

2024

TEACHING & LEARNING INNOVATIONS CONFERENCE

CONFERENCE PROGRAM



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LAND ACKNOWLEDGEMENT

Our three campuses – University of Guelph (Guelph), Ridgetown (Ridgetown), and Guelph-Humber (Toronto) reside within the Dish with One Spoon territory and the traditional lands of the Hodinöhsö:ni', Anishinaabeg and Huron Wendat.

We offer our respect to the Mississaugas of the Credit, Six Nations of the Grand River, and the Delaware Nation at Moraviantown. We recognize this gathering place where we work and learn is home to many diverse past, present, and future First Nations, Inuit, and Métis peoples. As we move forward together, we remind you to think on the calls to action from the Truth and Reconciliation Committee of Canada.

To read or revisit them, please see the summary of the final report, [*Honouring the Truth, Reconciling for the Future*](#). You can also [watch or listen to the TRC Report](#) read in a series of videos.

WELCOME TO TLI 2024

On behalf of everyone involved in planning our 35th Teaching and Learning Innovations Conference, we warmly welcome you as we gather together to share our teaching experiences and new things we have learned since we last met. We had a rich response to our call for proposals, both in number and diversity of topics and are excited to provide a full program with several concurrent sessions on each day. The theme of this year's conference, Fostering Transformative Learning: Challenging Assumptions, Reflecting Critically, Learning Together, and Taking Action, reflects our desire to continuously improve the ways in which we teach and interact with our students, as we prepare them to be citizens in a rapidly changing world. We hope that you will find the sessions and workshops not only interesting, but that they will provoke discussion and new ideas that will transform your programs and classrooms.

Your TLI 2024 Co-Chairs,
Christie Stewart, Christopher Laursen, and Aron Fazekas

ACKNOWLEDGEMENTS

The Office of Teaching and Learning and the 2024 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 Open Learning and Educational Support (OpenEd) for technological support, the Graduate Student Association for financial subsidy for graduate students presenting at the conference, the Physics Department for in-kind use of Poster Boards, and to our conference volunteers.

CONFERENCE LOCATION

The conference is located at The University of Guelph's University Centre (UC) located at 50 Stone Rd E, Guelph, ON N1G 2W1. Sessions will take place in Peter Clark Hall (PCH), PCH Wing A, PCH Wing B, UC 442, UC 430, UC 441, and UC 332.

INTERNET ACCESS FOR ATTENDEES

External conference attendees can connect to the University of Guelph's Wi-Fi by connecting to “uog-guest” using the following login credentials:

Username: tli@uogconf.ca

Password: teachingconf24

SCHEDULE AT-A-GLANCE

Wednesday, May 08, 2024 - In-Person Conference Day

8:45 AM - 9:00 AM:

Land Acknowledgement and Introductions by Master of Ceremonies, Dr. Sara Fulmer, Acting Director, Office of Teaching and Learning, University of Guelph

Welcome from Dr. Gwen Chapman, Provost and Vice-President (Academic), University of Guelph

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

9:00 AM - 9:05 AM:

Keynote Introduction from Dr. Sara Fulmer, Acting Director, Office of Teaching and Learning, University of Guelph

Location: PCH Centre Room & Virtual

9:05 AM - 10:30 AM:

Keynote Speaker Dr. Melanie-Anne Atkins, Associate Director, Student Experience, University of Guelph

Location: PCH Centre Room & Virtual

10:45 AM - 12:15 PM:

Morning Concurrent Sessions and Workshops

Location: Session rooms in the UC

12:15 PM - 1:15 PM:

Lunch

Location: PCH Centre Room

1:15 PM – 4:00 PM:

Afternoon Concurrent Sessions and Workshops

Location: Session rooms in the UC

4:00 PM – 5:00 PM:

Posters, Puzzles, & Pedagogy Session

Location: PCH Centre Room

Thursday, May 09, 2024 - Virtual Conference Day

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

9:00 AM - 9:05 AM:

Virtual Welcome Back and Land Acknowledgement, Dr. Christopher Laursen, Educational Developer, Office of Teaching and Learning, University of Guelph

9:05 AM - 12:00 PM:

Virtual Morning Concurrent Sessions and Workshops

12:00 PM - 1:00 PM:

Lunch

1:00 PM - 2:15 PM:

Virtual Afternoon Concurrent Sessions and Workshops

2:30 PM - 4:00 PM:

Virtual Panel Discussion – Transformative Education Practice at the University of Guelph

4:00 PM - 4:15 PM:

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

FULL SCHEDULE

Wednesday, May 08, 2024

Welcome and Land Acknowledgement 8:45 AM - 9:00 AM

Location: Peter Clark Hall (PCH) Centre Room & Virtual

Land Acknowledgement and Introductions by Master of Ceremonies, Dr. Sara Fulmer, Acting Director, Office of Teaching and Learning, University of Guelph

Welcome from Dr. Gwen Chapman, Provost and Vice-President (Academic), University of Guelph

Keynote Introduction 9:00 AM - 9:05 AM

Location: PCH Centre Room & Virtual

Keynote Introduction from Dr. Sara Fulmer, Acting Director, Office of Teaching and Learning, University of Guelph

Keynote Speaker: Dr. Melanie-Anne Atkins 9:05 AM - 10:30 AM

Location: PCH Centre Room & Virtual

Reclaiming My Time: The Transformative Power of Learning From Failure

Melanie-Anne Atkins is the Associate Director, Student Experience at the University of Guelph and a Gallup-Certified Strengths Coach. A visionary leader, educational developer, and public speaker, Dr. Atkins has delivered over 300 presentations and works with organizations to develop training and assessment tools that build individual and institutional capacity in the areas of mental health literacy, anti-racism, EDI, and intercultural communication. Dr. Atkins has a special interest in engaging students with traditionally marginalized identities in the academy, peer mentorship and education, holistic student development, anti-oppressive practices in education, and students as partners in teaching and learning.

Please note that this session will be recorded.

Morning Concurrent Sessions & Workshops 10:45 AM - 12:15 PM

*Session A=PCH Wing A | Session B=PCH Room B | Session C=UC 442 | Session D=UC 430 |
Session E=UC 441 | Session F=UC 332*

Session A1: Place-Based Learning in a First-Year Natural History Course: A Case Study from the Bachelor of Indigenous Science and Practice

Authors: Jonathan Schmidt & Andrew Young

Place-based learning challenges students to connect with the land around them to holistically generate multi-disciplinary knowledge and personal insights into their values and relationship to their surroundings. It has deep roots in many Indigenous cultures. It is the cornerstone of a semester-long project in our first-year "Natural History of the Great Lakes Region" course, part of the Bachelor of Indigenous Environmental Science and Practice program. Students select a one-metre square outdoor site that they can safely visit several times per week and keep a detailed journal of their observations, including diagrams, maps, and species inventories. With the aid of weekly prompts focusing on natural history and self-reflection, students enhance their observational and research skills while deepening awareness of their own values and relationship to the site. The semester concludes with students presenting their discoveries and reflections during a class seminar. This 20-minute oral presentation will explore the project's learning outcomes and methodology, showcase excerpts from student journals and share student feedback.

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

- Consider the role of land and place as a teaching tool, develop their own place-based student assignments.
- Holistically approach teaching and learning in a multidisciplinary manner.

Session A2: Gikinoo'amaadiwag (They Teach Each Other) - Cross-Cultural Instructional Skills Workshop (GCCISW) - Lessons Learned from Pilot Project – Windsor, Ontario, 2023

Authors: Lorna (Lorie) Stolarchuk, Elizabeth Ismail, Ashlyne O'Neil, Russell Nahdee, Jaimie Kechejo, Jacqueline Stagner, & Jennifer Soutter

Our team of Indigenous and non-Indigenous members will share the development story of the Gikinoo'amaadiwag Cross-Cultural Instructional Skills Workshop (GCCISW) project. This session is geared towards instructors who may also wish to Indigenize their ISW offerings or to adapt components of this model for their own cross-cultural contexts. Following almost 3 years of planning and engagement, the GCCISW occurred in two phases during May and November 2023, respectively. Hosted at the Ojibway Nature Centre, a local park that boasts great ecological diversity within its Carolinian forest, the workshop was heavily Indigenized following teachings from local Anishinaabe community and team members, while retaining components of the traditional [ISW](#)

(<https://www.iswnetwork.ca/about/>) that aligned with our values and community feedback. Our team will reflect on challenges and lessons learned throughout the development of this GCCISW, and will highlight which components were changed (e.g., the inclusion of an Elder) or retained (e.g., feedback circles).

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

- Describe the importance of localizing the workshop design with Indigenous partners.
- Relate to others the importance and authenticity of relationship building – both Indigenous and non-Indigenous.
- Discuss some Indigenous pedagogies used in the workshop design.

Session A3: Contextual Education

Authors: Shoshanah Jacobs, Nida Ansari, & Jess Clausen

The research team is exploring the efficacy of adopting a Contextual Education (CEd) approach to community-inclusive education models within the Canadian context. The CL model, proposed here for the first time and in our recent SSHRC Insight Development grant, is an adaptation of the Contextual Engineering (CE) theory proposed for Engineering design in community-engaged contexts (Witmer 2018, 2019, 2022). Over 50% of engineering projects in ‘developing’ communities fail due to a lack of understanding of the context (i.e., the socio- cultural elements of the community). It is our feeling that the same can be said of educational programming. Evidence of this failure comes from the conversations that Drs Clausen, McIlwraith and Jacobs had with community leaders and youth in Iqaluktuuttiaq, who talked about a myriad of short-term programs that had come and gone, certificates printed on computer paper, unrecognized outside of the town, and a lack of career-developing opportunities.

In this interactive session, we explore the value of a contextualized framework for higher education and invite participants to take the first steps toward implementing these principles in their own context.

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

- Describe the theoretical framework of Contextual Education.
- Recognize the symptoms when CEd is not practiced.

Session B1: Collaborative Online International Learning (COIL): A Cross-Cultural Project

Authors: Paul Sherman, Massimo Pascuzzi, Ihtisham Ahmed, & Tenisha Noel

For the past two years, the Soka Education Research Centre on Global Citizenship (SERC-GC) at the University of Guelph-Humber (UofGH) has been conducting COIL projects with a Japanese high school. The project provides senior undergraduate students at the UofGH (Toronto) and senior high school students at Kansai Soka High School

(Japan) with a cross-cultural learning experience to collaborate on developing research projects that address issues of global importance, such as the UN's Sustainable Development Goals and nuclear disarmament. The students engage in virtual lectures, discussions, and collaborative research, culminating with the high school hosting the UofGH students at their school in February for joint discussions on shared learning and presenting the collaborative projects to the student body and teachers. Our T&LI session will explore the overarching benefits and challenges of this COIL project, as well as specific benefits to the students, samples of their research, and student testimonials.

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

- Gain familiarity with COIL.
- Learn about an example of COIL.
- Understand how this project provides an opportunity for students to think critically and challenge their assumptions and preconceived notions.

Session B2: Learning Outside the Classroom: Transformative Learning as an Infrastructure of Empowerment and Change

Author: Jasmin Hristov

Drawing on teaching and learning experiences at the University of Guelph in Sociology and International Development courses, this presentation will focus on key elements of a pedagogy underpinned by the principle of transformative education. To this end, I will answer the following questions: What makes learning transformative? Why do we need it? How do we know when the learning experiences students engage in have a transformative effect? What do we, educators, need to free ourselves from, in order to promote transformative learning? What are the barriers that we need to overcome? The presentation will discuss the notion of 'learning outside the classroom', as an entry point to transformative learning and provide several examples that illustrate ways in which it can be put into practice.

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

- Define what is transformative learning.
- Come up with teaching strategies that facilitate transformative learning.
- Identify barriers that need to be overcome in order to engage in teaching and learning that is truly transformative.

Session B3: Fostering Transformative Education, One Story at a Time

Author: Alisa Cunningham

Teaching storytelling in the 21st century, in the age of generative AI, social media, as well as global unrest and incivility presents challenges to traditional and colonized ways of teaching such topics. Specifically, teaching "The History and Future of Storytelling" in a traditional, chronological method belies a 21st century lived experience of story. Instead, significant opportunities for centering lived experiences and student voices arise

by using a pedagogy of storytelling as proposed by settler and Indigenous scholars alike. Drawing from decolonizing and trauma-informed practices, this presentation will explore how students engage in their own form of learner as storyteller, collaborating throughout the term to represent a more active, expansive, inclusive and diverse experiences with story.

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

- Explore the increasing complexity of chronologies and teaching "the history" of anything.
- Lean into a settler's decolonizing practice in exploring colonialism's pervasive hold on telling stories in only one frame.
- Be a part of a conversation that extends storytelling as a pedagogical practice into different disciplinary contexts.

Session C1: Engaging Students with Artificial Intelligence and the Automotive Industry: A Case Study in Microlearning

Authors: Katie McLean & Kevin Matsui

In this age of 'Zoom fatigue', how can we engage students and provide relevant, transformative learning in an online environment? Microlearning may hold one of the keys. This short session will introduce a microlearning experience for students in Grades 10-12 and in postsecondary studies, focused on artificial intelligence and the automotive industry. Through the application of cognitive load theory, gamification, and accessible and multimodal design, this training program proved successful in engaging learners both at the University of Guelph and Guelph-Humber, and across the province. As these students enter the workforce, they will continue to participate in microlearning experiences, as employers increasingly recognize the value of this training style and delivery.

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

- Identify effective elements of microlearning design.
- Understand strategies for implementing these elements.
- Recognize the value of microlearning to both students and instructors/employers.

Session C2: Investigating Whether Students' Achievement Goal Orientation Predicts How they use ChatGPT

Authors: Julia Mellary, Rayan Kanaan, Nathan Cozzi, Tim Bartley, & Dan Grunspan

The recent availability of Generative-AI (GenAI) tools has disrupted higher-ed. A common approach to address student use of GenAI is creating guidelines for use (Foltynek et al., 2023), however, this is difficult without a more robust understanding about how students use GenAI.

We hypothesize that students' use of AI is associated with their achievement-goal orientation (AGO) (Ames, 1992). AGO is a measure of what drives students' motivations for achievement (Ames, 1992). We hypothesize that students with a performance orientation may be more likely to use GenAI to complete assignments without furthering their learning (Fritz et al., 2023), whereas students with mastery orientations, motivated by a desire to learn, may use GenAI tools in a way that supports advancement of their knowledge.

To test this relationship, students in a first-year biology course completed a practice exam where they were encouraged to use ChatGPT (McFarland et al., 2017) and completed the AGO Questionnaire-Revised (Elliot & Murayama, 2008). Students also answered questions about their experience using GenAI, and demographic questions. Complete data were collected from 292 students.

We will present results from regression analyses describing the relationship between AGO and specific uses of GenAI, as well as the roles of student experience using GenAI and their perceptions about GenAI and academic misconduct. We will present the results of these analyses, and results from our content analysis about the depth of student engagement following the generated software responses, and factors influencing students' decisions to abstain from using ChatGPT for this academic task.

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

- Gain a better understanding of how undergraduate students are currently using generative-AI tools to help them with academic tasks, see excerpts from real ChatGPT logs from undergraduate students.
- Gain an understanding of the influence of goal orientation on students' generative-AI use.
- Learn how these findings can influence policy concerning generative-AI use.

Session C3: Assessments using ChatGPT

Author: Eric Chi

I present on the application of ChatGPT in terms of assessment design. According to a class survey, more than 90% of students have heard and used ChatGPT since its release. The traditional knowledge types of questions became obsolete. Therefore, I plan to shed light on the following contents as part of transformative learning: (1) Can ChatGPT accurately answer assessment questions? If so, what types of questions is it able to answer? (2) Can ChatGPT explain concepts well? If so, to what extent? How does it respond to follow up questions? (3) I also look at its ability to answer multiple choice questions, short answer questions, and essay types of questions. (4) In addition, I also examine if ChatGPT make any mistakes? If it does, what kind of mistakes does it make? The format of the presentation is as follows: (1) Brief overview of what ChatGPT is, the various versions available and its limitations. (2) Provide specific examples of the types of questions and how ChatGPT answers these questions. (3) Offer some tips on how to use ChatGPT to the instructor's advantage, as well as allowing students to use this tool

effectively in improving their assignments.

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

- Identify what are the capabilities of ChatGPT.
- How can instructors use ChatGPT in making assessments, such that it assesses students' ability to apply and critically think about course contents.

Session D1: Making Groups Work: Lessons and Reflections from a Capstone Course

Author: Dan Grunspan

Group work is an essential component in many courses that provides students the opportunity to develop teamwork skills that are critical for future professional environments. However, without proper curricular structures in place, group work can lead to uneven learning experiences among students.

This practice-based presentation will delve into challenges encountered when implementing group work and provide strategies for enhancing group work outcomes. Drawing on insights from three iterations of a project-based course where teams of four students work together on a semester-long project, this presentation will overview challenges faced, and solutions adopted to help students develop teamwork skills and improve the overall learning experience. These include strategies used when forming groups, instruction given on conflict and team culture, the implementation of group contracts, grading schemes, and others. These practices all aim to ensure equitable and productive group dynamics and highlight the multifaceted approach required to successfully implement group work in class settings.

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

- Identify challenges with implementing group work that they or other instructors have faced.
- Identify one or more strategies that may help improve their own implementation of group work.

Session D2: Taking Action on Levelling the Playing Field of Memory and Recall

Author: Janet Beeler-Marfisi

Memory palaces, a form of serial recall, are highly effective in promoting storage and, more importantly, accurate recall. A memory palace is any familiar setting with a vividly remembered layout of, like a childhood home or school environment. The technique involves mentally embedding images of information within the location for memorization. For example, this could involve placing grocery items in a living room later revisited while out shopping, or developing a bank of images to phonetically sound out vocabulary for abstract concepts. From personal experience, individuals with dyslexia find this technique “easy” because they “already think in pictures”, and other students

have overcome huge academic challenges after using this approach. Although the effort in constructing a vocabulary of mnemonic images is demanding, the method should be effective for anyone old enough to remember a location, and any but the approximately 4% among us who do not form mental images.

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

- Evaluate their own recall without and with using a memory palace.
- Explain to a student how to construct a memory palace.

Session D3: How can Graduate Student-Researchers become Storytellers? An Experiment in Peer-to-Peer Learning

Authors: Angela Easby & Janna Martin

Many kinds of qualitative research methodologies critically engage with storytelling-as-method or knowledge mobilization. Being a storyteller carries diverse sociocultural meanings and responsibilities outside academia. For graduate students interested in storytelling-as-research, there may be no clear path to gaining the high level of skill required to employ a particular storytelling method. In this practice-based presentation, we (two PhD students) describe a peer-to-peer, self-directed learning exercise we developed for ourselves in the context of the SOPR 6100 PhD course to gain competency in storytelling-as-method and storytelling-as-knowledge mobilization. We argue that peer-to-peer learning among graduate students can:

1. facilitate the honing of a storytelling voice with peer feedback and support; and
2. foster critical discussions and reflections about the theoretical and practical considerations of working with story-as-method or story-as-knowledge mobilization.

As a settler and Indigenous scholar, we will explore the ways this peer-to-peer learning experience has influenced our ideas about our own engagement with storytelling in our future research.

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

- Gain an understanding of how peer-to-peer learning in a PhD program can foster excellence in practice-based learning, scholarship, and community-engagement.
- Learn about how a peer-to-peer storytelling exercise can open critical conversations about storytelling in research.
- Expand on the significance and affordances of storytelling as method and as knowledge mobilization.

Session E1: Frequent, Low-stakes Assessments – Are We Using Them Correctly?

Authors: Arielle Ramnath & John Dawson

Are your assessments fulfilling their intended purpose? The COVID-19 pandemic changed the way we assess students, specifically regarding the use of frequent, low-stakes assessments (FLSAs). FLSAs were designed to support students by providing useful feedback on student performance and act as progress trackers for students to monitor their learning abilities throughout a course. These advantages spurred the use of these assessments during the COVID-19 pandemic as aids to guide students through online learning. However, there were no clear, common criteria for the creation or implementation of FLSAs. This resulted in assessments varying in frequency, structure, weighting, and the content tested. These inconsistencies caused the original intended benefits to be unclear, and an increase in student workload. This presentation aims to define FLSAs within literature and compare this usage to the application of FLSAs within courses at the College of Biological Science. We will also examine the alignment of this usage with the perceptions of these assessments by students and instructors. Do you think your FLSAs are effective? Are they targeting their intended use? Come find out!

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

- Describe presence of frequent, low-stakes assessments within literature and courses in the College of Biological Science.
- Analyze perceptions and attitudes of students and instructors towards frequent, low-stakes assessments.
- Compare the alignment of criteria and usage of frequent, low-stakes assessments among literature, course assessments and perceptions.

Session E2: A Critical Reflection on a Student-Staff Partnership in Curriculum Development

Authors: Julia Close & Brandon Sabourin

Student-staff partnerships are an increasingly popular practice to support postsecondary teaching and learning. Student-staff partnerships offer “the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis.” In the Office of Teaching and Learning, a number of student-staff partnerships have been developed over the years to support curriculum development and outcome assessment, each with unique strengths and constraints.

This presentation will be a critical reflection on a current student-staff partnership in the Office of Teaching and Learning from the perspectives of both the student and staff. Key aspects of the partnership, including context, skill development, collaboration, opportunities for growth, and impacts on the Office of Teaching and Learning and the University of Guelph more broadly, will be explored.

Through this presentation, we hope to highlight the advantages of student-staff partnerships and encourage the utilization of these partnerships for curriculum

development activities across the University of Guelph.

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

- Identify the structure and elements of student-staff partnerships to support the successful collaborative work between the Office of Teaching and Learning and the Ontario Veterinary College.
- Compare and contrast the student and staff perspectives of partnership work.
- Reflect on their own experiences of partnership work.

Session E3: Students as Partners in Authentic Assessment Design

Authors: Kerry Ritchie, Jennifer Monk, Steffen Graether, John Vessey, Sara Fulmer, & Aron Fazekas

A recent BSc curriculum scan identified that large, foundational courses were lacking assessments that integrate principles of authenticity, namely realism, cognitive challenge and evaluative judgement. Therefore, we saw a need to incorporate more authentic assessments into these typically test-heavy courses with specific consideration given to developing students' ability to discern quality work (i.e., their evaluative judgement). However, lack of training, time and incentive are well documented impediments to pedagogical change. To address these challenges, we adopted LEF-funded students-as-partners model to co-create authentic assessments in 4 large courses. Together, 4 students, 4 faculty and an educational developer embraced design thinking principles to develop scalable and sustainable authentic assessments. An additional 16 student peers created exemplars and contributed to rubric development; two critical aspects of evaluative judgement. This presentation will share:

1. our model that may be adopted for single projects or broader curriculum refresh,
2. tangible examples of flexible assessments that were incorporated into large courses and
3. early successes and challenges.

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

- Discuss the multiple dimensions of authentic assessment.
- Reflect on their current assessment practices and identify barriers to change.
- Brainstorm tweaks to their assessment structure to incorporate principles of authenticity.

Session F1: Applying the Lens of Transformative Learning Theory to Undergraduate Students' Stories of Academic Failure: A Narrative Inquiry Into Disorienting Dilemmas

Authors: Victoria Fritz & Clare MacMartin

Academic failure is a common experience for many undergraduate students, yet little has been published on whether and how it can be understood as transformative learning. This

session presents findings from a study in which the qualitative research methodology of narrative inquiry was used to analyze interviews with 13 undergraduate students in the Bachelor of Arts program at the University of Guelph, each of whom had failed at least one undergraduate course. Participants' narratives about academic failure are considered in relation to Mezirow's notion of the disorienting dilemma as the experience precipitating eventual perspectival transformation. Our analyses demonstrate the centrality of aversive emotion in participants' reactions and the management of stigma when academic failure threatens cherished assumptions about personal identity, social relationships, and the future. Results are discussed in relation to: a) the provision of institutional support for university students; and b) the affordances and limitations of transformative learning theory.

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

- Understand how a failure experience is akin to a disorienting dilemma.
- Challenge assumptions about the transformative nature of failure.
- Apply novel perspectives/techniques when addressing failure in the classroom.

Session F2: Shame as a Barrier to Transformative Learning

Author: Alya Somar

As a writing tutor at a Toronto based college, I have worked one on one with students to help them achieve their academic goals. Often, I work with ESL students, or students registered with academic accessibility. I have repeatedly witnessed the shame of academically struggling, hold students back from engaging with their course work in transformative ways. When I disclose my own learning disability and struggles to them, we are able to remove some of the shame, bond, and take their knowledge production to new heights.

In my presentation, I claim that the promising practice of disclosing personal struggle is crucial to fostering anti-ableist transformative learning. Suanne Gibson's theory of "Post-Rights Pedagogy" encourages educators to do just that, build joint reflection to bring about meaningful action. In order to implement PRP, we must ask questions and share our experiences to move forward together.

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

- To encourage educators to recognize how the stigma they have around othered students impedes the students' transformative learning.
- Encourage the educators to remove that shame from their pedagogical practices, and connect with students on a personal level to serve them better.

Session F3: I Want to Break Free: Reimagining Equity, Diversity, and Inclusion in Higher Education through Queer Activism

Author: Iva Pivalica

In recent years, higher education institutions have been incentivizing Equity, Diversity, and Inclusion (EDI) initiatives to address disparities historically produced by the academy. These initiatives include prioritizing EDI roles that address inequities in academic communities. Typically, individuals working in these roles are minoritized themselves and must grapple with their own conflicting relationships and ongoing challenges within the institution, resulting in ambivalent emotional labour.

This presentation examines the question: Why are individuals who are minoritized and working in EDI roles expected to adhere to constraining professionalized modes of being when the very purpose of these roles is to advocate for the liberation of all people in academic pursuits?

Queer activism has revolved around extraordinary expressions within the arts and its extravagant nature lies in its ability to exemplify possibility. By exploring queer activist writings, this presentation reflects on promising practices and possibilities that leaders can implement to support EDI roles.

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

- Analyze the emotional labour and complexities faced by minoritized individuals working in EDI roles.
- Evaluate the potential of queer activist thought in supporting minoritized communities in academic settings.
- Reflect on how to establish well-being, agency, and anti-oppressive approaches in your academic department.

Afternoon Concurrent Sessions & Workshops 1:15 PM - 4:00 PM

*Session A=PCH Wing A | Session B=PCH Room B | Session C=UC 442 | Session D=UC 430 |
Session E=UC 441 |Session F=UC 332*

Workshop A4: Surfacing and Disrupting Sexism and Misogyny in STEM Communities

Authors: Dan Gillis, Stacey Scott, Stefan Kremer, Andrew Hamilton-Wright, Mark Wineberg, Judi McCuaig, Ritu Chaturvedi, Denis Nikitenko, David Flatla, & Luiza Antoine

Many STEM disciplines have put tremendous efforts into increasing the participation of women in their disciplines. However, concerted recruitment efforts are often undermined by long standing cultures of sexism and misogyny that persist within many STEM environments. These behaviours can manifest subtly or overtly but the effects accumulate over time. The results are twofold: the biases present in the community are cemented and perpetuated beyond the school, and women who join the discipline can feel unwelcome and may seek a different discipline. As faculty members in the School of Computer Science, we have observed persistent sexism and misogyny within our learning communities, and more broadly within other STEM fields. Our goals with this session are to raise awareness of the problem and to create a call-to-action to disrupt misogynistic and sexist behaviour. We propose an interactive panel session involving various perspectives related to sexism, misogyny, and sexual harassment, including those with lived experiences, support roles, and instructional and supervisory experience.

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

- Increased awareness of the various forms, extent, and impacts, of sexism, misogyny, and sexual harassment in STEM learning contexts (classrooms, labs, etc.) at UofG.
- Identification of concrete, actionable ideas for disrupting sexism, misogyny, and sexual harassment at UofG (tailored to our policies and procedures).
- Identification of safe mechanisms for "whistle blowing" / reporting instances of sexism, misogyny, sexual harassment including the understanding that responsibility for eradicating sexism, misogyny and sexual harassment in STEM must be shared by the entire community.

Workshop A5: Demystifying Technology for the Future of Education through an Escape Room

Authors: Victoria Chen, Leslie Auger, Laelie Snook, Carri-Ann Scott, Sue Hunter, & Nikki Martyn

Trapped in the classroom? Let's innovate our teaching practices to escape! In this session, we will explore six thematic categories of authentic learning activities we developed: critical thinking and problem solving, communication and collaboration, digital literacy, creativity and innovation, emotional intelligence, and adaptability and flexibility. These

themes will be explored through an escape room activity that will serve as an introduction to innovative technologies that can be used in various learning settings, including Slido, H5P, Padlet, and Qualtrics and offering an engaging and adrenaline-pumping experience. **Attendees will need to bring a phone or tablet that can scan QR codes for the escape room activity.**

Attendees will be presented with ideas and resources for their teaching toolkit, including an online teaching and learning repository produced by the Teaching and Learning Community of Practice at the University of Guelph-Humber. Join us in breaking free from conventional teaching paradigms and exploring the limitless possibilities that await in the future of education.

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

- Demonstrate an understanding of authentic learning activities by actively participating in and showcasing diverse educational experiences.
- Gain practical knowledge and skills in utilizing digital technologies for the future of education, fostering an ability to integrate innovative tools into teaching practices.
- Acquire a set of resources and materials from the session, enhancing the ability to implement new strategies, tools, and approaches effectively in various educational contexts.

Workshop B4: The Barriers, Big and Small, Faced by University Students with Disabilities - A "Choose Your Own Adventure" Activity

Authors: Amanda Ball, Christine McCullough, & Shoshanah Jacobs

The number of disabled students enrolled in post-secondary programs in Canada has been on the rise. Self-reported data of first-year undergraduate students indicates that current rates increased from 24% in 2019 to 31% in 2022. About one-third of these students indicated that their disability impacted them daily. Despite the growing need, budget lines to support these students are not growing proportionately. While the Accessibility for Ontarians with Disabilities Act guarantees an accessible education for all Ontarians, disabled university students must negotiate an uneven and often inequitable experience across multiple ‘microclimates of access’ created by different instructors. These microclimates can range from welcoming to dismissive to openly hostile. This presentation will first provide the legal, cultural and social circumstances of students with disabilities on university campuses. Then using an interactive activity, we will invite the audience to experience the choices faced by disabled university students every day. The interactive activity will rely wholly on the lived experiences and perspectives of students with disabilities. We hope that this will demonstrate the barriers, big and small, faced by disabled students, and the costs (academic, financial and health) that come with barrier they face.

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

- Increase awareness and understanding of the personal context of disabled students and the many barriers they face daily in pursuing a university education.
- Promote critical reflection by challenging conference participants to question the status quo and the structural ableism present in universities.

Workshop B5: Learning and Being Well Together: Effective Tools and Practices to Support Both Students and Instructors

Authors: Christopher Laursen, Melissa Beacom, Tara Embrey, & Aron Fazekas

Educational and wellness experts have teamed up to build a holistic approach to campus wellbeing for students and instructors to more effectively learn together. Integrating wellness, resilience, and accessibility into pedagogy and curriculum builds and sustains academic functioning, engagement, and belonging. We will share results of our work on a two-year pilot program for undergraduate and graduate students managing mental health and/or ADHD symptoms. The program addresses the emotional side of learning, fostering a supportive community where students recognize they are not alone in their struggles. We'll share students' profound shifts in academic functioning with statistically significant improvements in school avoidance, perfectionism, self-compassion, academic resilience, and stress management. Then, session participants will actively explore how these emerging approaches could be authentically integrated into teaching and learning environments. We will examine how these student-centred approaches translate into emerging pedagogical programming where instructors similarly find community and tools to support their students, workload, and wellbeing.

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

- Recognize how student and instructor wellness work synergistically to transform academic engagement, functioning, and belonging.
- Identify the root causes of perfectionism and procrastination in academia to better assess obstacles in students and instructors learning together.
- Consider how to integrate pedagogical wellness into teaching practices, sparking opportunities to form a community of practice.

Workshop C4: Decoding Shakespeare: Empowering Students Through Linguistic Analysis

Author: Grace DeWolff

Looking for new ways to tie together text analysis and practice-based learning? Interested in a new way for your students to connect their authentic selves to your classroom? Struggling to connect students to Shakespeare's texts? English is a living language, and its evolution is often overlooked when approaching classic texts. In this hands-on, participatory workshop, we start with a descriptive approach to linguistics that welcomes all students. Participants will co-create a modern "Classroom Lexicon" alongside an Early Modern English lexicon to legitimize all forms of the English language and access

Shakespeare's prologue to *Romeo and Juliet*. Once we grasp the language, we'll embody the text in a competition of "warring playhouses." What did Elizabethans want to see on their stage, and who can please the groundlings the most? Time will be provided for a Q&A.

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

- Confidently navigate and decipher Early Modern English texts, such as Shakespeare's prologue to *Romeo and Juliet*, by understanding the linguistic structures and vocabulary specific to that era.
- Develop an appreciation for the richness and diversity of the English language, recognizing the legitimacy of various modern dialects and forms of expression.
- By participating in Early Modern English language construction, bridge the gap between Shakespeare's language and contemporary English for ourselves and for potential students.

Workshop C5: Becoming an Equity-Minded Educator

Authors: Ericka Gonzalez-Smith

Equity refers not just to equal access, but to equal outcomes among all racial and ethnic student groups in institutions of higher education. Racial/ethnic and class-based disparities in college access, enrollment, and completion persist despite years of programmatic and policy efforts to counteract them. As educators, when we aggregate institutional data and identify unequal outcomes, discussions about it usually focus on the amount of effort students invest in academic activities. This workshop is intended to prepare educators in adopting an equity-minded approach to their daily practice. Using a systemic lens, educators will see and name equity gaps that perpetuate inequities in education and are invited to engage in practices designed to close equity gaps in learning.

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

- Apply an equity-minded approach in your daily practice.
- Identify and name existing equity gaps.
- Explore and collectively discuss strategies to narrow existing disparities.

Workshop D4: Learning in Your Own Backyard: The Arboretum as a Place to Enhance Experiential Learning for all Disciplines

Authors: Justine Richardson, Aron Fazekas, & other Arboretum staff

The Arboretum is an internationally accredited living lab that uniquely offers resources, spaces, and expertise to help instructors create transformative learning experiences in their courses.

Internationally accredited at the highest level by ArbNet and Botanic Garden Conservation International, The Arboretum features more than 400 acres, including

natural areas, old growth forest, designed landscapes, trails, wildlife, ponds, architecture, visitors, business functions, artworks, wetlands, memorials, native trees, formal gardens, maps, and ex situ native tree gene banks of known wild provenance.

This workshop session will share and demonstrate Arboretum resources and present ways in which various instructors engage their classes with the Arboretum. Teaching, and in-course research activities that transform students' experience and provide experiential learning opportunities, include the natural sciences, social sciences, business, one health, and land-based pedagogies that support the University's Strategic Plan for Indigenous Initiatives.

This session will take a facilitated workshop approach and instructors are encouraged to bring their course outline and explore how their course or research might engage the Arboretum. Arboretum expert staff with knowledge of the resources and experience in various disciplines will be on hand to help facilitate.

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

- Access the resources and support available at the Arboretum for teaching and learning on campus across all disciplines.
- Understand ways current instructors engage with the Arboretum to support learning in their courses.
- Envision ways to engage with the Arboretum to support learning in their future courses.

Workshop D5: Disrupting Traditional Assessments and Evaluations

Author: Kate Wiley

As educators seeking to create inclusive classrooms where we help our students become critically reflective global citizens, we spend a great deal of time revisiting our curriculum and our teaching approaches. Recently artificial intelligence has also added to our workload, asking us to rethink how we assign work and create our assessments. Instead of trying to fit our traditional assessments into these systems, let us take this opportunity to disrupt what we have been doing, step away from traditional assessments, and look toward a future with a different focus on learning, one where assessments are also helping to foster transformative education.

This workshop is designed to introduce some ideas around alternative assessments with less focus on grades and more on allowing assessments to be opportunities for further learning and growth. Time will be included for discussion and sharing of ideas, leaving participants with ideas for their assessment toolboxes.

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

- Critically reflect on the sense of importance placed on assessments in their teaching.

- Formulate ideas to start the redevelopment of their current assessments in a way that further encourages learning, growth, and critical reflection.
- Apply concepts of going gradeless to assessments while still working within the guidelines of our institutions.

Session E4: Harmonizing Disciplinary Program Learning Outcomes across Canada

Authors: John Dawson & Maryam Sharif

Are all disciplines preparing students equally across Canada? This presentation describes investigating common Program Learning Outcomes (PLOs) in a program to improve the quality of education for all stakeholders: students, educators and employers. PLOs define the knowledge, skills, and values students should possess upon completing a program. Discrepancies in PLOs lead to graduates from different universities possessing varying levels of proficiency. This study analyzed thirty-eight Biochemistry PLO documents from Canadian institutions using qualitative methods, to identify commonalities and differences in their knowledge, skills, and values. The results were used to develop a common framework of ten PLO categories that outline the skills, knowledge and values students should learn upon graduation, including Critical Thinking and Problem-Solving, Ethical Conduct, and Global and Societal Impact, irrespective of the institution. Come to our presentation to learn how our process of investigating common PLOs can be applied to harmonize the education of any discipline, facilitating student transfers between universities, ensuring high-quality education, and promoting fairness.

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

- Describe and initiate a process for collecting outcomes from across Canada.
- Analyze outcomes from varying institutions.
- Synthesize common PLOs for a discipline. We'll be using Biochemistry as an example.

Session E5: Implementing Common Learning Outcomes to Advance Higher Education

Authors: Sidney Evans & John Dawson

Do you believe your program is effectively adapting to the dynamic nature of the discipline? My research aims to foster a commitment to continuously improve higher education through the development and implementation of common program learning outcomes (PLOs) across Canada in a discipline. PLOs offer a framework for aligning educational content with the discipline's advancements, detailing the knowledge, skills, and values students should achieve by graduation. However, to affect change, we must put this knowledge into action. My goal is to develop an implementation and monitoring plan that can be used to improve higher education, specifically in biology. I will share a step-by-step process to implement PLOs, as well as a method used to monitor PLO achievement throughout a program. The monitoring plan will enable educators to identify

gaps in their program and suggest feedback for improvement. Come learn how I aim to foster a nationwide initiative to continuously assess and improve biology education!

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

- Describe how learning outcomes can be used to improve the quality of education.
- Understand how PLOs can be implemented into a program.
- Identify gaps in a program through analysis of PLO achievement.

Session E6: Affective, Behavioural, and Social Learning as Hidden Curricula: Supporting Academic Success through a Whole-Learner Perspective and Praxis

Author: Ellyn Kerr

Holistic learning (including mental and emotional well-being, self-care and study habits, supportive social networks, etc.) has long been recognized as contributing to academic success; however, to practicably accept such aspects of learning not just as adjunct to or supportive of academic learning but as integral learning competencies in and of themselves is more disruptive than might seem. University evaluations **directly and explicitly** assess cognitive learning — but inextricably evaluate students' self-regulation, metacognition, behaviour management, and self-theory and motivation **directly but implicitly**. This creates a hidden curriculum, whereby some students may be privileged over others to better academic performance.

This emerging-practice session shares a learning strategy curriculum and learning domains framework that challenge implicit biases in tertiary-learning evaluations and that can serve as scaffolds for transformational, inclusive, decolonizing educational design. These frameworks respectfully acknowledge Indigenous wisdoms as essential complements to social cognitive neuroscience and somatic psychology views of learning.

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

- Recognize the implicit, inextricable role of social, behavioural, and affective learning on academic performance (i.e., cognitive learning).
- Challenge implicit biases in privileging cognitive learning in university evaluations,
- Identify possibilities for transformational educational design through inclusion of holistic learning strategies **within** formal curricula.

Session E7: Effects of Curricular Flexibility on Academic and Social Opportunity Structures

Authors: Delainey McManus & Dan Grunspan

Undergraduate students' social connections influence their academic performance, persistence, and mental well-being. Thus, it is important to consider university features that facilitate or constrain peer relationships from forming, such as curriculum. Students

in majors with rigid curricula frequently co-enroll in courses with same-major peers, increasing the likelihood of forming meaningful relationships. This contrasts with students in flexible majors, where co-enrolment is less common. Beyond this social role, the range of courses students take determines the diversity of disciplinary foundations to which they are exposed. We are investigating how curricular flexibility influences students' academic and social opportunities by analyzing enrollment data for a cohort of students in the College of Biological Sciences at the University of Guelph. This includes 2,556 students across 13 majors, 12,364 offerings of 1,332 courses they took, and 188,158 co-enrolled peers from across campus. Analyses are ongoing as we compare the opportunities students face in the college's most flexible major to that of more rigid majors.

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

- Reflect on how curricular flexibility impacts students' academic experiences, and how this knowledge can be leveraged to improve teaching and learning.
- Reflect on how curricular flexibility impacts students' social experiences, and how this knowledge can be leveraged to improve teaching and learning."

Session F4: A Preliminary Analysis of Student Feedback on the Arts and Science Conference in the Bachelor of Arts and Sciences Program (BAS)

Authors: Donald Bruce, Sobia Iqbal, & Nicola Edwards

Six iterations over four years have provided experience and data on the integration of the Arts and Sciences Career Conference in the BAS program curriculum. This is a preliminary analysis of fourth year student reflection assignments (with the assignments of students in years one to three yet to come) and the results of Focus Group feedback held in the 2024W semester with students from all four years.

Supported by a AVPA SoTL grant, this project will provide valuable feedback for the further pursuit and design of the Conference in the years ahead. It will assist the organizers to better integrate the Conference into the program curriculum and tailor content and presentation to relevant student needs. Feedback up to this point has been positive but more focused analysis will be very useful, particularly since a whole cohort of students in the BAS program has experienced the Arts and Science Career Conference each year as part of the core program.

This will also provide useful data and experience for similar projects in the university in other disciplinary areas.

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

- Understand student attitudes towards the Arts and Sciences Career Conference and its relevance to their professional development.
- Have the basis for a convincing argument about why such activities should be integrated into academic programs across the university.

- Have a set of data and analyses that will be available for comparison with similar projects in other academic programs.

Session F5: Using Curriculum-Adjacent Models to Support Transformative Learning

Author: Joanna O'Hatnick

As a campus hub for academic support, Writing and Learning Services in McLaughlin Library provides many opportunities for students to experience transformative learning through participation in services and programs which run adjacent to the curriculum. Through services like in-class guest lectures, Supported Learning Groups (SLGs) for high-risk courses, workshops for specific student cohorts, and peer-based guidance and mentorship, we provide students with transformative learning opportunities that can enhance their learning in the classroom. In this practice-based presentation, we will use University of Guelph services as a lens for understanding curriculum-adjacent models that foster transformative learning in students and support transformative learning in the classroom.

Come to learn about “curriculum-adjacent” services which employ Taylor’s (2009) six core elements of transformative learning environments. We will highlight new and innovative approaches which offer promising avenues to support transformative learning within students.

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

- Identify co-curricular transformative learning models that enhance students' learning experience within the classroom.
- Identify which models are best suited to different teaching and learning contexts.

Posters, Puzzles, & Pedagogy Session 4:00 PM - 5:00 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

Join us for "**Posters, Puzzles, and Pedagogy**," in Peter Clark Hall Centre. Here you can engage in a unique blend of interactive learning and casual conversation about teaching and learning.

Poster Session: Explore innovative pedagogical approaches and research findings showcased by our diverse array of poster presenters. Engage directly with presenters to delve deeper into their work, ask questions, and exchange insights.

Jigsaw Puzzle Building: In the same space, unwind in the puzzle building area to collaborate with fellow educators as you piece together jigsaw puzzles. As you piece together the puzzles, take advantage of this informal setting to engage in casual conversations about pedagogy and share teaching experiences.

At "Posters, Puzzles, and Pedagogy," we invite you to blend learning with leisure, creating connections and sparking ideas that will enrich your teaching journey.

Poster Title: Comparing Students' Stress Levels, Learning Approach and Academic Performance in an Online, Hybrid and In-Person Learning Environment: A Three-Year Study through the COVID-19 Pandemic

Authors: Hannah Glowacki, Teresa Siby, Kelsey Van, David Beauchamp, & Jennifer Monk

During the COVID-19 pandemic courses traditionally taught in-person were adapted to an online learning environment, which created challenges for both students and instructors. Concerns regarding student stress levels, engagement, academic performance, and the overall quality of the educational experience provided during online learning have been raised. Few studies directly compare the aforementioned outcomes between in-person and online learning, wherein each learning environment is associated with benefits and challenges. Thus, an evidence-based approach should be used to inform decisions regarding the continuation of online learning as we emerge from the COVID-19 pandemic. In this poster we compare outcomes from a large sized (200 students) fourth-year nutrition pathophysiology course. Student participants reported their perceived stress experience, learning approach/engagement, and academic performance over a three-year period when the course was taught in three different learning environments, namely:

1. Online (winter 2021),
2. Hybrid (combined online and in-person lectures, winter 2022) and,
3. In-Person (winter 2023).

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

- Discuss the influence of the learning environment on the student learning experience and academic performance.
- Reflect on their perceptions of online versus in-person learning environments.
- Evaluate the potential benefits of different learning environments.

Poster Title: Authentic Assessment Development Using a Students-as-Partners Approach: From Assessment Re-design to the Implementation and Impact on Student Experience

Authors: Jennifer Monk, Sana Tasawar, Kelsey Van, Camille Law, Elaina B. K. Brendel, & Kerry Ritchie

Authentic assessments replicate critical elements of the workplace and include the core dimensions: (1) Realism (linking course knowledge to everyday life), (2) Cognitive challenge (higher order thinking and problem solving), and (3) Evaluative judgement (performance self-evaluation using clear criteria and receiving feedback). A Data Extraction Assignment was co-developed with five students providing diverse perspectives and the instructor. The assignment required students to (1) Integrate primary research findings from multiple studies into a data extraction table, (2) Develop diverse communication outputs (scientific summary, plain language summary, educational infographic) for scientific and non-scientific audiences, and, (3) Conduct a self-evaluation/reflection. Student feedback (n=173) about the relevance of the assignment components to the workplace and the types of skills developed while completing the assessment will be shared along with a QR code to access assessment instructions, rubrics and student exemplars that could be adapted to other courses or disciplines.

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

- Follow the process of using a students-as-partners model to better inform assessment development.
- Reflect on the value of authentic assessments from both the instructor and student perspectives.
- Review authentic assessment development materials and rubrics that are shared via a QR code that can be adapted for use in other courses.

Poster Title: Looking Under the Hood: A Comprehensive Analysis of Students' ChatGPT Prompts when Completing Test Questions

Authors: Julia Mellary, Rayan Kanaan, Nathan Cozzi, Tim Bartley, & Dan Grunspan,

The widespread availability of Generative Artificial Intelligence (GenAI) tools has disrupted many aspects of higher education. Forced to reckon with how to handle students' use of GenAI in their classrooms, instructors' opinions range from treating all uses of GenAI as academic misconduct to integrating GenAI tools into the classroom.

Nonetheless, making an informed decision requires a more complete understanding of how students use GenAI tools in academic settings.

To fill this gap, we had students in an intro-biology course independently complete practice exam questions from a physiology concept inventory while using ChatGPT. Students then submitted their test responses alongside their ChatGPT log, which includes the prompts they asked ChatGPT and the answers provided by ChatGPT. In total, 292 students consented to have their data analyzed as part of this study. Out of these 292 students, 23 opted not to use ChatGPT, but provided an explanation for their reasoning.

We will present results from our ongoing analyses of how students in introductory biology used ChatGPT for this exercise, including the range of inquiries posed to GenAI, the depth of student engagement following the generated software responses, and factors influencing students' decisions to abstain from using the GenAI tool. We will discuss how our results can inform instructional decisions surrounding classroom GenAI policies in biology disciplines.

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

- Learn about how first-year biology students may interact with ChatGPT in a test setting.
- Learn about what reasons first-year biology students may have for not wanting to use ChatGPT for an academic task.
- Gain ideas about ways to approach creating policy surrounding GenAI use in your own undergraduate classes based on our empirical findings.

Poster Title: Reflecting Critically with a Letter to the Editor

Authors: Linda Hunter, Grace Pinkerton, & Spencer Martens

With ever increasing class sizes, the thought of incorporating even more written assignments into our large classes may seem overwhelming ... but there is hope! A 'Letter to the Editor' assignment is an excellent tool for student assessment, while enhancing teaching and learning. This assignment is an engaging way to offer students an opportunity to critically reflect upon and apply the ideas of an historical sociological theorist they are studying to a contemporary social issue. I ask students to put themselves in the shoes of a particular historical theorist and to write a letter to the editor of their local newspaper about a current news event, political event, or social justice issue that concerns them today, as if they are that theorist from an earlier time period. Along with the letter, students also write a section on academic grounding, in reference to their letter. They are also asked to incorporate a visual element. A detailed grading rubric will be demonstrated for this 'Letter to the Editor' Assignment. You too, will be able to apply this assignment idea to your discipline and you will be pleased with how engaging they are to read!

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

- Incorporate an assignment in your course that connects course material with current social issues, 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 and to critically reflect on these issues.
- Make teaching and learning more interesting by engaging students in lively interactions with one another while working on course material and assignments. Session participants will learn about this assignment idea and will be able to apply it to their own area of study.

Poster Title: Impact of a Checklist on 4th year DVM Students' Learning and experience in their Internal Medicine Rotation

Author: Allison Collier

This poster presentation will review a project investigating the impact of a checklist on 4th year Doctor of Veterinary Medicine (DVM) students' learning and experience in their internal medicine (IM) rotation. There is limited research on ways to improve clinical education for veterinary students. There are no known studies on the use of a checklist in veterinary education, however the use of a checklist in human medical education has been investigated and shown to increase confidence and competency during clinical education. It was hypothesized that use of the checklist would improve DVM students' overall experience and confidence during their IM rotation.

4th year DVM students utilized a checklist during the 2nd week of their IM rotation. A survey was given to students before and after the use of the checklist to explore aspects of the checklist that were beneficial and/or detrimental, as well as how it changed their learning, confidence, and exposure to practical skills during their IM rotation. Preliminary results from the impact of using the checklist in the Fall 2023, and Winter 2024 semesters will be presented.

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

- Describe the impact of utilizing a checklist on 4th year veterinary students experience and learning during their internal medicine clinical rotation.
- Describe aspects of the checklist 4th year veterinary students found beneficial and/or detrimental.

Poster Title: New Insights for Improving Pharmacy Career Advising Programs in Egyptian Universities

Author: Eman Khalaf

Over the last decade, Egypt has passed through turbulent economic changes that dramatically affected the employment of healthcare professionals, dominated by the on-demand employment policy by the government. Key problems pharmacists face include

saturation of pharmacy market with wage declines; lack of awareness among graduates about non-traditional pharmacist jobs; and the higher qualifications required for newly introduced jobs.

We noticed a lack of systematic career counseling for pharmacy students that translates into poor adaptation to pharmacy market shifts. Thus, we aimed to introduce systematic pharmacy students' career advising program by investigating students' needs and career awareness.

Here, we designed a needs-assessment semi-structured questionnaire to capture the views and expectations of pharmacy students in Damanhour University, Egypt regarding the labor market landscape. This questionnaire considers multifactorial aspects influencing pharmacy education, such as program type, student level, and gender. Sustainability is planned through producing an annually updated career guide that considers the needs and opportunities of international pharmacy jobs.

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

- Observe the students' needs regarding their future careers.
- Demonstrate a clearer understanding of the career exploration process.
- Plan to a proper career development program.

Poster Title: Inspire 1PL3: Creating a transformative learning experience for first-year students at McMaster

Authors: Monica, Palkowski & Sean Beaudette

This poster will share information about 'Inspire 1PL3: Personal Leadership for University Students,' a groundbreaking 3-unit for-credit course at McMaster University. Developed collaboratively by Housing & Conference Services and the Student Success Centre, this innovative course equips first-year students with essential personal development and critical self-reflection skills that help support a successful transition to university life. Our session will showcase the unique aspects of the course, such as hiring full-time staff from both departments as instructors, an emphasis on active and experiential learning, “choose your own adventure” learning opportunities, highlighting a novel approach to first-year curriculum. This poster will share insights into the course structure, pedagogical innovations, and the transformative impact on students. Explore how 'Inspire 1PL3' contributes to holistic student development and enhances the support network crucial for first-year success.

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

- Gain actionable insights and considerations for incorporating elements of Inspire 1PL3 into their own first-year programs.
- Understand the collaborative development and unique features of the Inspire 1PL3 course.

Poster Title: Navigating the Hyflex Frontier: Designing, Implementing, Evolving, and Sustaining Support Systems for Teaching and Learning Technologies from Emergency Remote Pivot to a Multi-Modal Higher Education Landscape

Authors: Rachael Lewitzky, Chris Hewitt & Owen Wooding

This poster will provide an overview of how a support system for hyflex teaching and learning technologies was rapidly designed, implemented, evaluated, and evolved to support a variety of teaching modalities at the University of Guelph. Each step of the process, including tool selection, technical considerations, support documentation, teaching demonstrations, and instructional consultations, will be described.

Representatives from the Instructional Technology Specialist team and Classroom Technical Support team will be available to answer questions and engage in a dialogue about the process of implementing and supporting new technology in post-secondary environments. Navigate through the hurdles we encountered, glean valuable insights, and explore our recommendations and reflections.

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

- Recognize technical requirements and guiding questions to consider when designing hyflex learning spaces.
- Identify approaches for supporting instructors with integrating hyflex teaching strategies in their teaching practice.
- Select tools for classroom configurations (e.g., seminar rooms, lecture halls) using hyflex technologies.

Poster Title: Issues In Public Health: An experiential learning course at the University of Guelph

Author: Leslie Malloy-Weir

Issues in Public Health is an experiential learning course at the University of Guelph. In this course, small groups of students research, analyze, and propose solutions to current public health issues. Groups present their findings and recommendations to their peers. Groups that aren't presenting provide the presenters with critical feedback on their analysis and recommendations. This fosters peer-to-peer teaching and learning on roughly 15 different current public health issues. All groups must draw on, and integrate where possible, lessons from the history of public health in Canada. They must also reflect critically on their group work experience at multiple points in time. These activities provide students with opportunities to transform in terms of their: (1) knowledge of public health, (2) ability to use evidence to challenge assumptions, and (3) ability to identify potential ways to take action on pervasive and persistent public health issues in collaboration with others.

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

- Understand basic components of experiential learning.
- Better appreciate the benefits of experiential learning in public health.
- Identify potential ways to promote experiential learning in public health.

Poster Title: Equity, diversity, and inclusion: Impact and recommendations for international students

Authors: Maiza Sy, Leslie Malloy-Weir, & Farkhanda (Farah) Shamim

The University of Guelph has committed to equity, diversity, and inclusion as outlined in the 2016 ‘Our Path Forward’ strategic framework. The impact of these efforts on international students, however, is unclear. We surveyed undergraduate international students (n=98) to identify ways they felt included or excluded at the individual, institutional and community levels.

While some international students felt included, others felt excluded due to rude behaviours, being left alone on holidays, and barriers to obtaining paid work or health care off campus. Since coming to Canada, 46% of respondents experienced a decline in mental health, and 42% a decline in physical health.

It is critical that individuals, institutions, and communities: (1) engage in authentic relationship building with international students, (2) challenge preconceived notions about exclusion, (3) reflect critically on the importance of inclusion; and (4) actively promote inclusion. Recommendations will be made.

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

- Understand how international students feel included or excluded.
- Understand the potential impacts of exclusion on international students.
- Identify ways to actively promote the inclusion of international students.

Poster Title: Group work related conflict in undergraduate business courses: Frequency, impact, and recommendations for instructors

Authors: Leslie Malloy-Weir, Farkhanda Shamim, Jennifer Reniers, & Maiza Sy

Group work, or the completion of an assigned task by two or more individuals, is a common expectation in many post-secondary courses. Although group work can develop interpersonal skills, it can also lead to conflict. In this study, we surveyed undergraduate business students at the University of Guelph-Humber (N = 68) about their experiences with group work. Most participants (88%) reported that they participated in group work in half of their courses or more, and 54% reported that they had experienced group-work related conflict. Approximately one quarter (24%) of participants indicated that working with other students hindered their ability to successfully complete the assignment. Despite the frequency of group-related conflict, only 25% of participants reported that they had received training in conflict resolution skills. Our research will provide recommendations for training students to effectively manage group work and solve group-work related conflict when it occurs.

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

- Define group work related conflict.
- Describe the ways in which group-related conflict negatively impacts students.
- List recommendations for training students to effectively manage group work.

Poster Title: Two Collaborative Resources and a Call to Action for Graduate Students and their Supervisors

Author: Heather Grierson

Through reflection on consultations and workshops, Writing and Learning Services in McLaughlin Library develops specialized resources to support graduate students. Graduate students report that two of the resources we are developing have improved communication with their supervisor and served as effective tools to meet research and writing deadlines.

This poster will offer a sneak peek at:

- Thesis Completion Calculator and Timeline: A dynamic excel workbook that guides students to estimate the time needed to complete their degree.
- Collaborative Supervisory Notes: A cloud-based document that tracks student-supervisor meeting notes, action items, and important decisions.

We are seeking feedback to help us refine these resources in preparation for widespread distribution. We are also developing resources to support graduate students preparing for Qualifying Exams. Faculty and graduate students are invited to share Qualifying Exam practices and to reflect on those practices.

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

- Access preliminary versions of a) the thesis completion calculator and timeline and b) collaborative supervisory notes.
- Know how to use these resources to improve graduate students-supervisor communication and meet deadlines.
- Initiate collaboration on the development of new Qualifying Exam resources.

Poster Title: Feminist pedagogy in practice: Reflections from a First Year Seminar Course, “Who cares? Do you?”

Authors: Amy Kipp & Leah Govia

What does a feminist pedagogy of care look like in the classroom? What learning can this enable? This poster explores these questions, sharing insights from our experiences as instructors in a First Year Seminar on care. Reflecting our feminist commitment to different ways of teaching/learning, we designed the ‘Social Media Storytelling’ assignment, which required students to create digital stories about ‘care in practice.’ Stories were shared on a class Instagram account, with each post including photos and a caption. This format enabled students to analyze and reflect on care in their own and their classmates’ everyday lives; it facilitated and built on discussion that connected practices with theories of care in a relational, creative, and digital way; and it raised questions

around the ethics of sharing lived-experience within, and beyond, the classroom. We share opportunities and tensions from this assignment, and reflect on practicing a feminist pedagogy of care.

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

- Understand what a feminist pedagogy of care in the classroom can look like in practice.
- Be provided with an example of a creative and digital storytelling assignment, geared towards first year undergraduate students.
- Reflect on the relational, pedagogical, and ethical opportunities and tensions of incorporating creative and digital methods in the classroom, in a care-filled way.

Poster Title: Informing language pedagogical practices in the university classroom

Authors: Elizabeth Langlois & Alena Barysevich

The context of this poster will highlight the project investigating the effectiveness of a multilingual and interdisciplinary (SLA, Linguistics, Language Pedagogy) learning tool integrated across first-year language courses (i.e. French, Italian, Portuguese, German, Spanish) in the School of Languages and Literatures at the University of Guelph. It will be presented from the perspective of an undergraduate research assistant and their participation in the project as part of their experiential learning. Using images, graphs and text, the poster will outline the project objectives, used methods, preliminary results, and developed strategies. It will reflect on methods used to gather data and feedback and highlight how the research will inform theory.

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

- Understand the bridge between linguistic theory and pedagogical practice in the classroom.
- Appreciate the value of experiential learning through opportunities such as the Undergraduate Research Apprenticeship (URA) and courses such as FREN*3700.
- Recognize the connection between languages and using existing linguistic awareness to learn a target language"

Poster Title: Embracing Diversity: The Importance of Inclusive Course Outlines in Higher Education

Author: Gul-e-Rana Mufti

In recent years, there has been a shift towards inclusivity and diversity in higher education. This change emphasizes the need for implementing inclusive course outlines within academic institutions. Inclusive course outlines, which go beyond traditional formats to create a welcoming learning environment, can serve as an important tool. By acknowledging the diverse backgrounds and learning styles of students, inclusive course

outlines aim to ensure that every learner feels valued and empowered to succeed. By incorporating examples from my own courses, this poster examines the benefits inclusive course outlines offer to both students and educators.

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

- Recognize the value of inclusive course outlines in fostering a supportive learning environment.
- Understand how inclusive course outlines can positively impact student engagement and success.
- Understand how inclusive course outlines can facilitate the creation of collaborative learning communities where students feel supported, respected, and encouraged.

Thursday, May 09, 2024

Welcome Back and Land Acknowledgement 9:00 AM - 9:05 AM

Virtual Welcome Back and Land Acknowledgement, Dr. Christopher Laursen,
Educational Developer, Office of Teaching and Learning, University of Guelph

Virtual Concurrent Sessions & Workshops 9:05 AM - 12:00 PM

Session A=Virtual Room A | Session B=Virtual Room B | Session C=Virtual Room C | Session D=Virtual Room D | Session E=Virtual Room E

Workshop A1: Link and Shift to Open up Pedagogical Opportunities through an Interactive Digital Tool: Using Twine in the Classroom

Author: Anna Lee-Popham

While the shift "away from the traditional text-based methods of teaching and executing creative writing ... is unsettling for many instructors," many others emphasize the opportunities that arise when introducing digital technologies into the classroom. Skains discusses how "engaging in multimodal, digital creativity is the sort of multiliteracies education we should be striving for [as it] inspir[es] them to explore new territory and experiment with fresh techniques and perspectives." This workshop introduces participants to Twine, an interactive storytelling tool through which to tell non-linear and choice-based stories, as a pedagogical tool. Kivuva's research "shows how Twine can be used as a creative pedagogical tool to both teach students computing ... and empower them to think critically about their own identities." Furthermore, a HASTAC 2017 Roundtable focused attention on how Twine can demonstrate "how different words and phrases can 'link' and shift meaning in a text, opening up creative and interpretive space for translating learning objectives, theoretical frameworks, and student experiences into digital praxis."

To fully participate, participants will need to have access to a personal computer.

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

- Describe the opportunities and limitations of Twine as a pedagogical tool.
- Implement the basic structure of a Twine story.
- Access resources to deepen their learning of Twine.

Session A2: The Pros and Cons of Co-Convening: FREN*4660/FREN*6020 Annie Ernaux, entre textes et images

Author: Ania Wroblewski

This presentation will describe and reflect upon the experience of convening a 4th-year honours seminar with an MA seminar in French studies on the topic of Nobel Literature Prize-winning author Annie Ernaux's oeuvre. I will present the differing goals and

objectives of both courses, and explain and assess decisions made during the conception of the course regarding content, reading requirements, student participation, and the roles taken on by undergraduate and graduate students throughout the semester. I will outline examples of assignments in both courses (which include both creative and analytical components to accommodate diverse learning needs and strengths) and describe how I addressed expectations and requirements related to French-language mastery at both levels. The course, offered for the first time in W24, culminates in a two-part online study day at which two invited guest speakers, internationally renowned Annie Ernaux specialists, participate in round-table discussions involving the MA students with the undergraduates acting as interlocutors and respondents. I will evaluate the success of this event as measured by student excitement, enthusiasm, engagement, and professionalism (as well as any relevant comments appearing in student feedback surveys and final reflection pieces) rather than performance.

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

- Identify the general pros and cons of convening 4th year honours seminars with MA seminars as well as the more specific pros and cons of convening undergraduate and undergraduate courses in French literature.
- Describe the ways in which the undergraduate experience can be strengthened through this format.
- Envision productive ways in which MA students can obtain valuable professional and mentorship experience in a co-convened classroom.

Session A3: At the Juncture of Faculty Course Design and Learner Experiences: Examining Consensus and Divergence in Relation UDL Priorities in the Eyes of Two Stakeholder Groups

Authors: Sudeshika Ihalagama Rallage, Surbhi Sagar, & Tafan Abdalrahman

This session will lead the participants on a reflection of how the discourse surrounding Universal Design for Learning on tertiary campuses in the Global North is fragmented in the sense that it can focus on widely divergent priorities. Within these divergences, particular attention must be given to the way faculty and student voices may highlight diverse and conflicting constructs around inclusive design. This session engages participants to acknowledge these diverse stances and perspectives. The session also invites participant to reflect on the inherent challenges in creating open and informal dialogue between these two stakeholder groups. A model to create such sustainable discussion on UDL between faculty and the student body will be proposed in the discussion section.

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

- Increase campus stakeholder awareness of divergent views on UDL priorities.
- Highlight the importance of ethnographic work around user experience within the broader body of UDL scholarship and PD.
- Reflect on the complexity of campus initiatives involving the voices of faculty and students.

Session A4: A Framework of Pedagogy of Connectedness and Relation for International Students in Higher Education

Author: Tanzina Tahereen

While the pedagogy of relation and care is not a new concept in education, it is high time to develop a new framework of pedagogy of connectedness and relation for the successful progression and retention of burgeoning international students (IS) in Higher Education (HE). Although the presence of IS enriches HE with diversity, knowledge, and experiences, very less pedagogical preparations have been considered to address their learning needs. Drawing upon Nel Nodding's pedagogy of care (1984) and bell hook's pedagogy of engagement (1994), this session will explore the development of a framework of pedagogy of connectedness and relation with a special focus on the IS in Canadian context. While taking a postcolonial perspective, this framework will be built on three interconnected values: connectedness, relation, and support; addressing discourses, power hierarchies, and social relations that shape the learning experiences of interna in Canada. This holistic approach mandates the rethinking and transformation of academic practices and actions in both inside and outside the classroom.

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

- Describe the pedagogy of connectedness and relation.
- Develop an understanding of some transformative pedagogic practices and actions.
- Question some established, existing practices and identify the political and historical biases associated with them.
- Develop a new perspective for understanding the learning needs of international students.

Workshop B1: Supported Learning Groups and the Supplemental Instruction Model of Academic Support

Author: Kimm Khagram

Supported Learning Groups (SLGs) are drop-in study sessions for challenging undergraduate courses, led by remarkable upper year students. Since 1999, around 500 SLG leaders have planned and facilitated nearly 20 000 sessions at McLaughlin Library, and 40 000 students have attended SLGs over 200 000 times.

The SLG program is based on the Supplemental Instruction (SI) model of academic support, developed in the US 50 years ago to reduce student attrition and improve grades. SI programs operate independently in hundreds of postsecondary schools on at least 4 continents, including over 30 in Canada. Guelph is the Canadian National Centre for SI, and SLGs are the "flagship" SI program in Canada.

Whatever you already know about SLGs, learn something new: their basis in the SI model and its theoretical foundation; evidence of its effectiveness and how we use data to make decisions; students' experience in sessions; how we train and support leaders; and innovations that make SLGs internationally prominent.

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

- Describe how the SLG program has benefited faculty and students at the UofG.
- Connect the SLG program structure to the Supplemental Instruction model.
- Summarize the theories, research, and analysis that comprise the basis of evidence for SLGs as an effective academic support program.

Session B2: *Hear, Here* Arboretum: A Community-Engaged Unearthing of Personal Histories of The Arboretum

Authors: Aron Fazekas, Kimberley Martin, & Justine Richardson

The goals of *Hear, Here* Arboretum are twofold. First, it is a project whose process provides an authentic experiential learning opportunity for students in the History and Culture & Technology Studies programs to develop key skills. Second, the output will unearth the stories of experts, volunteers, and visitors of the University of Guelph Arboretum and their experiences of the history and meaning of space in this unique part of campus. *Hear, Here* Arboretum saw students record oral histories about events at specific places (Here), reduce interviews to a story of less than 2 minutes, and make them available for others to listen to (Hear). The student team worked with the Arboretum to develop signage that displayed the Hear, Here logo and a QR code, to be placed in locations around The Arboretum where these collected stories have occurred. When a visitor connects to the QR code through their smartphone, they hear a first-person story about the exact location where they stand, in the voice of the story-teller. Alternatively, stories can be accessed and shared via a newly developed website. In this presentation we will share our experiences co-developing the project with students, staff and community.

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

- Gain an awareness of the *Hear, Here* Arboretum project and how to access the firsthand history of community members and their sense of place at The Arboretum.
- Reflect on the process shared and how they might be able to incorporate other community engaged projects in their own teaching.

Session B3: Student Choice Projects as Critical Pedagogy

Author: Jade Da Costa

Since the winter of 2020, I have assigned a Student Choice project that asks students to independently choose a creative and personalized platform through which to explore and apply course material. I have received countless submissions of wonder, art, and beauty

and consider the overall success of these assignments to be a testament to the project's inspiration: bell hooks' (1994) engaged pedagogy. At the same time, many students have found the fluidity of the assignment challenging. Some felt that the project's intentional accessibility was a trick, whereas others found the freedom of choice to be overwhelming. I have come to regard these responses as symptoms of the neoliberal university. Within this educational climate, students are trained to follow strict, bureaucratic guidelines that not only encourage them to fear agency, but to disavow their embodied experiences and creative energies as legitimate sources of knowledge. With this, I explore what it means to do engaged pedagogy in a postsecondary landscape that is increasingly defined by neoliberalism.

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

- Have a greater awareness of the institutional and practical challenges of "learning together" and "fostering transformative learning" under neoliberalism.
- Have real-life examples of how to mitigate these challenges and promote engaged pedagogy within a neoliberal institution.
- Have concrete examples of projects produced through engaged pedagogy within and against a neoliberal university.

Workshop C1: Transferable Skills in Undergraduate Education

Authors: Simone Boivin & 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, with activities along the way to promote self-reflection. The research conducted by Simone Boivin for her master's will be used to inform on how to include more effective and impactful skill development in your own courses.

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

- Understand University of Guelph undergraduate students' attitudes about and motivations to develop transferable skills.
- Analyze and evaluate the current integration of transferable skills in your own courses.
- Begin creating learning activities with effective transferable skill integration.

Session C2: Instructor-Learner Dynamics in a Linguistics Transition Course

Authors: Sophia Bello, Caroline Mekhaeil, & Nova Demydchuk

High school learning often falls short of university standards, causing a gap between expectations and reality. This is evident across entry-level courses due to insufficient advanced thinking skills and readiness. Moving away from traditional teaching methods, we seek to transform the language learning classroom and embrace a more student-centric environment. Therefore, to bridge this gap, we designed a transitional linguistics course that aims to strengthen students' academic performance.

Our goal is to enhance academic support by integrating insights and resources from faculty, graduate, and undergraduate students. First, we introduce the course design process using a modern teaching approach for second language learners of French. Second, we acknowledge student diversity within a blended learning approach, highlighting activities curated by a graduate research assistant. Finally, we share the distinctive perspective of an undergraduate student, whose own experiences will enhance our comprehension of the classroom and guide the future trajectory of this course.

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

- Reimagine and transform second language learning classrooms.
- Observe how collaborative efforts can enhance program entry course content and ensure academic readiness.
- Understand how different ideas can change the way we teach languages.

Session C3: Theatre Improvisation as a Tool for French as a Second Language Acquisition

Author: April Torkopoulos

In an evolving technological and fast-paced world many areas of the second language education system continue to concentrate on outdated or traditional methods of memorization, reiteration, and standardization. Experts in theatre and language propose that implementing improvisation in second language learning will lead to increased communication skills and language spontaneity, create an open classroom environment, and serve as a tool for cultural exchange outside of the classroom. Currently, theatre improvisation as a teaching and learning tool is not well known, understood, or practiced. This session will explore the uses of theatre improvisation in the context of language education, investigate its relationship to teaching French as a second language, the action approach, and the learner experience, explain its significance to second language learning and education, and possible ways to implement this method in classrooms today.

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

- Define theatre improvisation in the context of second language education.
- Explain the relationship between theatre improvisation and French as a second language learning.

- Understand the reasons for implementing theatre improvisation in language classrooms today.

Session C4: Beyond Grammar: Fostering Transformative Learning as a Writing Instructor

Author: Davis Vallesi

In this session, I reflect upon my teaching practice as an instructor at the York University Writing Centre to demonstrate how one-to-one writing instruction offers a unique opportunity for the cultivation of transformative learning. My primary assertion entails that instructional practices grounded in active learning and personal agency are crucial in allowing students to recognize why becoming a capable writer is important for their own academic and professional journey. Furthermore, the session will allow attendees to reflect and interact surrounding how the discussed approaches to writing instruction can help inform their own course teaching. Thus, the session is designed to be applicable for even those educators not directly engaged in one-to-one writing instruction.

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

- Understand how instructional strategies which prioritize active learning and student agency are crucial towards excellence in writing instruction.
- Consequently, this will encourage attendees who are not directly involved in writing instruction to consider how these pedagogical strategies centred upon active learning can be useful for the facilitation of written assignments in their own courses.

Workshop D1: Inter-Institutional Insights: Exploring Critical Reflection and Experiential Learning Practices Through Collaboration, Strategic Resources, and Communities of Practice

Authors: Megan De Roover & Lisa Stowe

UCalgary and UofG have committed to ensuring that all undergraduates engage in at least one quality Experiential Learning (EL) opportunity before completing their degree (UofG's Strategic Plan 2022-2027 and UCalgary's EL Plan for 2020-2025). Quality EL includes critical reflection (CR) which assists students in processing experiences that challenge assumptions and biases. CR is often the most challenging element of EL for instructors or program leads resulting in a growing demand for CR resources, approaches, and assessments across disciplines to ensure students receive quality EL regardless of faculty or unit. Interdisciplinary and Inter-institutional conversations offer opportunities for resource sharing, collaboration, community building, and the exchange of CR expertise. Join Lisa Stowe (Taylor Institute) and Megan De Roover (OTL) to explore critical reflection in experiential learning, discover resources for facilitating meaningful CR, and participate in a CR worksheet demonstration. Participants are encouraged to share their classroom reflection experiences, discussing challenges and opportunities.

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

- Provide context: Introduce the overall need for critical reflection in experiential learning and work-integrated-learning contexts, across disciplines and institutions.
- Boost confidence and capability: Share the learning and tools created to support UofG and UCalgary faculty (UCalgary Online Critical Reflection Module, UofG CourseLink resource, Collaborative worksheet) and demonstrate their application.
- Spark ongoing engagement: Generate interest in an inter-institutional community of practice on critical reflection and further engagement on cross disciplinary critical reflection, as well as provide future avenues for engagement through the UCalgary Critical Reflection Workshop Series (occurring the following three weeks after the TLI conference).

Session D2: Students Learning Together: Creating Artificial Countries in Political Science and History Classes

Author: Evren Altinkas

One of the best ways for learners to understand the context in social sciences and humanities is "experience". I have been teaching classes such as European Governance and Politics, Modern Europe, Politics of the Middle East and Comparative Politics.

In my courses, one of the assessment components is "Group Work", in which students form groups of 10 and form an artificial country depending on the regional context we are covering. They pick a name, draw a flag and symbols, decide about the ethnic and religious structure, ideology, government type, social and economic conditions, and history of their artificial country. Then, throughout the semester, they continue with building alliances, forming opposition within their countries, and carry out other interactive ways to learn more.

I will explain the step-by-step process and share the results of student work by showing some examples of the countries created by the students and the reflections of the students about their learning experience.

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

- Learn about the results of this assignment.
- Think about the possibilities of integrating similar methodologies in their teaching.
- Develop new methods of teaching.

Session D3: Enabling Learner Goal Setting and Self-reflection through Periodic Surveys

Authors: Jennifer Ellingham, Jane Russwurm, & Carol Hulls

Increased capacity at Canadian universities to integrate equity, diversity and inclusion in their teaching, research and governance” is required by Universities Canada’s federal action plan. Ontario universities are also required to implement new Accessibility for Ontarians with Disabilities Act (AODA) Post-Secondary Education Standards by January 1, 2025. Inclusivity and accessibility are aided by student goal setting and self-reflection. Accordingly, from 2021-2023, students in a core course were asked to set personal goals, and complete self-reflections during weekly online surveys. Goals were related to course activities, the course as a whole, and the entire term. This unique implementation utilized recommended goal setting and self-reflection practices with a focus on inclusivity. This research is part of a larger study investigating the impact and instructional cost of improving inclusivity, diversity, equity and accessibility (IDEA) practices in the course. This presentation will summarize the goal setting and self-reflection implementation (including IDEA aspects), the observed impact, and the instructional resources that were required.

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

- Describe one effective implementation of inclusive goal setting and self-reflection.
- List impacts and costs of introducing goal setting and self-reflection in this way.

Session D4: Can Personal Memories and Fictional Stories Enhance Retention of Novel Facts?

Authors: Lina Dekker & Thanujeni Pathman

Learning strategies are techniques that students can use to help them encode and retrieve information. Past studies have investigated whether a memory advantage exists when retrieving episodic autobiographical memories (AMs) or generating information during encoding compared to listening to someone else’s episodic AM or generating information. However, few studies have used stimuli that resembles classroom material. In this study, we compared learning strategies such as retrieving an episodic AM or generating a fictional story narrative related to stimuli that resembled classroom material. Young adults who were fluent in English were divided into two groups: AM and Story group. Each group learned novel facts in conditions that differed in encoding task. Later, participants completed free recall and recognition subtasks as well as an additional language ability task. In the free recall subtask, no differences were found in recall between the self and other conditions in the AM group. However, the self-condition in the Story group was higher than the other condition. In the recognition subtask, there was no difference between AM and Story groups. No differences in language abilities were found between both groups. Overall, these results can inform educators about strategies used to promote learning within the classroom.

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

- Critically think about which learning strategies are most beneficial and should be utilized and promoted within the classroom.
- Gain a deeper understanding about the importance of encouraging learners to reflect on their past experiences to facilitate new learning and boost memory performance within the classroom.
- Reflect on whether educators should tailor certain learning strategies used within the classroom depending on the course they are teaching.

Workshop E1: Creating more Accessible Teaching and Learning Environments: An Emerging Accessibility Resource Index at the University of Guelph

Authors: Shehroze Saharan, Christopher Laursen, & Sara Fulmer

The **Accessibility Resource Index (ARI)** project empowers educators to transform the accessibility of their teaching practices and learning environments. This open-access initiative centralizes existing University of Guelph (UofG) accessibility resources, making them easily navigable and digestible. The Index introduces localized perspectives on disabilities, mental health, accessibility, and accommodations which currently may be difficult to locate online, while also filling gaps in knowledge and information with helpful external resources.

This interactive session will introduce the ARI and have participants critically evaluate it in a way that enables real-time engagement where they can share feedback on its strengths and where it could be improved. Together, participants will consider their understanding and current approach to accessible education and discover how the Index may support the development of more accessible teaching and learning environments. Any participants external to the UofG will have an opportunity to consider how a Framework for the Index can be applied at their institution.

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

- To critically engage with an emerging accessibility resource at the University of Guelph to discuss how it can be integrated into developing more accessible teaching and learning environments, and to provide feedback for improving the resource.
- To enhance perspectives and understanding of accessibility in teaching and learning.
- To provide a framework for creating more easily navigable, digestible resources at any post-secondary institution.

Session E2: What's New with Cyclical Program Review? Demystifying the CPR Process

Authors: Alyssa Voigt, Jennifer Reniers, & Clarke Mathany

At the University of Guelph, all undergraduate, graduate, and associate diploma programs go through the cyclical program review (CPR) process on an eight-year cycle. The CPR

is intended to ensure that programs are delivered with high standards, quality, and innovation. The CPR also includes a focus on Indigeneity, equity, diversity, and inclusion (IEDI) within the program and curriculum. The CPR process includes a Self-Study, a collaborative, reflective, and forward-looking document that reflects on the program's strengths, challenges, and opportunities for improvement. As with most long-term, collaborative projects, drafting the Self-Study can be daunting, but research suggests that a 'professional learning community' model provides a meaningful approach to program review.

Over the past several years, staff in the Office of Quality Assurance have developed templates, guides, and workshops to guide groups through the CPR process within professional learning communities. Whether you are new to CPR or have experience with the process, we invite you to join this workshop to discover what is new with CPR at Guelph. We will demystify the CPR process and help you prepare for your next review, whether it is coming soon or a few years away. We will highlight considerations related to IEDI. The session will be beneficial for individuals in various roles at the university (Chairs, faculty, staff) and with varying levels of experience with the CPR process, as we will focus on recent changes to the CPR process.

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

- Describe updates to Institutional Quality Assurance Process (IQAP) Cyclical Program Review (CPR) requirements, including the addition of a section related to Indigenization, Equity, Diversity, and Inclusion.
- Access resources related to the CPR, including the Self-Study Guide.
- Identify strategies to prepare your program(s) for its next program review.

Session E3: Layering at all Levels: Integrating Layered Curriculum in Postsecondary Education

Author: Stephanie Seiler

Calls to increase active learning have increased considerably in recent decades. In response, there has been substantial work to expand our understanding and implementation of active learning approaches in many educational spaces. However, much of this instructional design has concentrated on elementary and secondary learning levels, with less development of practice and scholarship focused on active learning in postsecondary education (PSE). Layered curriculum (LC) is an approach to active learning that offers students innovative ways to engage with and demonstrate their learning. The model includes three layers of learning, each with its own group of learning activities and assessments, that guide a student's progression from foundational to more complex engagement with a subject. While the use of this approach is less frequent in PSE, and discussions and evidence of its implementation are limited in the PSE literature, this paper will explore why the integration of LC would especially benefit postsecondary learners. The challenges to its integration in PSE will be addressed, including mitigation strategies, and the importance of collaborative curriculum design.

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

- Understand the nature of Layered Curriculum (LC) as a form of active learning.
- Appreciate why LC is an instructional strategy well suited for the diverse student populations found in today's postsecondary learning spaces.
- Consider how LC may be implemented in their own postsecondary learning spaces.

Virtual Concurrent Sessions & Workshops 1:00 PM - 2:15 PM

Session A=Virtual Room A | Session B=Virtual Room B | Session C=Virtual Room C

Workshop A5: GenAI in the Classroom: A Student Panel Perspective

Authors: Karen Lothead, Sky Tremaine, Reid Laporte, Rasica Kalia, & Elysse Howard

In this session, four undergraduate students and their instructor will share their experiences engaging with Generative Artificial Intelligence (GenAI) in a 3rd year Indigenous Peoples and Public Policy course.

In Part 1 of the session, the instructor will introduce her motivation for introducing a GenAI assignment into the course, provide an overview of the GenAI assignment she created, its macro-level learning objectives, and its course-level learning outcomes, and present the GenAI use policy that she and her students co-created in the assignment's wake.

In Part 2, the student panelists will share their reflections on engaging with GenAI in this course, what it taught them, and how it impacted their use of GenAI in this and other courses.

Part 3 of the session is reserved for questions from the audience.

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

- Appreciate student perspectives on GenAI.
- Understand the importance of GenAI literacy.
- Assess the relationship between academic integrity and GenAI literacy.

Workshop B5: Unlocking the Potential of SYL: Crafting Comprehensive Course Outlines Quickly

Author: Alison Crerar

Join this session to embark on a journey revolutionizing the way instructors organize and develop their course outlines, fostering effective communication between educators and students.

The SYL implementation team is thrilled to demonstrate how faculty can quickly and seamlessly tailor their course outlines within SYL. We will illuminate the integration of logistical details from centralized systems (WebAdvisor, Academic Calendar, and CIM), offer insights into showcasing your teaching methods and assessment parameters. Also, shed light on enhanced features such as the incorporation of tables, the seamless linkage of assessments from the Lecture Schedule to Assessment Details, and the strategic connection of assessments to course learning outcomes.

Discover the art of crafting course outlines that not only meet but exceed accessibility standards, ensuring a rich and inclusive learning experience for all.

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

- Implement strategies to leverage SYL for transparent and effective communication of teaching methods and assessment parameters.
- Develop skills to craft course outlines that exceed accessibility standards, ensuring inclusivity for all students.
- Explore and utilize advanced features of SYL, such as incorporating tables for enhanced presentation.

Session C5: From the Lecture Hall to the Chat(bot) Room: Implementing Course-Specific Generative AI in Undergraduate Biology

Author: Kenneth Yip

At the University of Toronto, the 1st and 2nd year undergraduate cellular and molecular biology courses have large enrollments, with over 1800 and 1450 students per year, respectively. To increase student engagement and learning, we developed course-specific generative artificial intelligence (AI) chat tools. These tools were trained on previous course lectures and related materials. Starting in the Summer of 2023, the chat tools were implemented as optional course resources. Thus far, a cumulative total of 1719 students asked the tools over 19,351 questions. In preliminary student survey data (approximately 309 respondents), 92.0% of students reported using the tool regularly, 96.6% supported increased investment, and 87.5% reported decreased anxiety when asking questions. This online synchronous session will review the making of the tools, their testing, implementation, and student feedback. We welcome potential collaborators who wish to study the impact of these tools, as well as those who have developed or are interested in developing their own course-specific AIs.

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

- Understand how course-specific generative AI tools have been implemented in the large 1st and 2nd year cellular and molecular biology courses at the University of Toronto.
- Participants will also learn about student usage and impact. We hope to encourage collaboration, asking for feedback and suggestions from the community, and to move forward towards the productive use of generative AI in our teaching.

Session C6: Learning from Failure - Assumptions about Course Design

Author: Thomas Foard

When designing a course, it is difficult to include the expected content during the course session. Consequently, courses are packed full of new information which is tested after it is taught, and students can pass or fail in that evaluation. However, they typically do not get the chance to correct their errors. Research on learning has clearly established that this is not a reliable way for students to learn. Students are more likely to learn if they fail and modify their performance. Traditionally, research methods courses have used a model where students do some form of research as their final project. If it is correct, they receive a good mark but, if it is wrong, they fail with no opportunity to correct their failure. This presentation is intended to suggest a model that allows the student to fail in the design of a research project and then learn by making corrections.

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

- Understand how failure enhances learning.
- Recognize how failure can be incorporated into a traditional course schedule.
- Develop some possibilities for how failure might be incorporated into courses they teach.

Panel Discussion: Transformative Education Practice at the University of Guelph 2:30 PM - 4:00 PM

Location: Virtual

Join us for this engaging panel session where three University of Guelph faculty members share their transformative teaching practices and explore the practicalities, benefits and obstacles of incorporating transformative learning at the course and institutional levels. The session will conclude with an interactive Q&A session, offering attendees the chance to probe deeper into transformative pedagogy and consider how they might bring transformative learning into their own teaching.

Moderator:

Dr. Byron Sheldrick, Associate Vice-President (Academic), University of Guelph

Panelists:

Dr. Jason Coe, Professor, Ontario Veterinary College

Dr. Adam Davies, Assistant Professor, College of Arts

Dr. Kim Martin, Assistant Professor, College of Arts

Please note that this panel will be recorded.

Closing Remarks 4:00 PM - 4:15 PM

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



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