments and colonial forces to account, to seek redress and healing for injustice.

ACKNOWLEDGEMENTS

The Office of Teaching and Learning and the 2023 TLI Conference Planning Committee would like to thank the Offices of the Provost and Associate Vice President (Academic) for their financial support of this conference.

We would also like to thank the McLaughlin Library for their technical assistance with recording the panel sessions, Brandon Merrick and the Department of Athletics for the coordination and use of their registration system and the Physics department for in-kind use of the poster boards.

Note: We are aware of the continually evolving landscape surrounding COVID-19 and its impact on public health. We will follow public health guidelines. Masks are not mandated, but you are strongly encouraged to wear one while inside at U of G.

SCHEDULE AT-A-GLANCE

Wednesday, May 17, 2023 - In-Person Conference Day

8:30 AM - 8:45 AM:

Welcome and Land Acknowledgement from *Martin Williams* (Director, Office of Teaching and Learning)

Location: Peter Clark Hall (PCH) Centre Room - Basement of the University Centre (UC)

8:45 AM - 10:00 AM:

Opening Panel Discussion: The Future is Now! Artificial Intelligence in Higher Education

Location: PCH Centre Room & Virtual

10:15 AM - 12:15 PM:

Concurrent Sessions and Workshops

Location: Session rooms in the UC

12:15 PM - 1:15 PM:

Lunch

Location: PCH Centre Room

1:30 PM - 2:45 PM:

Afternoon Panel Discussion: Now What? Artificial Intelligence and Assessments

Location: PCH Centre Room and Virtual

2:45 PM - 3:45 PM:

Concurrent Sessions and Workshops

Location: Session rooms in the UC

3:45 PM - 4:45PM:

Poster Session

Location: PCH Centre Room

Thursday, May 18, 2023 - Virtual Conference Day

Note: Virtual links to access the sessions will be emailed to all registrants 1 week before the conference

9:00 AM - 9:15 AM:

Virtual Welcome Back from *Christopher Laursen* (Educational Developer, Office of Teaching and Learning)

9:15 AM - 12:00 PM:

Virtual Concurrent Sessions and Workshops

12:00 PM - 1:00 PM:

Lunch

1:00 PM - 2:30 PM:

Virtual Concurrent Sessions and Workshops

2:45 PM - 4:00 PM:

Hybrid Panel Discussion – What Path Do We Take? The Future of Higher Education

Location: MacNaughton 105 and Virtual

4:00 PM - 4:15 PM:

Closing Remarks from *Byron Sheldrick* (Associate Vice-President – Academic, University of Guelph)

Location: MacNaughton 105 and Virtual

FULL SCHEDULE

Wednesday, May 17

Welcome and Land Acknowledgement 8:30 AM - 8:45 AM

Location: PCH Centre Room

Welcome and Land Acknowledgement from *Martin Williams* (Director, Office of Teaching and Learning, University of Guelph)

Opening Panel Discussion: The Future Is Now? Artificial Intelligence in Higher Education 8:45 AM - 10:00 AM

Location: PCH Centre Room

In this panel session, we will explore how Artificial Intelligence (AI) is transforming higher education. Panelists will discuss a range of perspectives informed by their experiences and areas of expertise in response to prompts and audience questions. The panelists will discuss the implications of AI's use, including various ways it can affect teaching and learning, its limitations, ethical implications, and associated risks. We will discuss possible future directions of AI in higher education.

Moderator: *Martin Williams, Director, Office of Teaching and Learning*

Panelists: *Jacob Claessens* (MSc student, University of Guelph, and founder of Oriole AI), *Kevin Matsui* (Managing Director of the Centre for Advancing Responsible and Ethical Artificial Intelligence, University of Guelph), *Christa Morrison* (Digital Pedagogy Specialist and Business Systems Specialist, McMaster University), and *Dr. Graham Taylor* (Canada Research Chair and Professor of Engineering, University of Guelph)

**Please note that this panel will be recorded.*

Concurrent Sessions & Workshops 10:15 AM - 12:15 PM

Room A = PCH Wing A, Room B = PCH Room B, Room C = UC 442, Room D = UC 441, Room E = UC 430

Session A1: An Introduction to the University's New Course Outline Management Tool: A New SYL-ution for UofG

Authors: Alison Crerar, Aron Fazekas, Clarke Mathany, and Dev Shah

The university is in the process of transitioning to a new course outline tool, SYL, that will support instructors with the organization and development of their course outlines. As a critical component of communication between instructors and students, the SYL implementation team will showcase how faculty can tailor their course outlines in SYL to integrate logistical details from other centralized systems, provide information regarding teaching methods and assessment parameters, and automatically populate University, College, and Departmental policies.

We will introduce you to the new SYL tool and discuss important elements to include in your outline to ensure that it meets accessibility and student needs. Our implementation plan, including the transition of data from the previous system, and future orientation workshops will be discussed. Attendees will have an opportunity to provide feedback and pose questions.

By the end of this session, participants will be able to:

- Identify key details regarding the timeline and transition to SYL.
- Describe foundational elements of the new course outline software tool.
- Pose questions and suggestions for the implementation team to consider during the rollout of SYL.

Session A2: Males Under-Estimate Academic Performance of Their Female Peers in Undergraduate Biology Classrooms

Author: Daniel Grunspan

Women who start college in one of the natural or physical sciences leave in greater proportions than their male peers. The reasons for this difference are complex, and one possible contributing factor is the social environment women experience in the classroom. Using social network analysis, we explore how gender influences the confidence that college level biology students have in each other's mastery of biology.

Results reveal that males are more likely than females to be named by peers as being knowledgeable about the course content. This effect increases as the term progresses and persists even after controlling for class performance and outspokenness. The bias in nominations is specifically due to males over-nominating their male peers relative to their performance. The over-nomination of male peers is commensurate with an overestimation of male grades by 0.76 points on a 4-point grade scale, indicating a strong male bias among males when assessing their classmates. Females, in contrast, nominated equitably based on student performance rather than gender, suggesting they lacked gender biases in filling out these surveys.

By the end of this session, participants will be able to:

- Recognize student dynamics that are otherwise hidden from instructors.

- Learn about social dynamics that exist in classrooms and become aware of ways to study them.

Session A3: Cooperative Learning in the Post-COVID-19 Language Classroom: A Tool for Increasing Student Motivation and Sense of Community

Author: Enrica Aurora Cominetti

The effect of the COVID-19 pandemic on student motivation and sense of community still lingers on in our classrooms. Indeed, the dramatic increase in academic misconduct we are currently witnessing may be related to the students' feeling of being removed from classroom dynamics ensuing the COVID-19 shift to online instruction. This is all the more true when considering the challenges language learners have had to face, as traditionally language teaching heavily relies on face-to-face interaction.

My presentation aims to analyze how various cooperative learning techniques can be integrated with motivational theories to increase language learners' motivation and sense of community. The analysis will consider, on the one hand, the theoretical foundations on which group learning techniques are based and their related effects on student motivation and sense of belonging. On the other hand, it will illustrate how said effects can be further enhanced in the language classroom by adopting motivational strategies.

By the end of this session, participants will be able to:

- Identify the theoretical foundations on which cooperative learning techniques and motivational theories are hinged.
- Understand the extent to which the integration of cooperative learning models with motivational strategies can positively affect language learners' motivation and sense of belonging.

Session B1: The Arts and Sciences Conference: Embedding Career Preparation in the Curriculum

Authors: Donald Bruce and Nicola Edwards

A Team of Career Specialists and Academics has now done five iterations of the Arts and Sciences Conference over three years using the BAS program as a pilot. The aims are: to embed career preparation in the curriculum; to link transferable skills and knowledge acquired in the classroom to career pathways; to empower students to make informed decisions about their own career pathways post-graduation.

Starting in 2020, we built a team to launch this conference using the BAS program (approx. 500 students). The key issue was to embed career planning as part of the actual curriculum and to link transferable skills acquired in BAS core courses to career pathways.

All BAS students are required to engage in at least three of six online sessions and write a graded reflection text analyzing what they have learned. The sessions (eg: alumni panels, employer panels, keynote speakers, professional career specialists) vary in each iteration and have included topics such as, EDI, LinkedIn, and career-navigation; 26 of the 30 sessions are archived and available.

Student / Instructor reactions have been very favourable. We are planning a research project on the pilot.

By the end of this session, participants will be able to:

- Understand the value of including career preparation as part of the actual curriculum.
- Understand the structure and operation of the Conference that has been built.
- Identify ways of using our model and resources for adoption or adaption into their own programs. This session is aimed at faculty and academic staff.

Session B2: Applying an Authentic Assessment Evaluation Tool to Assessments Across Multiple Disciplines

Authors: Ashley Fisher, Tina Hobbins, and Kerry Ritchie

Authentic assessment (AA) is often thought to support critical thinking, the development of transferable skills, and bridge the gap between the classroom and real-world. Previously, the Ritchie Lab developed the AA tool, which is used to evaluate assessment authenticity. This tool was applied to a complete inventory of assessments in a health science curriculum, and results demonstrated that AA generally increased with academic year, and certain types of assessments were more authentic than others. Previous literature has highlighted differences in teaching and learning structures across academic disciplines, suggesting AA and trends in AA could vary by discipline. To address this gap, I used the AA tool to evaluate 165 assessments from 15 representative business, humanities, and applied science courses. This validated the previous assumption that the AA tool could be used to evaluate the authenticity of assessments beyond a health science curriculum. My preliminary data highlights discipline-specific trends and differences in assessment structure and authenticity which could be applied to other disciplines, highlighting the importance of cross-College discussion of best practices.

By the end of this session, participants will be able to:

- Understand authentic assessment and how the Authentic Assessment Tool can be used to evaluate assessment authenticity.
- See examples of authentic assessments in each discipline and suggestions of how to increase assessment authenticity.
- Appreciate the differences in assessment structure, type, and authenticity across curricula, as well as the importance of interdisciplinary communication and dissemination of best practices.

Workshop B3: Let's Talk About Authentic Assessments: What Are They and Who's Using Them?

Authors: Kerry Ritchie and Justine Hobbins

Authentic assessments (AA) can foster deep learning and strengthen ties between classroom and real-world problems. However, while many institutions highlight a commitment to AA in strategic documents, objective measures of AA are lacking, and assessment design remains largely an individual activity.

In a multi-year project, we compiled an inventory of all assessments across our BSc curriculum and documented their authenticity using a rubric-style tool based on the core dimensions of authenticity: realism, cognitive challenge, and evaluative judgement. This tool has been applied to over 1000 assessments from face-to-face and remote teaching settings, uncovering patterns of authenticity by class size, year level and assessment type, allowing us to better understand student experiences and facilitate discussion between instructors.

This workshop will share our representative dataset and tool to engage instructors in personal reflection and critical discussion with colleagues. We also present a tangible process that can be adopted at scale to support program-wide reviews. We will discuss practical strategies participants can consider at a course, curriculum, or institutional level.

By the end of this session, participants will be able to:

- Discuss the core dimensions of authentic assessment.
- Score assessments using the authentic assessment tool.
- Identify strategies and resources to enhance assessment authenticity in a variety of settings.

Workshop C1: Assessing Student Participation: Beyond Hands Up

Authors: Andrea Buchholz and Janet Wolstenholme

Have you ever assessed students on something you have not taught them? Us too. Take participation, for example. We expect students to participate in our courses. Indeed, we assign perhaps 10% to 20% of students' final grade to participation. But do we teach students what participation looks like, or enable them to do so in various ways? Does our assessment go beyond counting the number of times students speak up in class or trying to remember participation at the end of the semester? To foster more and meaningful class participation, we propose that participation-related learning outcomes, classroom activities and assessment be aligned. Together in this hands-on workshop, we will work through an example of how to constructively align class participation. We encourage workshop participants to have a course in mind that they teach/will teach (in person, virtual, blended), and for which participation is assessed.

By the end of this session, participants will be able to:

- Develop a clear and measurable participation-related learning outcome.
- Identify classroom activities which will engage students with the action of the learning outcome.
- Begin to develop a learner-centred assessment aligned with the learning outcome.

Workshop C3: Contextualizing COVID-19: An Archive for the Future

Authors: Catharine Carstairs, Kim Martin, Thomas Smith, Anna Tchobanian, and Evie Matyjias

Over the past three years, Kim Martin and more recently, Catherine Carstairs, have been building an online archive of the University of Guelph's experience of COVID-19, as part of a series of experiential learning courses. The first of these (Fall 2020) had students write narratives and take photos of their pandemic experiences. The following year, students shared media objects and their own memories. In Winter 2023, students conducted oral interviews of faculty, staff, and students in collaboration with a number of community partners including the OAC, the OVC and Student Life. These projects have been archived on the Canadian Writing Research Collaboratory, an online depository for research about Canada. In this presentation, we will discuss skills the students gained including: critical reflection, time-management, professional presentation, digital literacy, writing for the web, institutional understanding and connections between the local and the global and the usefulness of the archive for future historians.

By the end of this session, participants will be able to:

- Explain what CWRC (<https://cwrc.ca/>) is and the value of creating a digital archive.
- Appreciate the concrete skills students learned in these experiential learning projects including: critical reflection, time-management, professional presentation, collaboration, digital literacy, institutional understanding and the connections between the local and the global.
- Identify what students, faculty and staff experienced during the COVID-19 pandemic and how it changed their lives.

Session D1: Student Driven Collaborative Learning & Importance of Open Ed

Authors: Shehroze Saharan, Pooja Sankar, Justine Tshinsky, Coral Murrant, Kerry Ritchie, and Ali Versluis

In an age where students are relying more on the internet for accessing material to supplement their learning, the importance of accessible, affordable course content and credible sources is growing immensely. With this, comes the question; just how accessible are educational resources for students? Through the fourth-year advanced

research course, HK 4510, students with a keen interest in collaboration, teaching, learning and physiology have the opportunity to work alongside faculty towards the creation of an open educational resource in Physiology. Student-driven, collaborative learning was a fundamental theme throughout the course that ensured a learner-centred approach. This project gave students the opportunity to acquire a new set of skills and competencies including various forms of pedagogy, learning through team building, and understanding various forms of copyright and intellectual property (IP). We will discuss how these skills allowed for the critical evaluation of learning objects and assess their resourcefulness in helping students enrich the learning experience.

By the end of this session, participants will be able to:

- Appreciate the collaborative learning approach in creating accessible open educational resources to enrich the learning experience of both the content creators and users of the resource.
- Understand the importance of student-driven learning and the power of different perspectives.
- Consider how to implement different modes of communication to foster the needs of different individuals and their academic strengths and weaknesses.

Session D2: Learning with Roleplaying: How Did My Students Become the Cabinet Members of Middle Eastern Countries?

Author: Evren Altinkas

Learning is an interactive process. As a dedicated implementer of interactive learning, my experience shows that the best way for a learner to comprehend a subject is to be a part of the subject. This is extremely relevant in social sciences as well. In Winter 2020, I have applied some of the methods I learned during my EnLITE participation at University of Guelph to a group of 4th year students in Political Science Department. All the students are assigned as cabinet members (President, Foreign Affairs or Defense Ministers) of Middle Eastern countries we cover in the course. Each week, each group has 5 minutes to give a brief description of their policy as the country they represent on the specific topic covered in the course. I will present the results of learning process at the conference as the course will end and grades will be submitted by that time.

By the end of this session, participants will be able to:

- See whether interactive roleplaying works for learning or not.
- Become familiar with roleplaying case studies.

Session D3: Leveraging Collaborative Online International Learning (COIL) into Your Experiential Activities

Author: Ruben Burga

Applying collaborative synchronous communication technology, faculty from four international institutions (University of Guelph, University of Navarra-Spain, IPMI International Business School - Indonesia, and Dominican University- USA) created teams of students (mixing multiple institutions) to explore the innovative aspects of sustainability in businesses. There were approximately 165 students in 22 teams with equal distribution of students from each institution in each team. This experiential activity was conducted in 2023 and required the students to coordinate synchronous meetings across three continents (North America, Asia, and Europe) and interview a local company, analyse their innovations in the context of sustainability and then present a final report and a virtual poster in the Metaverse describing their findings. Pedagogically, we enhanced social learning across cultures and promoted the humanistic aspect of doing business whilst from the Scholarship of Teaching and Learning perspective, we explored the changes in various learning dimensions using the Dee Fink taxonomy of significant learning before and after the COIL experience. In addition, the instructors across all four institutions met regularly prior to the activity, during the activity and post-activity to review the project and process. During the activity the instructors shared the monitoring and assessment duties and corresponded to ensure that we were consistent with our expectations. We will both the pedagogical and scholarly preliminary results of our study.

By the end of this session, participants will be able to:

- Apply learnings from conducting a COIL activity with partner institutions.
- Understand that meaningful learning may vary across a cultural context but still be oriented in a humanistic sense.

Session D4: Flipped Classroom is an Effective Approach in Teaching and Learning Mathematics in Large Classes

Authors: Nagham Mohammad

The Flipped classroom is quickly emerging as an exciting new approach that promises benefits for students specifically in large classes (> 200 students). Students first be introduced to course materials before class and then complete individual and/or group learning activities inside the classroom. Video lectures must always be used as the pre-class instructional medium in the flipped classroom approach.

In this session, I discuss how I run 2 large sections of MATH*1080 Flipped classes, with 5 engaged lab sections in a course of 2200 students while still embedding feelings of care and support. Further, I explain how I engaged all of the students inside the classroom. Finally, how I provided my students with the same experience as in-person but with the Flipped classes. From the course evaluations the students' reviews were very positive.

By the end of this session, participants will be able to:

- Understand how I ran 2 large sections of Math*1080 Flipped classes, and ran 5 engaged lab sections in a course of 2200 students while still embedding feelings of care and support.
- Understand how I engaged all of the students inside the classroom using the student-response system 'Top Hat' to manage classroom discussions and promote active learning with strong academic standards.
- Understand how I provided my students with the same experience as in-person but with the Flipped classes.

Session E1: Mentoring Educational Leadership through Instructor-TA Partnership

Authors: Stephen Mattucci and Albert Jiang

Senior PhD candidates with academic aspirations need opportunities to further develop their teaching practice, gain experience to showcase in a teaching dossier, and ultimately prepare for a potential future instructor role. This presentation and discussion will explore how a 'Lead TA' role with increased responsibility can be mutually beneficial for both the instructor and the TA. Themes that will be explored include:

- Teaching Technologies - e.g., sharing different teaching techniques and technological tools (e.g., tablet functional advantages).
- Assessment Strategies - e.g., multiple perspectives developing and verifying assessments.
- In-class Opportunities - e.g., trading duties between solving problems, and circulating the room.
- TA Management - e.g., assistance with / experience gained for administrative tasks, additional resource for TA peer support.
- Mentorship - e.g., lifting each other up, negotiating philosophical values.

This relationship can be leveraged such that the instructor has an extra perspective to rely upon, and a closer connection between the students, and the TA has a safe space to explore teaching philosophies and approaches.

By the end of this session, participants will be able to:

- Recognize the mutual benefits to instructor-TA mentorship.
- Compare and contrast with their own experiences to provide avenues for further investigation.

Session E2: Preparing Engineering Graduates to be Changemakers for a Just World: Outcomes of a Learning Enhancement Fund Project

Authors: Andrea Bradford, Julie Vale, and Qurat Dar

The engineering profession has significant power over others, exercised by allocating resources, opportunities, risks, and harms to different social groups. So, it is important to prepare graduates to consider equity in their work and this has been the focus of our

project, initiated with support from the Learning Enhancement Fund. The session will showcase a selection of the learning activities that we developed and delivered to target these mindsets and competencies. How do engineering students learn about positionality and intersectionality? Stakeholders and social dimensions of engineering design problems? Different ways of knowing, doing and being? We will share preliminary evidence of effectiveness, based on pre- and post- course surveys conducted in two courses that incorporated new learning activities. Finally, we will explore ways to enhance engagement and learning of different groups of students and consider implications for recruitment and retention.

By the end of this session, participants will be able to:

- Describe the intersection of engineering and social justice.
- Identify mindsets and competencies that support engineering for social justice.
- Discuss the potential effectiveness of learning activities that target these mindsets and competencies.

Session E3: Developing Common Program Learning Outcomes for Biology Majors in Canada

Authors: Sidney Evans and John Dawson

Canadian Bachelor of Science (BSc) Biology programs vary regarding the knowledge and skills students develop due to institutions' flexibility in determining their curriculum. As a result, not all biology programs equally prepare students for success.

One way to determine how a program prepares students is to examine its program learning outcomes (PLOs), which specify the knowledge, skills, and values a graduate should obtain. However, some biology programs lack PLOs, putting students, professors, institutions, and employers at a disadvantage.

In this session, I will share a process I implemented to collect and analyze the PLOs of Biology programs across Canada; this process can be applied to any major. With this method, I identified commonalities in the knowledge, skills, and values being taught and propose standardized PLOs. Implementing common PLOs in Biology programs would simplify teaching and assessment, facilitate transferring between institutions, and help ensure a high-quality, accessible Biology education for all.

By the end of this session, participants will be able to:

- Understand how implementing common PLOs across Canadian institutions could be used to improve biology programs and enhance biology education.
- Appreciate the developmental process used to establish the common PLO framework.
- Discuss how different institutions implement their PLOs and reflect on how the common PLO framework could be applied to one's own institution.

Afternoon Panel Discussion: Now What? Artificial Intelligence and Assessments 1:30 - 2:45 PM

Location: PCH Centre Room

In this session, our panelists will explore the possibilities and pitfalls of using AI in assessments. Students' use of AI could result in academic misconduct, a significant concern, yet AI also has great potential to facilitate learning (for example, brainstorming, skills development, research, summarization, and drafting content). Instructors are considering how to clarify academic integrity issues and whether AI fits or doesn't fit into assessment design and evaluation. The panelists will share their unique and broad perspectives, as students and educators, about the intersection of AI and assessment from practical and philosophical lenses. Participants will have the opportunity to ask questions and discuss AI's impact on assessments.

Moderator: Christie Stewart, Educational Developer, Office of Teaching and Learning

Panelists: Panelists: Kelsy Ervin (PhD candidate and writing consultant, University of Guelph), Carson Johnston (BAH philosophy student, University of Guelph), Dr. Kerry Ritchie (Associate Professor in Human Health and Nutritional Sciences and director of the College of Biological Sciences Office of Educational Scholarship and Practice, University of Guelph), and Brandon Sabourin (Educational Developer, University of Guelph)

**Please note that this panel will be recorded.*

Concurrent Sessions & Workshops 2:45 PM - 3:45 PM

Room A = PCH Wing A, Room B = PCH Room B, Room C = UC 442, Room D = UC 441, Room E = UC 430

Session A5: Innovative and Creative Assessments in Analytical Chemistry

Author: Kate Stuttaford

Recreating a course from scratch to teach virtually for the first time provided an opportunity to experiment with a wide variety of project based individual and group assessments in a third year Instrumental Analysis chemistry course. Students were required to engage their creativity in unique and exciting ways resulting in a wide variety of submissions. New sources of discipline specific information were introduced. Short simple rubrics were created for all assessments to allow for quick and easy instructor and peer evaluations. Descriptions and examples of assessments and rubrics will be presented.

By the end of this session, participants will be able to:

- Develop a creativity-based assessment for one of their courses.

- Develop a short and simple group project that students can share for study purposes.
- Leave their comfort zone of assessments and consider trying something very different.

Session A6: Implementation of Innovation Pedagogy in Green Engineering Education: Progressive Labs

Author: Rafael Santos

The goal of Innovation Pedagogy is to bridge the gap between the educational context and working life, thus providing improved competencies for the students, enabling personal and professional growth. An opportunity to apply Innovation Pedagogy in engineering programs is through a 'Progressive Lab'. In a Progressive Lab, individual students, or student groups, work on one aspect of a larger project. The results from these individual works is then combined to yield a data set that can be utilized in a subsequent lab or assignment. The progression can have two or more stages, with increasing level of complexity, and can be made within a single course, but ideally between different courses over different terms. Through this exercise, students become strongly engaged in their work as they will realize the importance of their results and observations for the ultimate success of the larger project. This session details the conception and implementation of a Progressive Lab that investigates mineral carbon sequestration for green engineering design. It is concluded: laboratory work has more meaning if the data has a purpose; project work has more meaning if you know who produced the data.

By the end of this session, participants will be able to:

- Understand how Innovation Pedagogy can be implemented in existing courses/programs.
- Re-imagine the delivery of traditional labs and assignments.
- Find out where to get more details about the conceived Progressive Lab and how it was implemented.

Workshop B5: Curricular Integration of Career Education to Cultivate Career Curiosity

Authors: Cara Copeland, Kristina Marrelli, Justine Tishinsky, William Bettger, and Heather Pollock

Career development education plays an important role in preparing students to navigate life after graduation and successfully adapt to an ever-changing workforce. By embedding career content in curriculum, we can ensure that all students have equal opportunity to engage and access this valuable information.

In this interactive workshop, you will have the opportunity to participate in the Challenge Mindset card sort activity that all students now complete as a component of a first-year

biology course. This activity and related assessment support a shift in student focus from a ‘job title’ mindset to a challenge mindset.

We will highlight how we promote and facilitate this shift through an exploration of the connections between the challenge mindset and your own teaching and discuss ways that all educators can cultivate career curiosity in the classroom.

This work was made possible through the generous support of the Learning Enhancement Fund.

By the end of this session, participants will be able to:

- Highlight successful integration of career education into first-year biology curriculum.
- Demonstrate a career activity suitable for students in a range of academic programs and majors.
- Discuss formal and informal strategies to cultivate career curiosity through your teaching.

Workshop C5: Pre-Texts: A Roadmap for Arts Integration in Higher Education

Authors: Sophie Brown and Jemma Llewelyn

Pre-Texts is an arts-integrated educational protocol rooted in epistemologies of the South and critical pedagogy. Pre-Texts subverts hierarchical structures and makes space for a plurality of perspectives in the classroom. By using the prompt, "use this text to create art," students and facilitators co-create a multitude of questions and ideas based on challenging texts. While the majority of educational practices in schools foster passivity from students when faced with a text (Freire 2005; Navarrette et al., 2020), Pre-Texts provides a framework in which students become co-creators (and recreators) of meaning alongside the author.

Conference presenters Jemma Llewelyn and Sophie Brown were accepted into the Harvard Cultural Agents Internship in Summer 2022. Through this process, we became trained facilitators in the Pre-Texts protocol and partnered with two community organizations to deliver Pre-Texts workshops. We are excited about the possibilities of Pre-Texts in Higher Education, and we are excited about the opportunity to share our learning with the University of Guelph.

By the end of this session, participants will be able to:

- Implement simple arts integration techniques in higher education settings to allow students to question texts and dismantle textual authority.
- Participants will experience a framework, not just theory, which can be implemented into their ongoing teaching practice.

- Participants will learn where to look for further training related to the Pre-Texts Protocol.

Session D5: COVID's Silver Lining: BAS Redesigns Course Delivery to Increase Student Engagement

Author: Donald Bruce

The large BAS Foundation courses (Asci 1110, 1120, 2020) have been completely redesigned as a result of COVID. Two main principles have guided this: reduce class size (150 --> 50), and use classroom time for engagement activities. Multiple sections of 50 were created in each course, with 10 Teams of 5 in each; content was moved online to CourseLink: lecture videos, other videos, readings, weekly quizzes, etc. Classroom time focuses on teams solving problems related to the week's content and reporting that back in real time class. The instructor and the TAs work with the teams in class to guide and support their activities. Attendance is taken and a larger portion of the grade is based on participation. The TA led Seminar sections allow for further in-depth work on content, and also focus on developing writing and research skills, including in-class writing assignments. Exams have been replaced with end of term Team projects. In addition, the Arts and Science online Career Conference has been included in the curriculum in order to link classroom acquired transferable skills to 'life after university.' Student feedback has been very positive; instructors have been equally positive.

By the end of this session, participants will be able to:

- Understand the goals, methods, and results of the changes which have been made in the BAS program.
- Use this example, should they choose, to make changes in their own practices.
- Establish clearer links for students between classroom acquired transferable skills & content and their post-graduation career pathways.

Session D6: Developing and Piloting the Community Healthcare Partnership Program Curriculum in the DVM Program

Authors: Shane Bateman, Lynn Henderson, Lauren Van Patter, Jennifer Reniers, and Brandon Sabourin

The Kim & Stu Lang Community Healthcare Partnership Program (CHPP) aims to ensure that OVC veterinarians graduate with knowledge, skills, and attitudes to identify and address systemic barriers resulting in inadequate access to veterinary care through curricular and extracurricular components in the DVM program.

This presentation will explain how we designed the CHPP curriculum using a constructive alignment process. Designing the CHPP curriculum involved several steps, including: (a) reviewing relevant literature and consultations with stakeholders; (b) creating five program pillars (Intercultural Competence, Spectrum of Care Planning,

Animal Welfare, Vulnerable Animals, and Well-Being) and developing program-level learning outcomes; (c) designing teaching and assessment strategies to integrate the CHPP outcomes into existing DVM courses; and (d) piloting the CHPP curricular components in stages since the 2021/22 academic year.

We will share some examples of teaching strategies used in the program and student feedback about the curriculum.

By the end of this session, participants will be able to:

- Define access to veterinary care within the provincial and national context.
- Describe the process of constructive alignment and how it can be used to design a curriculum spanning an academic program.
- Describe effective strategies for incorporating important knowledge and skills related to intercultural competence (or cultural humility) into undergraduate courses.

Session E5: Student Engagement around EDI Principles

Author: Nagham Mohammad

Finding effective and meaningful ways to engage students where we integrate equity, diversity, and inclusion principles with the development and assessment of learning outcomes is a perpetual challenge. This challenge is felt even more heavily in large classes (>200).

In this session, I talk about how we support students during “Engaged Mathematics Labs” while maintaining academic standards in a large (~2200) Fall 2022 first year calculus I class. Collaboration in labs is fostered through group assignments supported by multiple teaching assistants. Students formed their own groups of 2 – 3 when they arrived. If the students did not have a group to work with, which is very common for first year students, instructors and TAs helped the students to form their groups where we integrate equity, diversity, and inclusion principles. A survey was conducted to collect student feedback regarding the set up and performances of the “Engaged Mathematics Lab” environment.

By the end of this session, participants will be able to:

- First, understand the environment of an “Engaged Mathematics Lab” for completing assignments and how 2200 undergraduate students in five sections of Math1080 Fall 2022 Elements of Calculus I interacted in this environment.
- Second, understand the student preferences regarding collaboration on assignments within the “Engaged Mathematics Labs” (group, individual, no preference).
- Finally, know the skills that students identified that they developed when working on a group lab assignment.

Session E6: Engaging Students Using an Arts-Based Pedagogy: Teaching and Learning Sociological Theory through Film, Art, and Music

Authors: Linda Hunter and Eleanor Frawley

In this presentation we explore how incorporating an arts-based pedagogical approach, specifically, the use of film, art, and music, into a second-year sociological theory course enhances students' overall learning experiences of classical theories we will explore in the course. Arts-based pedagogy defined by Rieger et al. (2015) is "a teaching methodology in which an art form is integrated with another subject matter in order to impact student learning" (p.102). Arts-based pedagogy can be further characterized by the integration, reflection, and analysis of arts-based resources to help students engage with and make associations between theoretical concepts and historical examples. We report on data collected from a survey given to students enrolled in this course in 2020. Findings reveal that employing this arts-based pedagogy helps students to sustain an interest in the course material, understand the theoretical course material, engage in a higher level of thinking/analysis, feel more confident in their abilities to write about theories covered in the course, apply theory in the real world, contextualize historical content, and enhance their memory of theories and concepts. Findings are also compared with data collected from a similar survey conducted years before, revealing that the overall favorable responses to arts-based resources have remained consistent over time and that this pedagogy remains an enduring approach that contributes to positive student learning experiences. (This paper was published in *Teaching Sociology*, American Sociological Association, Volume 51, Issue 1, January 2023)

By the end of this session, participants will be able to:

- Make teaching and learning more interesting by engaging students in lively interactions with one another while discussing the course material in relation to art, film, and music of the time-period.
- Experience, in an interactive manner, the benefits of using an art-based pedagogy in teaching the often dry and abstract material of classical theory.
- Apply this arts-based pedagogical approach to many arts and social science courses for both in-person as well as online formats of teaching and learning, because the lecture notes and arts-based content do not have to be viewed synchronously, providing a seamless environment for synchronous and asynchronous delivery of teaching and learning.
- Explore theoretical concepts or ideas in your courses through three different modalities, which provide students with more of an opportunity to understand the course material, as they may respond more positively to one resource over another, perhaps an art form or piece of music that they are familiar with or enjoy.

Poster Session 3:45 - 4:45 PM

**Please note that the poster session abstracts will continue to be updated into late April as poster submissions are currently ongoing.*

Location: PCH Centre Room

Title: Does Perception Translate to Action? Understanding Instructor Perceptions of Discipline Disruption and Associated Curriculum Changes

Authors: Nida Ansari, Christine Mishra, Nathan Lewis, and Shoshanah Jacobs

Industries today are rapidly changing and evolving at a high rate, in order to accommodate innovative technology, methods, and jobs (Hu, 2019; World Economic Forum, 2016). In regard to adapting to this rapid development via education, it remains unclear if university instructors' perceptions of change in their respective fields directly translate to any change in the courses they teach. We seek to understand a) if instructors' perceptions of degree of change vary by discipline, b) if perceptions of change influence the frequency of course changes, and c) how other external factors may influence these perceptions and behaviours. To tackle these questions, we used data from a survey of 520 Canadian university instructors on their perceptions of their disciplinary field and their curriculum development approaches. The current poster aims to visualize and interpret the relationships between perceptions and actions to better understand how instructors adapt to the world they teach in.

(Poster available in EN/FR).

By the end of this session, participants will be able to:

- Identify Canadian instructors' perceptions around the degree of change/disruption in their respective disciplines.
- Understand how these perceptions influence curriculum change in instructors' university courses.

Title: Developing and Utilizing Primary Healthcare Podcasts at the Ontario Veterinary College

Author: Tiffany Durzi

The goal of this project was to create, develop, host, produce, and share clinical podcasts to help support primary care education via an accessible and inclusive learning technology. It is widely recognized that individual learners assimilate and retain information in many ways. Currently, most of the content knowledge delivered to DVM students through their four years takes the form of didactic lectures, laboratory or rotations that involve hands on learning. The main purpose of the developed podcasts was to offer learners an alternate method of assimilating information. As well, the podcasts

helped to supplement information in the curriculum and highlight interesting people at OVC and topics that are relevant to veterinary medicine and education.

By the end of this session, participants will be able to:

- Recognize the inclusive nature of podcasts to promote student learning.
- Understand that podcasts are an easy way to share information.
- Consider that podcasts may be an easy technology for professors to adopt to enhance student learning.

Title: Investigating How Undergraduates Process Their E-Mail Inbox

Authors: Daniel Grunspan, Lea Mascarenhas, and Lauren Maarse

Upon entering university, students begin receiving e-mails from a variety of university sources that can include information about courses, policies and procedures, and useful resources or opportunities. However, this information is sent without consideration of whether students have effective strategies to process the information sent to their university e-mail inbox. To date, most research and resources related to undergraduate use of e-mail focuses on composing messages, with almost no work centered on managing the inflow of information. To fill this gap, we are interviewing undergraduate students at the University of Guelph about how they process and manage their incoming e-mail. We are particularly interested in the association between inbox management strategies and integration and involvement in the university, where students learn how to process their e-mail, and the positive and negative consequences of successful or unsuccessful management. We will present preliminary results of this ongoing study.

By the end of this session, participants will be able to:

- Reframe their understanding of why students may fail to act on information sent via e-mail.
- Understand the importance of students' perceived value of received e-mails to whether they act on information received, and brainstorm strategies to increase this perceived value.
- Understand barriers students face when trying to act on received e-mails, and brainstorm strategies to help students overcome those barriers.

Title: Faculty Knowledge, Experience & Training Related to Autism Spectrum Disorder

Authors: Alyssa Henderson and Jennifer Lasenby-Lessard

Autistic students are increasingly attending post-secondary institutions. Despite the increasing prevalence of Autistic students in post-secondary institutions, previous research has suggested that faculty lack knowledge related to Autism and how to best support Autistic students. The present study intended to understand post-secondary faculty's knowledge of Autism in the Canadian context, where they have acquired their

knowledge or experience, and what training they would like to receive. Analyses were conducted to understand the relationship between faculty's knowledge of Autism, the college they teach in, and the amount/type of experience they have had with Autistic individuals. Qualitative data were collected to understand the faculty's experiences and training related to Autism. Results from the present study intended to contribute to our understanding of faculty knowledge of Autism and improve the quality or type of training faculty receive to support an increasingly diverse classroom. The poster presentation will include a summary of the results from the collected data, including implications and future directions for research and faculty teaching Autistic students.

By the end of this session, participants will be able to:

- Understand what knowledge, experience and training post-secondary faculty currently have relating to Autism.
- Understand the importance of increasing post-secondary faculty's knowledge, experience and training about Autism.
- Understand the training faculty would like to receive, and what resources are currently available.

Title: Laugh and Learn in Classical Theory: Caption that Meme!

Author: Linda Hunter

How can one bring classical sociological theory and the ideas of classical theorists and philosophers to life in contemporary society? One exciting way is to have students work in pairs in writing a term paper and hear them “laugh and learn” while they create a meme that exemplifies the ideas of classical sociological theorists covered in the course. Students are asked to collaboratively apply the ideas of an historical theorist to a contemporary sociological issue. We then go one step further, by asking students to not only create a meme but to write a commentary on the relevance of the meme, in relation to the ideas of the theorist they are exploring. This humorous aspect of the assignment helps students navigate the often-times dry material of classical sociological theory. This poster will provide some examples of the student's creations of memes, along with their brief analysis.

By the end of this session, participants will be able to:

- Incorporate an assignment in your course that connects course material with humour, while students engage in learning the main themes of the course material.
- Incorporate an assignment in your course which relates course material directly to current social and political issues in the world.
- Make teaching and learning more interesting by engaging students in lively interactions with one another while working on course material and assignments.

Title: “Where Words Fail, Music Speaks”: Utilizing an Inclusive Topic for Disseminating University Skills

Authors: Alexandria Kellington and Olivia Bebenek

The transition from high school to post-secondary academia can be difficult for many students, particularly for students whose most recent education was accomplished largely through remote learning. However, in the post-pandemic world, it has become more apparent than ever that students require student-centered learning opportunities. We have found that designing a first-year course to prepare students for the rest of their university career was made more successful with the approachable and inclusive topic of music as its foundation. We were able to capture the attention of post-pandemic students by disguising the development of interdisciplinary university skills, such as essay-writing, information literacy, public speaking and presentation skills, within music-related activities and assessments. Through student feedback surveys, we found that students were eager to engage in discussion and debates and were not hindered by their past solitary online learning. Specifically, the opportunity to create in-person connections and be exposed to diverse people and topics augmented learning and fostered a supportive and engaging learning environment.

By the end of this session, participants will be able to:

- Teaching interdisciplinary university skills disguised in an approachable topic has benefits.
- Post-pandemic students excel through discussion-based, student-led learning.
- Interdisciplinary topics foster interdepartmental relationships.

Title: “DNA at the whim of the water”: Environmental DNA as an experiential learning tool in undergraduate classrooms

Authors: Kathleen P. Nolan, Erika Myler, Nava Brimble, Daniel Grunspan, and Robert H. Hanner

Experiential learning (EL) promotes learning through applied tasks. In undergraduate biology classrooms, EL involves development and execution of experiments, peer review, securing funds for scientific endeavours, and knowledge translation through scientific communication. Environmental DNA (eDNA) is an increasingly accessible tool for biomonitoring. Three recent EL projects in an upper year undergraduate course used eDNA to address biological questions: 1) a systematic literature review that analyzed eDNA metadata reporting which led to development of best practices for eDNA metadata reporting, 2) biomonitoring of brook trout in southern Ontario using eDNA and quantitative PCR, and 3) evaluating DNA metabarcoding methods for citizen science monitoring of fish communities. Here, we show the novel application of eDNA as an EL tool within the undergraduate classroom and argue that this should be expanded due to student benefit and increasing accessibility of eDNA.

By the end of this session, participants will be able to:

- Facilitate experiential learning about an emergent technology that has implications for sustainability and conservation.
- Embed Course-based Undergraduate Research Experiences in courses to promote student learning and generate publication opportunities for undergraduate researchers.
- Create opportunities for students to gain field and lab work experience.

Title: Collaborative Learning Communities as Tools for Connection and Reflection

Author: Kimberly Squires

Communities of Practice (CoP) and Professional Learning Communities (PLC) are types of learning communities that have been used in a variety of different settings and contexts (Blakenship & Ruona, 2007). Though they have similarities in that both involve a group of individuals coming together to learn, they also have some key differences in terms of structure and purpose. This poster session will detail what PLC and CoP are and how they have been used to support professional development. After introducing these concepts, the focus will be on how these learning communities could be used within post-secondary education to better support students' connections, learning, and collaboration. Examples from two different types of undergraduate courses (e.g., distance education, experiential learning) will be explored in more detail.

By the end of this session, participants will be able to:

- Differentiate between a Professional Learning Community (PLC) and a Community of Practice (CoP).
- Explain how a PLC or CoP could be implemented within a post-secondary learning opportunity.
- Identify the benefits of implementing a PLC or CoP within a post-secondary learning opportunity.

Title: Remote Learning & Online Fatigue: Exploring the Live and Pre-Recorded Tutorials Impacts on Teaching Effectiveness and Students' Learning

Authors: Arash YoosefDoost, Hugo Fantucci, Karam Abu El Haija, and Rafael Santos

The presented work aimed to investigate pre-recorded tutorials' impact on online fatigue and students' performance. An anonymous survey was conducted to explore students' note-taking habits, perceptions, and preferences for live or pre-recorded tutorials. Interestingly, results suggest an even split between preferences for live and pre-recorded tutorials, and a diverse range of preferences and potential coping strategies for remote learning. Both formats offer benefits. By incorporating the valued aspects of each format, such as real-time question periods in live sessions and the ability to replay content in pre-recorded tutorials, educators can create a more engaging and effective learning

environment. Furthermore, understanding students' note-taking habits and perceptions can help educators support students in developing strategies to maintain attention and engagement during remote learning.

By the end of this session, participants will be able to:

- Gain insights into students' preferences for live and pre-recorded tutorials in the context of remote learning, using note-taking habits as an indicator of attention and engagement, to inform the development of more effective and engaging learning environments.
- Understand the potential influence of online fatigue on students' attention and preferences for tutorial formats, with the goal of providing recommendations for educational institutions to optimize their course delivery methods and mitigate the effects of online fatigue.
- Identify the key aspects that students value in live and pre-recorded tutorials, using the findings to guide educators and institutions in creating tailored learning experiences that cater to diverse student preferences and support attention and engagement during remote learning.

Title: Artificial Intelligence Advancements, New Technologies, and Cheating Concerns: A Positive Fightback through Teaching Effectiveness and Reinforced Learning

Authors: Arash YoosefDoost, Hiral Jariwala, and Rafael Santos

The advancement of computers and information technologies introduces modern threats to the traditional education system and raised new concerns even about academic integrity and cheating incidents. Considering the Dunning-Kruger effect as a potential factor in such disorder, the presented work explores a positive fightback approach to combat intentional academic integrity violations by improving students' learning experience using active learning and interactive learning to enhance teaching effectiveness. Evaluations of the method through an anonymized survey suggest promising effectiveness in achieving the learning objectives and mitigating the challenges posed by modern technologies in the education system by offering competitive advantages in improving the student experience.

By the end of this session, participants will be able to:

- Deploy evidence-based methods for addressing the Dunning-Kruger effect in educational settings, resulting in a reduction of cheating tendencies and fostering a culture of academic integrity.
- Implement innovative teaching strategies that combine active and interactive learning techniques to enhance student engagement, optimize learning rates, and promote a deeper understanding of the subject matter.
- Employ best practices and insights on creating a positive learning environment that supports student success, encourages collaboration, and

inspires a commitment to honesty and responsibility in the academic community.

Title: Unpacking how undergraduate students form beliefs about undergraduate teaching

Authors: Julia Mellary, Tea Marcon, Shanai Shaw, and Daniel Grunspan

The Instructors' beliefs about various aspects of instruction are known to influence how they teach (Henderson et al., 2011; Pajares, 1992). Instructors have indicated that past educational experiences influence their beliefs, but details about these experiences are hard for them to recall (Mellary et al., in prep). Understanding the role undergraduate experiences play in the development of teaching beliefs is important for understanding why faculty teach the way they do. It may also help inform how to improve student buy-in towards different modes of instruction.

We're examining how undergraduate experiences influence beliefs using episodic narrative interviews with first- and fourth-year students. Given a scenario where they're teaching an introductory course, we ask students to indicate their teaching beliefs and experiences that moulded these beliefs. Early results suggest that the impact of student experiences on teaching beliefs is moderated by personal academic 'objectives', such as achieving better grades or acquiring job skills. Moreover, students' beliefs about active learning strategies appear to be unchanged, after their first experiences with this teaching method.

By the end of this session, participants will be able to:

- Better understand student beliefs surrounding instructors' use of active learning pedagogies and how specific instructional behaviours may support or discourage student engagement in active learning classroom

Thursday, May 18

Welcome Back 9:00 AM - 9:15 AM

Welcome Back from *Christopher Laursen* (Educational Developer, Office of Teaching and Learning, University of Guelph)

Virtual Concurrent Sessions & Workshops 9:15 AM - 12:00 PM

Room A = Virtual Room A, Room B = Virtual Room B, Room C = Virtual Room C, Room D = Virtual Room D

Workshop A1: Creating a Dynamic Teaching Environment Online

Author: David Stanley

Moving online during the pandemic brought challenges to instructors accustomed to in-person teaching. Choosing the appropriate online technologies was one hurdle for creating a dynamic and engaging learning environment. I review requirements for online presentations, and how they differ from those for meetings, with implications for both hardware and software choices. The majority of the workshop will focus on developing a workflow with two free tools (OBS, Zoom) for dynamic and engaging online experiences. Workshop participants will learn how to: 1) create a variety of OBS presentation templates with a picture-in-picture camera overlay, 2) use an iPad with Apple pencil to create a more engaging whiteboard experience, and 3) ensure a high-quality audio/visual signal (i.e., camera and audio considerations). Workshop participants will be provided with materials/templates they can download and use immediately. Lecture/workshop recording options are also discussed.

By the end of this session, participants will be able to:

- Create and modify OBS scenes.
- Use an iPad as a Zoom whiteboard via an OBS scene.
- Configure their audio/visual environment.

Note: For this workshop participants should be able to install new software on their computer for the demonstration of how to use OBS. If you are using a UofG computer, you may not have administrative access to download software. The Zoom link to join this workshop will be provided with the links to access all other sessions.

Session A3: Out of the Classroom: Student Preferences for Instructor Contact

Author: Shoshanah Jacobs

Meaningful student-instructor interactions during an undergraduate degree course can have important effects on student learning. The format by which those interactions are made possible can vary greatly. We investigated the preferred modality of contact and

students' reasons for contact across several modalities in a first-year biology course. We tracked student-instructor contact for two-course instructors who team teach collaboratively (rather than sequentially) across two-course sections, in the Winter 2020 semester before the school was affected by the pandemic. Both instructors had identical scores on student evaluations of approachability. Student-instructor contact was facilitated using five 'student hour' modalities: (a) in office by appointment, (b) 1 hr/week, in office drop in, (c) 1 hr/week, virtual chat, (d) by email, (e) 10 min immediately after class. Though email was the preferred method of contact, the period immediately following the class instruction was the most popular of the face-to-face options. We note significant differences in the distribution of workload across the two instructors and make recommendations for increasing the accessibility of student-instructor contact and for equity in workload to support student learning.

By the end of this session, participants will be able to:

- Reflect upon the access and inclusion aspects of their contact time with students outside of the classroom.
- Reflect upon the effects that how an instructor is perceived by students will influence requests for contact in various forms.

Session A4: Creative Self-Care Strategies for Instructional Roles

Author: Amber Allen

This session will explore ways we can preserve or rekindle a sense of fulfillment or satisfaction in instructional roles. In discussing creativity as self-care and as a boundary setting strategy, I aim to emphasize ways of valuing the invisible and emotional labour inherent in teaching, without tying it to corporatized productivity schemas.

By the end of this session, participants will be able to:

- Incorporate "creative play for the sake of play" into their personal time management strategies.
- Recognize the importance of slowing down and creative exploration as self-care in reconnecting to your personal pedagogical goals.
- Select one creative self-care strategy to explore in their own post-pandemic work/life balance.

Session A5: OMG They're Reading! and They Are Reading Together! A New Computer Supported Collaborative Teaching and Learning Tool to Incentivize Students' Pre-Class Reading

Authors: Mavis Morton, Jeji Varghese, John Ferguson, Steph Howells, and Erin Nelson

This session describes, demonstrates and reports on instructors' and undergraduate and graduate students' experiences using a new computer supported collaborative teaching and learning tool (Lazareva 2018) called Perusall <https://perusall.com/>. It has been

referred to by its developers (King, Mazur, Miller & Lukoff 2019) as a social innovation platform for pre-class reading. It incentivizes students to read course material before class and engage with their peers while reading. We will illustrate the ways in which Perusall aligns with UOG learning outcomes, as well as good and/or promising pedagogy including active reading and active learning (Dubas, Santiago and Toledo 2015r), group work (Bruffee 1995), collaborative learning technology (Smith and McGregor 1992; Chad and Pascarella 2017), and the Flipped Classroom (McGrath et al. 2017). We will highlight the advantages and some challenges/limitations that we have experienced as instructors with respect to attendance, participation and engagement, assessment and feedback.

By the end of this session, participants will be able to:

- Gain information and ideas about how to use a new collaborative teaching and learning tool that is easy to use and has promising impacts.
- Increase knowledge of the challenges and benefits of collaborative learning tools/strategies from among session participants and from the SoTL literature.
- Increase understanding of collaborative learning assessment.

Workshop B1: How to Work Together on Accessibility and Accommodations?

Authors: Christopher Laursen and Lynda Slater

Student Wellness and Accessibility Services and the Office of Teaching and Learning have been collaborating to enhance accessibility resources for instructors. Such resources aim to make student accessibility policies and procedures clearer. We've done an environmental scan, and we're working step by step toward making better resources. Such resources will align with post-secondary standard recommendations to advance the Accessibility for Ontarians with Disabilities Act (AODA), so part of the task is to make provincial legislation clear as well. This workshop will outline what we've found in this environmental scan and discuss the kinds of resources that would be useful to instructors. Moving forward, how can resources connect with pedagogical approaches that can enhance accessibility for students, faculty, and staff? Through open conversation, together, we will envision where we can go next in building better, more engaging, and effective resources for instructors to navigate and enact accessibility.

By the end of this session, participants will be able to:

- Articulate pedagogical principles on accessibility that can be applied to teaching and interactions with students and accessibility providers on campus.
- Discuss ways to further improve resources for instructors so they can better understand, navigate, and enact accessibility.

Session B3: Thriving in Action: A Holistic Approach to Addressing Student Well-Being and Academic Development

Authors: Sarah Birk and Rebecca Skelhorn

Thriving in Action (TiA) is an established holistic curriculum designed to help university students build skills to support their mental well-being and academic development. Thanks to a 2021-22 LEF Grant, Student Wellness and Learning Services staff have tailored the TiA curriculum to meet the unique needs of University of Guelph students and now jointly provide both in-class guest lectures and optional workshops targeted directly to students. In this presentation, we report on the outcomes from the LEF Grant and offer instructors and U of G staff more information on how you can bring this learning into your classroom.

Thriving in Action was developed at Toronto Metropolitan University and has been implemented at many universities and colleges in Canada.

By the end of this session, participants will be able to:

- Understand more about the integration of strategies to support student wellbeing and academic development.
- Identify the curriculum's benefits to students.
- Know whom to contact to request integration of the Thriving in Action curriculum in or outside of the classroom.

Session B4: Comparing the Effect of In-Person versus Digitally Recorded Simulated Suture Skills Examinations on Student Stress and Performance Scores

Authors: Brigitte Brisson, Rachel Dobberstein, Gabrielle Monteith, and Andria Jones-Bitton

The Skills examinations proctored by an in-person examiner are a reliable and valid instrument for measuring clinical competency but they are time consuming to create and administer and are known to cause stress and anxiety that can affect student performance. Known benefits of digital recording include the ability to reduce assessor bias; it can provide a record of performance that students can review, and critically self-reflect upon; and it can reduce the number of examiner hours required to administer skills examinations. However, it is unknown whether digital recording of skills examinations can provide an adequate assessment of student performance while potentially reducing student stress. This LEF funded study aimed to:

- Evaluate the agreement between in-person performance scores and digital-recording assessment scores during a simulated suturing skill examination
- Investigate perceived and objective measures of stress amongst veterinary students during a simulated suture skills examination
- Determine if video recording can reduce student stress compared to traditional in-person examination.

This 20-minute showcase will report on the results of these studies.

By the end of this session, participants will be able to:

- Whether digital recording of skills examinations is an adequate alternative to in-person skills examination.
- Whether practical suture skills examinations lead to student stress and anxiety.
- Whether digital-recording of suture skills exams has the potential to reduce stress in veterinary students.

Session C1: Transferable Skills: A Student Perspective

Authors: Simone Boivin, Sara Fulmer, Soha Moussa, Daniel Gillis, Stephen Mattucci, and Shoshanah Jacobs

Transferable skills are essential to undergraduate students' success both in and out of school. These skills are general abilities, such as problem-solving and communication, that are used across a variety of different disciplines and jobs. Transferable skills are a key component of graduate employability and resilient career transitions. The successful learning of transferable skills, as with other skills, relies on continued positive attitude and motivation from students. Therefore, understanding students' attitudes and motivations are essential to designing effective and impactful student-centered approaches to learning and skill development.

This session will explore research on undergraduate students' perceptions to developing transferable skills in their education. Simone Boivin, a Master's Candidate with the department of Integrative Biology, will discuss her research focusing on undergraduate students' attitudes and motivations at the University of Guelph. The implications and significance of this research will also be discussed and how they can be used to inform on more effective and impactful skill development.

By the end of this session, participants will be able to:

- Appreciate the importance of students' perceptions in the learning environment.
- Understand current students' attitudes and motivations towards developing transferable skills at the University of Guelph.

Session C2: Management and Leadership Skills in Master of Applied Nutrition (MAN) Graduates: Is There a Gap?

Author: Alexia Prescod

The Master of Applied Nutrition (MAN) program includes a foodservice management (FSM) course that complements the FSM practicum where students acquire management and leadership skills. Research has shown that these skills are increasingly important in dietetic practice. Feedback in the 2019 accreditation report indicated student dissatisfaction with the FSM course assignments and connection to dietetic practice.

The purpose of this project was to assess the alignment of learning activities in the FSM course with the management and leadership skills needed for dietetic practice and if there are any gaps. We surveyed MAN graduates about the linkage between course assignments and skills used in practice.

The survey results suggest a gap in learning focused on financial management. This gap was also identified in a 2020 dietetic graduate survey. The topics FSM course will be reviewed to identify more opportunities to teach financial management skills. The Master of Applied Nutrition (MAN) program includes a foodservice management (FSM) course that complements the FSM practicum where students acquire management and leadership skills. Research has shown that these skills are increasingly important in dietetic practice. Feedback in the 2019 accreditation report indicated student dissatisfaction with the FSM course assignments and connection to dietetic practice.

By the end of this session, participants will be able to:

- Identify challenges with creating academic learning activities that translate into professional practice post-graduation.

Session C3: Using Curriculum Mapping to Understand Course Material Implementation at UG

Authors: Alexandra Marcaccio and Cameron Wheaton

The Data from the library's textbook surveys indicate that the increasing cost of course materials is a common concern for students. The selection of course materials also can inform pedagogical practices. This presentation will examine how the library is using curriculum mapping to address these issues by gaining a deeper understanding of the course materials instructors are selecting at the University of Guelph. By gathering data from course syllabi, we aim to understand how widespread the use of textbooks, ancillary materials, and OER is among instructors, identify OER champions, and develop a strategic plan for outreach to instructors that are teaching in high impact courses. This project aims to support instructors in finding open and affordable alternatives to costly course materials. As this work is still ongoing, we will discuss the scope, goals, and methodology employed when gathering data and will conclude with a discussion of our insights and preliminary findings.

By the end of this session, participants will be able to:

- Understand new ways that curriculum mapping can be used in teaching and learning focused projects.
- Understand the impact of course materials on student learning.
- Understand one way in which the library is involved in teaching and learning practices.

Session C4: Cultures of Teaching Excellence and Changing University Curriculum

Authors: Christine Mishra, Evan Fraser, Daniel Gillis, and Shoshanah Jacobs

There is a gap between the skills taught in Canada's universities, and the transferable skills which are critical both for students' later success in finding appropriate and meaningful employment, and to create citizens who can help solve the world's most complex problems. To address this skills gap, university curriculum needs to change. To understand how courses are designed, and where to focus efforts for change, we conducted a survey of 520 Canadian university instructors on the approaches used for course design and updating. We found that informal tools such as course outlines and course descriptions, were used more often than formalized curriculum documents. We found that the factor which had the greatest impact on course design behaviours was the cultures of teaching excellence they experienced, which included feeling part of a community that values teaching, having a department and university which supports and rewards quality teaching.

By the end of this session, participants will be able to:

- List and describe the most common tools used for course design across Canada.
- Understand the importance of cultures of teaching excellence to the course design process.

Session C5: Cultivating Transformational Learning Opportunities in Community Health Rotations in the DVM Program

Authors: Lauren Van Patter, Shane Bateman, Katie Clow, Lynn Henderson, Lynne Mitchell, and Jennifer Reniers

The Kim & Stu Lang Community Healthcare Partnership Program (CHPP) aims to identify and address systemic barriers resulting in inadequate access to veterinary care by leading programs that expand access to veterinary care for underserved populations.

In addition to course-level curricular components in years 1-3 of the DVM program, student veterinarians can participate in 1-week and 2-week long elective community health service-learning rotations in their final year of study. These rotations provide wellness and spay/neuter services within regional urban communities who are precariously housed or unhoused, and within five partnering First Nations in Ontario. Our aim is to foster authentic relationships with communities to improve animal and human health and create mutually beneficial reciprocal knowledge sharing opportunities.

This session will discuss the rotation aims in terms of experiential and transformational student learning around cultural humility and report the preliminary findings of research targeting student learning outcomes and assessments of cultural humility during two of the Northern Indigenous community health rotations.

By the end of this session, participants will be able to:

- Define cultural humility within the context of professional and personal relationships.
- Describe opportunities and challenges for cultivating transformational learning related to cultural humility within experiential and community-engaged learning contexts.

Session D3: University Teaching Leadership Fellows

Authors: University Teaching Leadership Fellows - Ruben Burga, Ryan Clemmer, Shoshanah Jacobs, Kate Parizeau, Kathleen Rodenburg, Matthew LaGrone, Melanie Parlette-Stewart, Julie Vale

The University Teaching Leadership Fellows are a distinguished and cross-disciplinary community of educators who act as institutional change agents by engaging in educational leadership, research, advocacy, networking, service, and mentoring to promote educational excellence. The Fellows will lead and support teaching initiatives and contribute to college and institutional cultures of open discourse and critical reflection about teaching, learning, and student success. At this session, the 2023 inaugural cohort of University Teaching Leadership Fellows will discuss their projects that they will carry out over the next 3 years.

Virtual Concurrent Sessions & Workshops 1:00 PM - 2:30 PM

Room A = Virtual Room A, Room B = Virtual Room B, Room C = Virtual Room C, Room D = Virtual Room D

Workshop A6: How to Stay Current with SoTL as a Busy Educator

Authors: Jennifer Reniers, Brandon Sabourin, and Christie Stewart

Over the past decade, the scholarship of teaching and learning (SoTL) has developed into a substantial field of research. Equally as important is the impact of SoTL as a source of evidence for effective teaching and learning practices. Murray et al. (1996) argue that educators have an ethical responsibility to stay current with pedagogical best practice, but it can be difficult to balance this responsibility with other responsibilities such as research and service.

In this workshop, we will discuss barriers to using SoTL literature and identify strategies to address these barriers on an individual and systemic level. We will share strategies for engaging with SoTL literature that vary in terms of complexity, depth, and time commitment. During this workshop, participants will explore various SoTL resources including journals, podcasts, assignment libraries, and clear language summaries. Participants will commit to engaging in at least one strategy to stay up-to-date with teaching and learning in their discipline.

By the end of this session, participants will be able to:

- Describe the scholarship of teaching and learning (SoTL).
- List barriers to incorporating evidence-based teaching strategies into teaching.
- Identify strategies to using SoTL as an instructor or staff member in higher education.

Session A8: Unpacking How Instructors' Past Experiences Influence Pedagogical Decisions

Authors: Julia Mellary, Tea Marcon, Phoebe Thum, and Daniel Grunspan

It is commonly believed that faculty teach the way they were taught (Lortie, 1975). However, how instructors' past educational experiences influence their classroom practices is unclear. To unpack how past experiences influence instructional behavior, we conducted video-stimulated recall interviews with fourteen faculty; participants watched recordings of their instruction and reflected on their instructional decisions, the beliefs underlying those decisions, and past experiences influencing those beliefs.

We analyzed interview transcripts using the Theory of Planned Behavior (Ajzen 1980) as an interpretive lens. Analyses reveal that (1) instructors rarely copy behaviours from past educational experiences; instead, they tend to innovate and develop behaviours through trial and error; (2) instructors have clear intentions that guide their behaviours, and these intentions are frequently informed by their own past experiences as students; and (3) instructors often lack objective evidence that their behaviours achieve the intended outcomes they described.

By the end of this session, participants will be able to:

- Participants will learn how prior educational experiences motivate faculty to make the instructional decisions that they do.
- Individuals interested in promoting evidence-based pedagogies can use this information to understand how to best promote change.
- Attendees will have had the opportunity to reflect on their own teaching and past educational experiences using the Theory of Planned Behaviour as an interpretive lens.

Session B6: Interdisciplinary Collaborations: Creating Digital Art Exhibitions in the Literature Classroom

Authors: Ania Wroblewski

This presentation will describe and reflect upon a pedagogical and research-based collaboration with the University of Arizona's Center for Creative Photography that first began during the Winter 2020 semester as a small, temporary art exhibition project that was part of a graduate seminar on contemporary Québécois fiction. Since then, what was

originally an interdisciplinary and bilingual assignment in a literature class has morphed into a fruitful online exhibition-making project involving graduate students from both the University of Arizona and the University of Guelph. I will detail the project's evolution, present images from two online exhibitions, and describe how working between photography and literature has created new pathways for learning.

By the end of this session, participants will be able to:

- Identify the pros and cons of using Adobe Express for exhibition-building purposes.
- Identify the steps involved in establishing online collaborations with art institutions.
- Envision productive ways in which the visual arts can deepen understanding and create meaning in the literature classroom.

Session B7: Machine Made: Helping Instructors Communicate Expectations Regarding Generative AI in Writing Assignments

Authors: Mary McCaffery and Christopher Laursen

McLaughlin Library Writing Services and the Office of Teaching and Learning have co-developed a tool to facilitate conversations between instructors and students about generative artificial intelligence (AI) functions. This tool acts as a template that instructors can adapt to their specific teaching needs. The goal of the tool is: (1) to prompt the articulation of skills-based learning objectives that will guide decisions about the use of generative AI in writing assignments; (2) to provide language for, and awareness of, generative AI functions in relation to writing, and (3) to exemplify a checklist on how AI that generates text could be used in relation to writing assignments. In presenting this tool, the presenters seek to stimulate discussion and ideas to enhance its qualities and explore extending such a tool on generative AI into other types of assessments.

By the end of this session, participants will be able to:

- Contribute to enhancing the quality of guided tools that facilitate conversations and agreements between instructors and students in how generative AI tools may or may not be used with assessments focused on writing.
- Apply skills-based learning objectives for assessments focused on writing with generative AI tools in mind.
- Envision the potential for such a tool to be created for other types of assessments.

Session B8: Citizen Science as an Accessible Framework for Experiential Learning

Authors: Elizabeth Porter, Nathan Lewis, Lisa Robertson, Karl Cottenie, and Shoshannah Jacobs

High-quality educational experiences are a critical component in scientific training, but traditional teaching methods (e.g., lecturing) fail to provide equitable access, while high-impact methods (e.g., experiential learning) are neglected despite evidence supporting best pedagogical practices. This is due to real and perceived resource limitations (e.g., time, financial). However, a promising strategy to overcome the challenges of implementing experiential learning is the use of citizen science projects, which are intentionally designed to provide hands-on, often nature-based, research experience while supporting many participants who have diverse levels of skill and knowledge. To do this, we created the Squirrel Life Project based on experiential learning and citizen science best-practices, and Universal Design for Learning principles, to facilitate integration of accessible and meaningful experiential education into large classes. This presentation will describe the outcomes of the Squirrel Life Project, which allows students to access high-quality learning beyond the classroom, with the additional mental health and well-being benefits of nature-based learning.

By the end of this session, participants will be able to:

- Summarize the usefulness of citizen science as a powerful option for experiential learning.
- Recognize the mental health and well-being benefits of nature-based learning in post-secondary education.
- Appreciate both the simplicity and complexity of citizen science for experiential learning.

Session C6: Building Equity and Belonging in Classroom Practices

Authors: Sobia Iqbal, Ann Curry-Stevens, Nuha Dwaikat-Shaer, Lisa Kuron, Xu (Sunny) Wang, and Linh Tang

To identify methods that foster an inclusive academic environment, we are researching the outcomes of a new tool called “Instructor Self-Assessment for Racial Equity and Decolonization.” The goal of this self-assessment tool is to assist instructors to reflect on course design, pedagogy, teaching methods and relationships with students. Based on theory and research, this 161-item tool focuses educators on evaluating how equity and decolonization are ingrained within the classroom. Embedded in the self-reflection tool are many concrete ideas for improving practice. The aim of the tool is to help instructors broaden their understanding of what equity, belonging, and decolonization look like in teaching. Research methods to study this intervention include a pre/post survey of instructor efficacy, pre/post syllabus that show instructor intentions for integrating EDI and decolonization, and focus groups on their experience. Elements of the tool and the preliminary results will be discussed during the conference.

By the end of this session, participants will be able to:

- Assess the usefulness of the Instructor Self-Assessment for Racial Equity and Belonging.
- Build insights into how instructors implemented their action plans, and their perceived results.

Session C7: Pathways to a PhD and Why They Matter for Students

Authors: Jessi Nelson, Andria Jones-Bitton, David Walters, and Shoshanah Jacobs

Increases in the number of doctorates entering the labour market is an indicator of personal and economic success. However, systemic inequities in who enrolls in and completes a doctorate degree are concerning. Research shows that success in doctorate studies requires social integration, and previous educational experiences have been found to affect retention. Doctorate programs are accessed from different pathways depending on which degrees are earned, meaning doctorates enter their programs with a specific academic history. Yet, no research has explored the benefits and costs of entering a doctorate program from one pathway or another. We used the 2018 National Graduate Survey to identify variables that influence degree pathway and explored differences in outcomes. We also surveyed doctorates across Canada about three social influences that supported them in making pathway decisions. Findings revealed differences in degree pathway prevalence by discipline and sociodemographics, such as parent education. Differences in academic and labour market outcomes were found, and two social influences supported pathway decisions.

By the end of this session, participants will be able to:

- Identify common pathways doctorates take into their programs in Canada.
- Learn which systemic inequities influence degree pathways and what experiences and outcomes follow.
- Understand students' perspectives about their degree pathways and what influenced them.

Session C8: Collaborative Teaching and Collaborative Learning: The ASCI 4010 Honours Research Seminar

Authors: Victoria Fritz and Pat Barclay

For the last several years, professors from the ASCI 4010 course have been working collaboratively with staff from the Library to help students in this capstone course develop their academic skills. Though this collaboration occurs in a few contexts this session will focus on one in particular: The collaboration between ASCI 4010 professors and Learning Specialists. More specifically, the 4010 course uniquely embeds learning support in the classroom in order to enable students to succeed in creating and delivering posters for their major research papers. Through use of collaborative teaching, learners are exposed to skills and strategies for presenting and poster-making and also have an opportunity to participate in collaborative learning themselves through a poster-critique

lesson. This session will provide an overview of the structure of the poster making sessions. Participants will learn about some of the major successes of this project and will leave with ideas for how they may implement collaborative teaching in their own classes. Participants will have an opportunity to ask questions.

By the end of this session, participants will be able to:

- Understand how collaboration with university partners can enhance teaching and learning.
- Develop ideas for implementing their own collaborative project in their own courses.

Hybrid Panel Discussion: What Path Do We Take? The Future of Higher Education 2:45 PM - 4:00 PM

Physical Location: MacNaughton 105

What will the future of teaching and learning look like? This panel discussion will explore the future of higher education, giving panelists the opportunity to share their thoughts and informed opinions from their area of expertise on the changing landscape of higher education. What do they see as upcoming trends and challenges facing higher education? What are the potential solutions to those challenges? The panelists' forward-looking perspectives will include expertise on post-secondary systems, equity, anti-racism, and quality assurance. Participants will have the opportunity to engage with the panelists to gain insight into their perspectives about higher education in the years to come.

Moderator: Byron Sheldrick, Associate Vice-President (Academic)

Panelists: Dr. Jade Ferguson (Associate Dean of Academic Equity and Anti-Racism, University of Guelph), Patricia Tersigni (Director, Academic Programs and Policy, University of Guelph), and Dr. Mary Wilson (Associate Professor in Education, Wilfrid Laurier University)

**Please note that this panel will be recorded.*

Closing Remarks 4:45 PM - 4:15 PM

Closing Remarks from *Byron Sheldrick* (Associate Vice-President - Academic, University of Guelph)