UNIVERSITY OF GUELPH | Office of Teaching and Learning

2026

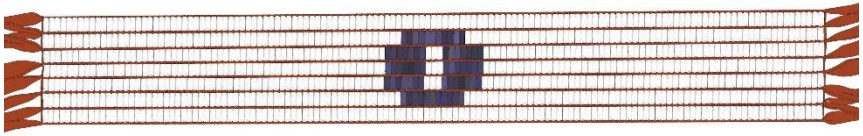
TEACHING & LEARNING INNOVATIONS CONFERENCE

CONFERENCE PROGRAM

LAND ACKNOWLEDGEMENT

The University of Guelph is located within traditional territory of Mississaugas of the Credit (Michi Saagiig Nishnaabeg) and the Between the Lakes Purchase of 1784. The three campuses – University of Guelph (Guelph), Ridgetown (Ridgetown) and Guelph-Humber (Toronto) reside within the Dish with One Spoon Wampum. The Haudenosaunee have also had presence on these lands with a long-standing relationship with the Anishinaabeg Nation, exemplified by the Dish with One Spoon Wampum Treaty. Historically, this is also the traditional territory of Attawandaron people who are no longer an independent nation.

Indigenous peoples have historically been the caretakers and stewards of these Lands. Connecting the past to the present, we are able to enjoy the gifts and beauty of these Lands today because of those who came before us and cared for the Land in a Goodway. The Office of Teaching and Learning is committed to reconciliation and acknowledges the importance of building relationship with First Nations, Inuit, and Métis peoples and the Lands they have tended to since time immemorial.



The Dish with One Spoon Wampum Belt Treaty symbolizes an agreement between the Anishinaabeg and Haudenosaunee to share the land peacefully and sustainably. (Image: A Treaty Guide for Torontonians)

WELCOME TO THE 2026 TLI CONFERENCE

On behalf of everyone involved in planning our **37th Teaching and Learning Innovations (TLI) Conference,** we are grateful to gather once again as a community committed to advancing teaching and learning through shared inquiry, collaboration and innovation. This year's call for proposals generated thoughtful and diverse submissions, and we are pleased to offer a program that reflects the depth and diversity of work happening in teaching and learning spaces.

The theme of this year's conference, **Conditions for Learning,** invites us to examine the environments, relationships, structures, and mindsets that shape learning experiences in higher education. Across our streams of Belonging and Relationships; Esteem and Empowerment; Safety and Security; Physiological and Basic Needs; and Self-Actualization and Growth, we explore what it means to intentionally cultivate the conditions in which learners and educators can thrive.

We hope that the sessions, workshops and posters over the next two days are not only thought-provoking but also generative, sparking meaningful dialogue, new connections and practical ideas that you can carry back to your classrooms, programs and learning communities. Thank you for being part of the 2026 TLI Conference!

Your 2026 TLI Conference Co-Chairs,
- Christie Stewart & Megan De Roover

ACKNOWLEDGEMENTS

The Office of Teaching and Learning (OTL) and the 2026 Teaching and Learning Innovations Conference Planning Committee would like to thank the Offices of the Provost and Associate Vice President (Academic) for their support of this conference.

We would also like to thank D2L for sponsoring our conference lunch and in-person closing event, Feedback Fruits for sponsoring our breaks, the School of Continuing Studies for technological support, the Graduate Student Association for financial subsidy for graduate students, the Physics Department for in-kind use of Poster Boards, our conference volunteers, and our colleagues in OTL.

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 Centre (PCH), PCH Wing A, PCH Wing B, UC 332, UC 430, UC 441, and UC 442. Peter Clark Hall and its wings are located on Level 0 (Basement Level) of the UC.

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: teachingconf26

SCHEDULE LEGEND

Concurrent Sessions (20 mins)	Poster Session
Interactive Sessions (50 mins)	Lunch/Break
Keynote Session	Welcome/Closing Remarks
Roundtables	

D2L

U of G | Office of the Associate Vice-President Academic

U of G | School of Continuing Studies

FeedbackFruits

gsa Graduate Students' Association University of Guelph

U of G | College of Computational, Mathematical, and Physical Sciences

Thursday May 21, 2026 - Morning Schedule							
Time	**Activity/Location**						
8:15 – 8:45 AM	**Breakfast in PCH Centre Room**						
8:45 – 9:00 AM	**Opening in a Goodway- Peter Clark Hall (PCH) Centre Room:** Cara Loft, Educational Developer, Office of Teaching and Learning						
9:00 – 9:15 AM	**Welcome and Land Acknowledgement - PCH Centre Room:** Byron Sheldrick, Associate Vice-President (Academic) | Erin Aspenlieder, Director, Office of Teaching and Learning						
9:15 – 9:25 AM	**Post-Opening Movement Break**						
9:25 – 10:55 AM	**Keynote Speaker: Robert Fleisig** Professor, W Booth School of Engineering Practice and Technology, McMaster University						
10:55 – 11:15 AM	**Morning Break: Coffee & Tea in PCH Centre Room**						
	Concurrent and Interactive Sessions						
Location	**PCH Wing A**	**PCH Wing B**	**UC 442**	**UC 430**	**UC 441**	**UC 332**	**PCH Centre**
Session	**A**	**B**	**C**	**D**	**E**	**F**	**G**
11:15 – 11:40 AM	**A1:** Changing Times: A Temporal Phenomenology of Ungrading	**B1:** Impact of Anaphylactic Food Allergies on Students in University	**C1:** Student Agency at Scale: Designing Authentic, Application-Based Assessment in Online Courses	**D1:** Fostering Empathy to Help Bridge Psychological Theory and Application: Drawing from Human-Centered Design	**E1:** Building Community Partnerships from Scratch: Establishing an Experiential Learning Course in French and Francophone Studies	**F1:** Finding Ourselves in the Assessment Network: Mapping Institutional Influence on FLSA Practices	**G1a:** Maslow in the Classroom: Understanding How Human Needs Shape Motivation to Learn in Canada **G1b:** AI and University Writing Support: Approaches and Directions **G1c:** Creating Community Through Collaborative Learning Agreements **G1d:** Closing the Gap! Removing Communication Barriers When Interacting with Immigrant Parents **G1e:** Designing for Connection: Required One-on-One Meetings as a Condition for Learning
11:45 – 12:10 PM	**A2:** Community, Connection and the Classroom: An Exploration of Social Context in the Engineering Curriculum	**B2:** The Hidden Barriers to Learning: Food Security, Health, and Rest in Educational Success	**C2:** Grace Days as a Condition for Learning: Supporting Flexibility, Well-Being and Academic Success	**D2:** On the Road to Burnout: Are Our Students at Risk?	**E2:** Assessment as a Condition for Learning: What Higher Education Can Learn from the Performing Arts in the Age of AI	**F2:** Understanding Students' Perceptions of Frequent Low-Stakes Assessment Feedback Over a Semester	
12:00 – 1:30 PM	**Lunch - PCH Centre Room**						

Thursday May 21, 2026 - Afternoon Schedule							
Time	**Activity/Location**						
	Concurrent and Interactive Sessions						
Location	**PCH Wing A**	**PCH Wing B**	**UC 442**	**UC 430**	**UC 441**	**UC 332**	**PCH Centre**
Session	**A**	**B**	**C**	**D**	**E**	**F**	**G**
1:30 – 1:55 PM	**A3:** Community-Engaged Scholarship as A Transformative Tool for Grounding Critical Multiculturalism in Canadian Higher Education	**B3:** Failing Better: Understanding and Supporting Students through Failure in Higher Education	**C3:** The Value of Lived Experience in Creating Accessible and Productive Learning Environments for Disabled Post-Secondary Students	**D3**: Beyond Content Warnings and Trauma-Informed Pedagogy: How to Cultivate Psychological Safety in Learning Environments	**E3:** The Empowered Learner: Modelling a Growth Mindset to Support Self-Actualization in a DE Course	**F3:** Haunting the Classroom: What Nineteenth-century Spiritualists Can Teach Us About How GenAI Chatbots Threaten Learning Communities	
2:00 – 3:00 PM	**A4:** Interdisciplinary Applications of Embodied Collective Creativity in the Musical Theatre Classroom	**B4:** Designing Pathways Into UDL: Supporting Faculty Through Choice and Flexibility	**C4:** Campus Accessibility Scavenger Hunt: A critical experiential learning activity	**D4:** Engaging Pedagogies of Care in Tenuous Times	**E4:** Rethinking Assessment in Business Education: Why Non-Text-Based Approaches Matter	**F4:** Global Citizenship in and Beyond the Classroom: Educational Pathways Toward Nuclear Disarmament	**G4a:** Co-Creating the Future: Students Shaping OERs for Tomorrow's Learning **G4b:** Games for Learning Conditions: How a Library Games Collection Can Support Campus Life and Curriculum **G4c:** Yes, Sir! (Apprenticeship Model) Implicit Associations of Intelligence and Uses for Submissive De-escalation Training **G4d:** Strengthening the Conditions for Learning through Technology **G4e:** Failing in a Goodway: Best practices and Reflections on Decolonization, Indigenization and Reconciliation in the Classroom **G4f:** Developing STEM TA Training: For Grad Students, by Grad Students
3:00 – 3:20 PM	**Afternoon Break – Coffee and Tea in PCH Centre Room**						
3:20 – 4:20 PM	**Posters and Appetizers Session - PCH Centre Room**						
4:20 – 4:30 PM	**Closing in a Goodway- PCH Centre Room:** Cara Loft, Educational Developer, Office of Teaching and Learning						

Friday May 22, 2026 - Morning Schedule

Time	Activity/Location			
9:00 – 9:15AM	**Virtual Welcome and Land Acknowledgement:** Sara Fulmer, Associate Director, Office of Teaching and Learning			
	Concurrent and Interactive Sessions			
Location	**Zoom**			
Session	**H**	**I**	**J**	**K**
9:15 – 9:45 AM	**H1:** Exploring Professionalism as Skill and Behaviour Through Student and Educator Perspectives	**I1:** How to Teach Engineering Judgment? What Happens When We Make Room for Play in Cultivating Spatial Intuition and Reasoning Within Upper-level Engineering Classrooms	**J1:** Designing for Curiosity: How Teaching Creativity-Relevant Processes Inspires Exploration and Engagement in the Business School Classroom	**K1:** The FEW That Matter: Reclaiming Faculty – Student Relationships in Higher Education
9:45 – 10:15 AM	**H2:** Taking Stock: A Scoping Review of Transferable Skill Development Initiatives for Students Within Canadian University	**I2:** A Theory of Planned Behaviour Perspective on Student GenAI Adoption: The Moderating Role of Contextual Factors and Students' Behavioural Beliefs	**J2:** Art and Creativity: What Are They Good For?	**K2:** From Participation to Purpose: Student – Staff Partnerships as Pathways to Self-Actualization in Teaching and Learning
10:15 – 10:30 AM	**Morning Break**			
10:30 – 11:30 AM	**H3:** Supporting Learner Agency through Desire Path Pedagogy	**I3**: Co-Creating a Responsible AI Use Framework in Online Learning Design	**J3:** Fostering Safety and Social Connection in the Classroom: A Polyvagal Informed Approach	**K3a**: Amplifying Student Perspectives Via Pedagogical Partnerships: Reflections on a SOTL Journal Club as a Pathway for Community and Conversation **K3b:** Failing Forward: Cultivating Learner Esteem and Empowerment
11:30 – 12:00 PM	**H4:** Development of Skill Driven Dentistry Models to Improve Learner Competence and Confidence in Veterinary Dental Practice	**14**: Community Belonging as a Condition of Learning in a Graduate Writing and Productivity Group Program	**J4**: Morality x Artificial Intelligence	**K4:** Investigating How On- and Off-campus Housing Shapes First-year Students' Social Networks, Belonging, and Well-being
12:00 – 1:30 PM	**Lunch**			

Friday May 22, 2026 – Afternoon Schedule – Virtual

Time	Activity/Location			
	Concurrent and Interactive Sessions			
Location	Zoom			
Session	H	I	J	K
1:30 – 2:00 PM	**H5:** The Self-identity of Disability Among Canadian Undergraduate Students in Science, Technology, Engineering and Mathematics (STEM)	**I5:** From Urgency to Intention: Creating the Conditions for Ethical AI Use in Teaching and Learning	**J5:** Faculty as Change Agents in Campus Mental Health Systems	**K5:** How Many Is Too Many? Scaling Up Experiential Learning Opportunities in Healthcare Ethics Without Compromising Optimal Learning Conditions
2:00 – 2:30 PM	**H6:** Think Again: Rewiring STEM Teaching for Critical, Creative, and Collaborative Learning	**I6:** Navigating the AI Safety Kaleidoscope: Learning Conditions in the Age of Artificial Intelligence	**J6:** A Safe Mind, Not Just a Safe Space: Psychological Safety in Clinical Education	**K6:** Fostering Relational Approaches to Reflection in Experiential and Work-Integrated Learning
2:30 – 3:00 PM	**H7:** Building STEM GTA Teaching Capacity Through Peer-Led Professional Development	**I7:** AI-Proofing Case-Based Learning	**J7:** Trauma-Informed Teaching and Learning	**K7:** From Feedback to Confidence: Creating Conditions for Learning in a Laboratory Course
3:00 – 3:15 PM	**Afternoon Break**			
3:15 – 3:45 PM	**H8:** Leveraging Adobe Captivate for Interactive, Multimedia Laboratory Instruction in Chemistry	**I8:** Balancing Guidance and Independence: Graduate Supervision Practices in a GenAI Enabled World	**J8:** Beyond the Flipped Classroom: Experimenting with a 1+2+1 Pedagogical Model in Business Education	**K8:** Using Intentional Language to Support Student Learning and Belonging in Anatomy Education
3:45 – 4:15 PM	**H9:** Smart Teaching for Inclusive Biochemistry Learning	**I9:** Smart Tools for Smarter Teaching: Creating Interactive Content with AI	**J9:** Flipped Learning in Graduate Education: From Expectations to Outcomes	**K9:** Evaluating Team-Based Learning and Open Pedagogy in an Undergraduate Economics Course: A Mixed-Methods Crossover Study of Engagement, Achievement, and Well-being
4:15 – 4:30 PM	**Closing Remarks**			

SCHEDULE LEGEND

Concurrent Sessions (20 mins)	Poster Session
Interactive Sessions (50 mins)	Lunch/Break
Keynote Session	Welcome/Closing Remarks
Roundtables	

Thursday, May 21, 2026

Breakfast
8:15 AM – 8:45 AM

Location: Peter Clark Hall (PCH) Centre Room

Open in a Goodway
8:45 AM - 9:00 AM

Location: PCH Centre Room

Cara Loft, Educational Developer, Office of Teaching and Learning, University of Guelph

Welcome & Land Acknowledgement
9:00 AM - 9:10 AM

Location: PCH Centre Room

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

Conference Information
9:10 AM - 9:15 AM

Location: PCH Centre Room

Erin Aspenlieder, Director Office of Teaching and Learning

Post-Opening Movement Break
9:15 AM - 9:25 AM

Location: PCH Centre Room

Keynote Speaker
9:25 – 10:55 AM

Location: Peter Clark Hall (PCH) Centre Room

Dr. Robert Fleisig

Dr. Robert Fleisig is a Professor at McMaster University and an educational leader, teaching and learning scholar, professional engineer, and designer. He is the Program Lead for the Master of Engineering Design, where he integrates STEM thinking with human-centred, relational mindsets in technology, health, and education to create meaningful learning experiences for students and community partners. His work foregrounds empathy, reflection, and partnership, including sustained engagement with students as partners in teaching and learning. Dr. Fleisig is the recipient of an Ontario Confederation of University Faculty Associations Teaching Award and a Fellow of the Canadian Engineering Education Association (CEEA). He currently serves on the editorial boards of the International Journal for Students as Partners and the CEEA Conference Proceedings.

Note: This session will be recorded.

Morning Concurrent Sessions & Roundtables
11:15 AM - 12:10 PM

Session A1: Changing Times: A Temporal Phenomenology of Ungrading
Authors: Paul Bylsma

Ungrading decouples learning from performance metrics such as grades, and instead relies heavily on feedback, self-assessment, and multiple attempts at submission for students to meet learning goals. Recent scholarship has ascribed many benefits to ungrading, including increased intrinsic motivation, academic risk-taking, creativity, and metacognitive growth. Despite the many socio-academic benefits that have been ascribed to ungrading, however, very little has been said about ungrading's temporal benefits. Indeed, ungrading is more than an alternative assessment. Ungrading introduces a new temporal framework to classroom assessment in Western higher education by reconfiguring the ways that learning is structured and reified across the academic term. Ungrading's cyclical rhythms, defined by repeating cycles of feedback, reflection, and revision, create a learning process that welcomes challenges and embraces mistakes as points along a continuum of progress rather than ends in themselves. This temporal framework stands in stark contrast to the temporality facilitated by grades.

In this session, participants will develop an understanding of Lefebvre's (2004) rhythm analysis and insights gained when applying a rhythm lens to ungrading. We will collectively explore case studies analyzing ungrading through a rhythm lens to reveal ungrading's temporal implications for learning, and the benefits and liabilities thereof.

Session A2: Community, Connection and the Classroom: An Exploration of Social Context in the Engineering Curriculum
Authors: Nida Ansari & Shoshanah Jacobs

This research explores the current climate of STEM education to identify where best to introduce contextualized (e.g., transdisciplinary) teaching and learning practices. Using a Chemical Engineering program as a case study, we analyzed student survey responses (n = 93) and department course data (n = 65) to evaluate student perceptions of their learning, curriculum expectations, and the real-world application of these elements. Our key objectives are to better understand a) student attitudes about their learning in engineering; b) program expectations, learning outcomes, and overall curriculum; and c) the observed embedded elements of social and community context in both, to develop a more holistic understanding and framework of the interactions in the current STEM learning context in Canada today. Our results provide a meaningful look into the current decision-making and problem-solving processes of students, given their contextual learning environment. By investigating the socio-educational context of engineering education and training, we hope to contribute valuable insights about contextualized education approaches that will make lasting, sustainable improvements to engineering activities in Canada that value community and connection alongside technical expertise.

Session B1: Impact of Anaphylactic Food Allergies on Students in University
Authors: Elysia DaSilva, Laelie Snook & Daniel Grunspan

In Canada, 8.2% of individuals have a self-reported food allergy (Clarke et al., 2020). Despite this, minimal safety measures exist in post-secondary settings for students with life-threatening food allergies, especially compared to elementary and secondary schools which often ban certain allergens (Russell & Huber, 2013). Thus, for many students, university represents an increased risk of exposure to one's allergens, which may create unique obstacles for students to navigate throughout their time at university (Schelly et al., 2023). However, limited research examines the social and academic experiences of students with anaphylactic food allergies.

This talk will present findings from qualitative interviews with students who have anaphylactic or severe food allergies at the University of Guelph. These interviews focused on both the social and academic implications of navigating university as a student with food allergies, including the cognitive load experienced inside and outside of classrooms, the unique considerations of dining, social events, and extracurricular participation, and ways in which instructors' practices influence students belonging in the classroom.

Session B2: The Hidden Barriers to Learning: Food Security, Health, and Rest in Educational Success
Authors: Mahreen Nasir & Ajmery Sultana

Learning is deeply influenced by the conditions in which individuals live and study. This presentation examines how unmet basic needs such as food security, physical and mental health, and adequate rest act as hidden barriers to learning and meaningful participation in educational settings. Drawing on research from education, public health, and social policy, the session highlights how hunger, poor sleep, chronic stress, and health challenges affect attention, motivation, attendance, and academic performance.

The presentation also includes practice-based examples from postsecondary contexts to demonstrate how these challenges appear in real learning environments. Delivered as a 20-minute research and practice informed session, the talk combines evidence-based insights with brief case illustrations and discussion. The session concludes by outlining practical, equity focused strategies that educators and institutions can adopt to better support learners' foundational needs. Participants will gain a clearer understanding of why addressing basic needs is essential for educational success and how targeted interventions can improve engagement and learning outcomes.

Session C1: Student Agency at Scale: Designing Authentic, Application-Based Assessment in Online Courses
Authors: Bronwyn Korb & Lawren Carrol

This presentation highlights the design and implementation of an authentic, student-driven sales pitch assignment grounded in constructivist pedagogy for a third-year, online asynchronous undergraduate sports management course. Developed in response to high enrolments and the need for meaningful application-based learning, the assignment was intentionally designed to foster learner agency, peer connection, and a sense of ownership over the learning process. As an added benefit, the assessment intentionally leverages student use of AI as a learning support - enhancing ideation, perspective-taking, and creativity without diminishing critical thinking or authentic engagement. A structured peer-feedback component further positions students as co-creators of knowledge, contributing to a shared learning community while building confidence and evaluative judgment.

The presentation will walk participants through the sales pitch assessment, with a focus on the planning rationale, assignment design, scaffolding strategy, assessment approach, and peer engagement model, alongside reflections on student experience, design trade-offs, and future enhancements. Attendees will gain a practical example of a student-driven, AI-supported assessment that promotes learner agency, authentic skill development, and scalability across large online courses. This session is particularly relevant for faculty and course developers seeking innovative approaches to engagement, authentic assessment, and applied learning in online environments.

Session C2: Grace Days as a Condition for Learning: Supporting Flexibility, Well-Being and Academic Success
Authors: Amina Yousaf & Elena Merenda

The Grace Day Policy, piloted in Fall 2025 in the Early Childhood Studies program at the University of Guelph-Humber, offers students three automatic grace days per assignment without penalty or formal extension requests. This initiative was designed to reduce stress, foster autonomy, and improve the quality of student work by creating a more flexible learning environment.

This session will share findings from student and instructor feedback collected during the pilot, exploring how the policy influenced workload management, well-being, and perceptions of trust and support. We will examine quantitative data on usage patterns and qualitative insights on how flexibility impacted engagement and learning outcomes. The discussion will highlight benefits, challenges, and recommendations for scaling this approach across programs.

By connecting these findings to the conference theme Conditions for Learning, we argue that policies like Grace Days address critical conditions such as safety, belonging, and empowerment, creating space for students to thrive academically and personally. Attendees will leave with practical strategies for implementing similar policies in their own contexts.

Session D1: Fostering Empathy to Help Bridge Psychological Theory and Application: Drawing from Human-Centered Design
Authors: Bryan Hong & Daniel Meegan

A common pedagogical challenge involves helping students to connect the concepts learned in the classroom to their application in the real-world. This is particularly so in psychology, where there is oftentimes heavier emphasis on theory and laboratory-based research. Here, we draw on methods from human-centered design (HCD), which involves putting people at the forefront to best address their needs – we propose that integrating concepts from HCD can help students to better consider, understand and empathize with those that their work potentially impacts, and as a result, better recognize the transferability of their knowledge and skills.

Specifically, we describe this in the context of PSYC*4540, a fourth-year capstone course. In this course, students partake in an experiential learning opportunity where they simulate a workplace setting in which they are hired as consultants by an organization (e.g., governmental, non-profit, for-profit, etc.), with the task of reviewing psychological evidence to produce a group report and presentation that informs decisions, practices, and/or actions. To help students recognize the real-world impact that their work can have on people, we developed activities based off methods in HCD, such as stakeholder identification, needs assessment, persona development, and empathy mapping. This presentation provides an example of how these concepts can be used by instructors who are looking to help students bridge between theory and practice.

Session D2: On the Road to Burnout: Are Our Students at Risk?
Authors: Amanda Ball, Shoshanah Jacobs, Allison Demers, Chibuzor Okwusiuno, Andria Jones, & Dan Gillis

Feelings of burnout have been increasingly reported by undergraduate students. While not presently classified as a mental illness by the WHO, burnout is associated with symptoms such as chronic fatigue, anxiety, and depression. In Canada, rising reports of hopelessness, depression, and overwhelming anxiety among undergraduates highlights a growing mental health crisis in higher education. Despite this, limited research has examined the prevalence and patterns of burnout among students, and none have considered the Canadian university context.
We examined burnout risk among undergraduate students at the University of Guelph using the Maslach Burnout Inventory - Student Survey (MBI-SS), a tool that measures burnout across three dimensions: exhaustion, cynicism, and professional efficacy. Students from different years and programs completed an online survey capturing a variety of data, including demographics and the MBI-SS.

Analysis then identified burnout risk profiles within the student population. The analysis revealed three latent sub-groups: a low-risk group comprising 51% of respondents, a medium-risk group comprising 21%, and a high-risk group comprising 28%. These findings suggest that while over half of students are managing academic demands without significant burnout symptoms, many are experiencing moderate to high-risk levels of burnout, with potential implications for success and wellbeing.

Session E1: Building Community Partnerships from Scratch: Establishing an Experiential Learning Course in French and Francophone Studies
Authors: Janaína Nazzari Gomes

How can newly arrived faculty establish meaningful experiential learning opportunities for students in specialized contexts? This presentation identifies facilitating and hindering factors in establishing community-based experiential learning courses, drawing on the development of FREN3700, which connects undergraduate students with francophone communities in Guelph, in Canada and beyond including in educational settings.

As a newly appointed faculty member tasked with creating partnerships from scratch with school boards and community organizations, I systematically examine what enabled and what obstructed the establishment of 12 quality placements for students in specialized contexts. Facilitating factors included: (1) leveraging previous community relationships across Ontario, Canada, and internationally to establish placements in diverse contexts; (2) strategic institutional support from the Office of Teaching and Learning and experienced colleagues leading other EL courses; (3) departmental knowledge-sharing about course structures and expectations; (4) openness from school boards and administrators to establish university partnerships.

Hindering factors identified: (1) juridical requirements i.e. liability insurance minimums that prevented collaborations with small francophone community partners lacking institutional infrastructure; (2) complex administrative procedures that delayed or blocked promising partnerships; (3) institutional risk management frameworks designed for large partners that effectively exclude grassroots organizations.

This presentation offers evidence-based strategies for navigating institutional systems, building community relationships efficiently, and advocating for policy flexibility that enables diverse partnership models in specialized fields.

Session E2: Assessment as a Condition for Learning: What Higher Education Can Learn from the Performing Arts in the Age of AI
Authors: Eliana Elkhoury

Assessment design shapes the conditions for learning by signalling what counts as success, where students invest effort, and how they engage with their learning. When assessment is designed well, it becomes more than measurement: it can foster agency, empowerment, and a sense of self as a learner. This session frames assessment as a condition for learning by examining how assessment operates in the performing arts – where development is visible, practice is iterative, and competence is demonstrated through performance. A musician does not graduate unless they can perform. What can higher education learn from performing arts assessment, where students must demonstrate growth, judgement, and authentic capability? The session draws on a narrative literature review that synthesizes research on assessment in the creative and performing arts. The review provides a descriptive, qualitative overview of current knowledge about how these assessment practices encourage creativity and support students' development of agency and empowerment. I will present four recurring characteristics of performing-arts assessment and translate each into adaptable design moves for other disciplines. Participants will then use the framework to examine one of their own assessments and identify how it could better support student agency and learning. Participants will complete a short "assessment redesign sprint" to integrate one or more characteristics into an existing assessment.

Session F1: Finding Ourselves in the Assessment Network: Mapping Institutional Influence on FLSA Practices
Authors: Arielle Ramnath & John Dawson

Why do we teach the way we do? The first answer that pops up may be: because that's how I was taught. But what happens when new or unexpected things happen – like the COVID-19 pandemic? We have to adapt! During the pandemic, the shift to online teaching resulted in more frequent, low-stakes assessments (FLSAs) - smaller assessments that were primarily designed to provide students with feedback and foster self-regulation of learning. However, with no unified guideline available, the implementation of numerous versions of FLSAs resulted in increased workload for both faculty and students. To alleviate this burden, we created an operational definition of FLSAs tailored to achieve specific goals and accounting for available resources. But since there was no literature definition of FLSAs, we mapped the recommendations provided by Teaching and Learning Offices from over 80 institutions across Canada, building a common operational definition of FLSA alongside a network of connections that reveals "nodes" that influenced others. With focus groups, interviews, and surveys from Guelph, we will place U of G (and you!) in the map of this operational FLSA definition, prompting critical thinking and reflection on current FLSA practices. The audience will also be invited to collectively engage and weigh-in with the study's findings in relation to their own experiences. Is Guelph an "FLSA node of influence?" Come and find out!

Session F2: Understanding Students' Perceptions of Frequent Low-Stakes Assessment Feedback Over a Semester
Authors: Keely Melville, John Dawson, & Arielle Ramnath

Do frequent low-stakes assessments (FLSAs) and their feedback really support student learning, and how do student perceptions of that learning change over a semester?

FLSAs are smaller, lower-weighted assessments designed to provide students with feedback to support their learning. During the COVID-19 pandemic, FLSAs were frequently used and continue to be used today. Understanding how students' perceptions of FLSA feedback impacts their motivation is important for designing and implementing assessments to best fit students' needs.

While research has looked at student perception of FLSAs at one point in time, there is no research on how these perceptions change over time. Therefore, we determined how students' perceptions of FLSAs change over a semester in three undergraduate biology courses. Two Qualtrics surveys were administered during the Winter 2026 semester. Analysis included NVivo for open-ended questions and Microsoft Excel for multiple choice questions. This presentation will focus on the common themes in student perceptions from the surveys and their implications for improving the learning environment to be conducive for students. After all, motivated students create better classrooms!

Session G1a: Maslow in the Classroom: Understanding How Human Needs Shape Motivation to Learn in Canada
Authors: Shraddha Wilfred

This workshop examines how Maslow's hierarchy of needs continues to influence student motivation and capacity to learn within Canadian educational contexts. While cognitive ability and instructional quality are often emphasized in teaching, students' motivation to engage, persist, and perform is deeply shaped by how well their foundational needs are supported. Using Maslow's framework, the session explores how safety, security, belonging, esteem, and self-actualization needs intersect with learning experiences in Canadian classrooms and institutions.

Participants will engage in reflective and applied discussions around psychological safety, financial and academic stability, inclusion, and institutional trust, and how these factors influence students' attention, participation, risk-taking, and resilience. The workshop connects theory to practice by examining common classroom and institutional scenarios and identifying pedagogical and support strategies that enhance motivation and learner engagement.

Designed as an interactive session, the workshop encourages educators to reconsider motivation not as an individual trait but as a contextual outcome shaped by learning environments, policies, and teaching practices. Participants will leave with practical insights and adaptable strategies for designing learning experiences that better align with students' motivational needs within the Canadian education system.

Session G1b: AI and University Writing Support: Approaches and Directions
Authors: Sarah Gibbons & Adeiza Isiaka

In this session, we consider how generative AI technologies shape conditions for learning in the context of writing appointments. We describe how we train undergraduate and graduate student staff in the University of Guelph's writing centre to support students in navigating writing assignments in this new context. We outline five potential scenarios of how a student might discuss AI in writing appointments, share the corresponding guidance that we developed, and note the ways that the insights and experiences of our student staff shaped our recommendations and directions. After sharing our approaches, we invite audience members to in turn share their assumptions and expectations of what writing support looks like in the context of generative AI: What kind of support do your students need if they are using AI for their assignments? What types of knowledge, skills, and ethical considerations do they need to develop?

Session G1c: Creating Community Through Collaborative Learning Agreements
Authors: Kim Barton

Whether you are teaching early childhood educators, or emerging physicists, many higher-education instructors recognize the role that students play in having agency over and negotiating their learning experience. Further, many post-secondary courses include elements of group work, seminar/lab discussions, or practical skills that are applied in a professional setting. These conditions beg the question: how do we create specific expectations of group norms that are conducive to a wide range of learning styles and needs? Moreover, how do these norms flex and adapt across course offerings and course delivery methods? In this interactive session, we will explore the use of negotiating learning contracts to establish group norms and expectations that support post-secondary learning. Learning contracts may also be known as negotiated learning plan (Stephenson & Laycock, 2002), a process plan (Anderson, Boud, & Sampson, 2013) or group agreement. Specifically, we will create our own learning contract together, and then we will reflect on our own teaching and learning contexts, explore various methods to generate contracts, and discuss some of the factors that influence the creation and utilization of effective learning contracts or group agreements. I invite you to bring examples, questions, and dilemmas to this session so that we can learn from each other!

Session G1d: Closing the Gap! Removing Communication Barriers When Interacting with Immigrant Parents
Authors: Oluwasina Aderiye

Effective communication between parents, teachers, and students is essential for student achievement and consistent school attendance. In Ontario schools, however, newcomer and immigrant families often face barriers that hinder meaningful parent-teacher interactions, including cultural differences, language challenges, and limited awareness of community resources. This study examines these communication gaps from the perspective of teachers, with the aim of identifying strategies to foster more effective engagement with newcomer parents.

Guided by the central research question “What types of communication barriers do educators encounter when communicating with newcomer parents or parents who have English as a second language?” this research employed a qualitative, interview-based methodology. Semi-structured interviews enabled teachers to share their lived experiences, perceptions, and strategies for navigating communication challenges. Sub-questions addressed the types of barriers encountered, interventions implemented, and recommendations for sustaining effective parent-teacher communication.

Findings reveal that successful strategies include cultivating a flexible mindset, applying culturally relevant pedagogy, leveraging school-based resources such as interpreters and Child and Youth Workers, and using clear, descriptive language. Teachers emphasized proactive engagement and reflective practice as key to building trust and shared understanding with immigrant families.

The significance of this study lies in its implications for teacher preparation and professional practice. By highlighting actionable strategies, the research equips pre-service and in-service educators to better support newcomer families interacting with the Ontario education system. These findings advance inclusive and equitable educational practices, ensuring that all students benefit from meaningful parental involvement.

Session G1e: Designing for Connection: Required One-on-One Meetings as a Condition for Learning
Authors: Samantha Chang

What conditions make learning possible, powerful, and enduring beyond course content and assessment? One often-overlooked condition is the quality of relationships between instructors and students. While office hours are commonly intended to support connection and learning, they are frequently underused and unevenly accessed, leaving relational support to chance rather than design.

In this roundtable, I share a teaching practice that reconceptualizes office hours as a required, structured, and relational component of the course: brief one-on-one meetings between instructor and student early in the term. Drawing on my teaching practice in undergraduate art history courses across different class sizes, I discuss how intentionally designed one-on-one meetings shift instructor-student interaction from optional support to a foundational condition for learning.

Participants will engage in a facilitated discussion to explore how relational practices, such as required one-on-one meetings, can foster belonging, reduce barriers to participation, and support inclusive and accessible learning environments. Together, we will examine practical considerations, including workload, scalability, disciplinary context, and student response. The discussion will also consider how human-centred approaches to teaching align with principles of Universal Design for Learning by supporting responsiveness to learner variability.

This roundtable offers a space for dialogue, reflection, and shared sense-making around designing meaningful conditions for learning through intentional connection.

Session A3: Community-Engaged Scholarship as A Transformative Tool for Grounding Critical Multiculturalism in Canadian Higher Education
Authors: Ilknur Ozalli

Canadian higher education institutions have long been criticized for their predominantly Eurocentric curricula and pedagogies. The focal points of these criticisms is that conditions are not attentive to students' hyperdiverse realities and their resulting differences related to learning. This presentation argues that critical community-focused research and teaching can play a constructive role in transforming the quality of learning through a radically multicultural framework. Diversifying and enhancing the traditional circumstances around the production and mobilization of knowledge in academia with real-world experiences found in communities provide vital opportunities for students to overcome the lifeless and performative structures that they are expected to fit in and belong to.

We start by looking at the connections between the methodologies of women/queers of colour and Indigenous women and critical theory of community-engagement. In this part, we aim to demonstrate the antiracist and anticolonial origins of community-engagement practice and its function in facilitating epistemic justice in academia. The second part of my presentation considers how exactly critical community-focused research and commitment to intersectional justice nourishes the pluralistic approaches in higher education by anchoring its praxis on fostering awareness on critical/radical multiculturalism. Finally, we examine the transformative impact of community-engagement in deepening the conditions for embodied learning looking at the lived experiences of students who participated in civic-engagement opportunities in academia.

Session A4: Interdisciplinary Applications of Embodied Collective Creativity in the Musical Theatre Classroom
Authors: Robert Allan

This interactive session invites participants to experience a slice of how students' individual and collective creativity are activated in a musical theatre classroom. We will embody a beginner-friendly excerpt of musical theatre material with adaptive options for all participants. Working as a team, we will experience the challenges of singing, dancing, and acting simultaneously, while creatively personalizing the performance as individuals. These individual creative choices are enlivened and complexified by their relationship with the variety of others' creative choices, generating a unique collective output. Active participation is encouraged, but not mandatory. Observation can also be of value. This phase will be followed by guided reflection and moderated discussion. We will consider and discuss the sparks of creativity that occurred, and how they functioned at the level of the individual and the level of the collective. We conclude by sharing thoughts on the possibilities for collective creativity in other domains and classroom contexts. Throughout, we will experience how our work in individual and collective creativity is a site for facilitating relationships and building a sense of belonging for our future students.

Session B3: Failing Better: Understanding and Supporting Students through Failure in Higher Education
Authors: Melissa Gallina, John Maclachlan, & Akalya Kandiah

This presentation will share research conducted by Housing & Conference Services at McMaster, which was recently published in the Journal of Teaching and Learning (Gallina et al., 2026). This research explores how failure is understood within higher education through the perspectives of university administrators at a mid-sized research-intensive institution in Ontario. Failure in higher education exists at the intersection of individual student experiences, institutional structures, and pedagogical approaches. Themes in the discourse surrounding student failure include the fear of failing for the first time, a lack of preparedness for university study, the impacts of imposter syndrome, challenges in taking ownership of academic journeys, unique barriers faced by non-traditional students, and institutional barriers that reinforce failure. While failure is promoted as a learning opportunity in higher education, institutional structures and practices often contradict this view with punitive measures that can impact students' academic careers. Building on Carr's pedagogy of failure, this research emphasizes the need for approaches that prioritize emotional well-being, open dialogue, and structured support through failure.

Session B4: Designing Pathways Into UDL: Supporting Faculty Through Choice and Flexibility
Authors: Michal Kasprzak, Samantha Chang, & Cristina D'Amico

Faculty are eager to use Universal Design for Learning (UDL) but often need varied, low-barrier entry points that match their time, context, and readiness. This session presents U Design Learning, a quadrant framework that creates multiple gateways along two axes – Individual-Community and Short-Extended engagement – so instructors can begin small and build toward sustained practice. Within this ecosystem, we integrate three complementary approaches to make UDL both teachable and doable: (A) Designing Dimensions (Access) – an inventory-first lens that helps instructors examine and adjust methods, materials, and environments; (B) Designing Scaffolds (Support) – proactive supports that strengthen motivation, comprehension, and continuity; and (C) Designing with the UDL Guidelines 3.0 Menu (Executive Function) – a flexible organizer that helps instructors plan, prioritize, and experiment intentionally. Together, these approaches align UDL as content (what faculty learn) and method (how their learning is designed). Examples span micro-resources and 30-minute community touchpoints to self-paced modules, consultations, and cohort-based institutes – each modeling choice, flexibility, and iterative improvement across the quadrant structure. Participants will be able to explore a range of pathways into UDL, as well as forms of programming that make UDL exploration and adoption flexible and easy.

Session C3: The Value of Lived Experience in Creating Accessible and Productive Learning Environments for Disabled Post-Secondary Students
Authors: Jordana Lasko

Accessibility in post-secondary environments often fails students because student needs are anticipated without consulting those with lived experience. Policymakers are not always disabled themselves, and frequently fail to consult with a diverse variety of disabled individuals to make decisions. As a direct result, disabled students face barriers to learning, which are exacerbated by feelings of exclusion and disconnection in their learning environments.

The purpose of this presentation is threefold. Firstly, it will give attendees a chance to reflect on their current knowledge and understanding of disability, and learn more about how disability is approached. I will discuss what disability is, how it is viewed, and tips on how to respectfully talk about disability before engaging in conversation. Secondly, it will provide an introduction to what lived experience is, and why it is so important to incorporate it into policy development and decision-making. There will be opportunity for small group discussion about identifying accessibility barriers and how they can be mitigated. Finally, I will discuss what has already been done in post-secondary institutions to incorporate lived experience, and what we can do as faculty, students, and staff.

Session C4: Campus Accessibility Scavenger Hunt: A Critical Experiential Learning Activity
Authors: Yukari Seko

In Summer 2022, I co-designed an experiential learning activity, Campus Accessibility Scavenger Hunt, with a former Campus Accessibility Coordinator and two university alumni who use wheelchairs. In this field-based activity, students navigate various checkpoints across campus without using stairs and relying solely on automatic door openers. From an accessibility and universal design perspective, the activity frames disability as a spectrum encompassing temporal, situational, and permanent conditions that can affect anyone on campus. Students are encouraged to identify and reflect on physical, cognitive, and communicative barriers that may disable or exclude individuals.

In Fall 2022, I implemented this activity in a third-year mandatory course for Professional Communication students. Over four consecutive years, a total of 260 students have participated. Student feedback suggests that the scavenger hunt not only raises awareness of campus accessibility issues but also fosters critical and systems-level thinking about inclusion in professional communication contexts. Many students described the activity as transformative, prompting shifts in their assumptions about accessibility and professional responsibility.

This presentation shares the co-design process, lessons learned from implementation, student learning outcomes, and possibilities for adapting this activity to other learning and teaching contexts.

Session D3: Beyond Content Warnings and Trauma-Informed Pedagogy: How to Cultivate Psychological Safety in Learning Environments
Authors: Lauren Spring

This presentation examines what psychological safety truly requires in postsecondary settings, especially when students engage with emotionally complex and socially urgent material in the classroom or in life. Drawing on my SSHRC-funded post-doctoral research about human sex trafficking (victimization is, unfortunately, a reality for students in the Guelph-Kitchener-Waterloo region), I argue that conventional trauma-informed approaches to addressing these topics often fall short because they rely on narrow psychological models that individualize distress. Instead, I argue that moral injury is a more authentic and relational framework for understanding how young people experience harm - not only through traumatic events, but through betrayal, coercion, and violations of trust by individuals or institutions. To explore how psychological safety can be cultivated in this context, I pair this work with findings from a faculty-identity study, where instructors and support staff working in Student Affairs described using various tools to build trust with students. (Some included: strategic self-disclosure, interpersonal communication skills, partnerships with other experts in and outside the institution, and collaborative meaning-making). These relational strategies helped learners feel safer approaching faculty with their own struggles and more capable of engaging with difficult knowledge.

I argue that moving 'beyond content warnings' requires pedagogies that acknowledge moral injury, prioritize relational trust, and integrate transparent communication. Together, these strands offer a framework for learning environments that are psychologically safe, ethically grounded, and unafraid to confront the difficult realities students need to understand.

Session D4: Engaging Pedagogies of Care in Tenuous Times
Authors: Roberta Hawkins & Amy Kipp

This interactive session will introduce the principles of pedagogies of care and encourage participants to collectively identify barriers to engaging with these principles in the current educational context (e.g. with the popularity of AI, political uncertainty and reduced resourcing). Through small group discussion and creative methods participants will be invited to reflect on the possibilities and challenges of enacting a pedagogy of care in their teaching, as well as to share their efforts and/or successes in this area so far. By the end of the session participants will develop strategies to apply pedagogies of care to their teaching practices and course design.

Session E3: The Empowered Learner: Modelling a Growth Mindset to Support Self-Actualization in a DE Course
Authors: Heather Grierson & Megan Pickard

In an online course, the physical distance between instructor and students can often lead to a learning environment that feels isolated and impersonal. Now more than ever, online instructors need to actively engage with their students to not only hold their attention and keep them motivated but to create a sense of community in the course where learning is supported, active, and progressive. Embedding practical strategies through intentional course design and active instructor facilitation can improve conditions of learning for students and create an empowered learning community that supports the whole student, ensuring that even in a remote setting, every learner feels seen, capable, and driven to reach their full potential.

Showcasing strategies and examples from the Distance Education course, UNIV*1000: University Learning Skills, this session explores how the intentional modelling of growth mindset behaviours by an instructor can serve as a catalyst for student empowerment and self-actualization. By shifting the focus from static achievement to iterative progress, instructors can create an online learning environment where belonging and growth flourish through vulnerability and self-efficacy. Participants will leave the session with practical, evidence-based strategies and examples they can apply to their own courses to enhance student engagement, motivation, and academic resilience.

Session E4: Rethinking Assessment in Business Education: Why Non-Text-Based Approaches Matter
Authors: Tanya Barzotti

The increasing use of generative AI has made it more difficult for instructors to determine how well students are achieving course learning outcomes through traditional written assessments. This session presents an alternative assessment approach designed in response to this challenge. The redesigned assessment encourages students to examine how generative AI can support their thinking while also considering how the technology is being used in today's business practice. By moving away from text-based reports, the approach offers a more authentic way to evaluate student understanding, creativity, and problem solving.

The session draws on experience from redesigning a senior-level course built around a real-world managerial problem created in collaboration with an industry partner. Participants will see how non-text-based assessments can increase student engagement, strengthen performance, and provide clearer evidence of learning. Examples from the course will show how students used generative AI responsibly and transparently to support their analysis and produce high quality work.

The presentation will include an overview of the assessment design, key insights from implementation, and time for participant discussion. Attendees will leave with practical strategies for designing industry connected assessments that use generative AI as a supportive learning tool, uphold academic integrity, and better prepare students for today's business challenges.

Session F3: Haunting the Classroom: What Nineteenth-Century Spiritualists Can Teach Us About How GenAI Chatbots Threaten Learning Communities
Authors: Mathilda Dougherty

Manufacturers of GenAI chatbots often frame their systems as "partners," "tutors," and "companions" for students. Critical scholars of AI have shown how this anthropomorphizing language overstates the capabilities of these systems. Nevertheless, the rapid progress and novelty of these systems seem to raise the possibility that, even if they are not currently thinking beings, they might be so soon.

I argue that, while the technologies of GenAI are new, the desire to find a human-like voice in technology is far older than often supposed. In this presentation, I will compare the framing of GenAI chatbots in guides for educators to nineteenth-century spiritualists' use of technologies such as the "spirit telegraph" and planchette to support their claims to speak to the dead. In both the historical and contemporary cases, proponents of finding a voice speaking back from technology use misdirection and hype to create a sense of uncertainty in which their claims seem plausible. I will then show how this state of uncertainty presents a threat to classroom community and suggest strategies for mitigating it.

Session F4: Global Citizenship in and Beyond the Classroom: Educational Pathways Toward Nuclear Disarmament
Authors: Rachel Balintec, Dallas Lockhart, & Kaitland Waind

Learning plays a critical role in activism, social justice, and liberation by equipping students and educators with the courage, wisdom, and compassion to challenge injustice and contribute to peacebuilding. Aligned with the Self-Actualization and Growth stream under the 2026 TLI Conference's Conditions for Learning theme, this session explores how curriculum and pedagogy rooted in collaboration and relational learning can cultivate empathy, critical reflection, and collective action toward nuclear disarmament. The interactive session combines brief conceptual framing with small-group discussion around applying Soka principles in educational contexts. Grounded in our research at the Soka Education Research Centre on Global Citizenship (SERC-GC), this session centres Soka education and its theory of value creation to examine how relational, humanistic approaches to teaching and learning nurture human dignity, happiness, and students' unique potential, supporting global citizenship and nuclear peace education. Emphasizing dialogue, connection, and human potential, this theory fosters self-actualization, ethical awareness, and civic responsibility. The session also draws on key findings from our research, illustrating how educational intervention shapes perspectives on nuclear disarmament. Together, theory, research, and collaborative small-group discussion invite participants to consider how education, in and beyond the classroom, can foster reflexive dialogue in the pursuit of peace.

Session G4a: Co-Creating the Future: Students Shaping OERs for Tomorrow's Learning
Authors: Pranjal Saloni

Open Educational Resources (OER) have significantly expanded access to learning materials, yet the potential of students as active contributors to their creation and adaptation remains underexplored. This session examines the transformative role of student co-creation within Open Educational Practices (OEP), highlighting how involving students as creators, not just consumers, can reshape teaching and learning. By engaging students in the co-creation process, we shift from a traditional, teacher-centered classroom to a more collaborative, student-driven learning environment.

The session introduces key concepts of OEP and student co-creation, emphasizing the pedagogical value of positioning students as active partners in knowledge creation. It explores the benefits of this approach, including enhanced digital literacy, creativity, problem-solving skills, and a stronger sense of ownership over learning. Practical, real-world examples of student-driven OER initiatives, such as collaboratively created textbooks, instructional videos, and peer-reviewed research will demonstrate how co-creation can be implemented effectively across disciplines.

Participants will also be introduced to tools and platforms that support student participation in OER creation, including eCampus Pressbooks. Common challenges, such as maintaining content quality, managing time constraints, and addressing digital access barriers, will be discussed. The session concludes with a spotlight on the Open Education Lab at Ontario Tech University, a student-run, staff-managed initiative that supports the creation, curation, and publication of OERs and its fundamentals of student co-creation.

Session G4b: Games for Learning Conditions: How a Library Games Collection Can Support Campus Life and Curriculum
Authors: Usman Malik, Arvind Kang, Lindsay Bontje, & Ewan Gibson

The library is an essential learning space in the university and college, beyond the key services of resource access and research support, the library also fosters belonging, creates community, and builds relationships. In 2025, Librarians at Humber and University of Guelph-Humber Library inaugurated board games and video games into the library collection. Since its launch, the Games Collection has been popular with students, staff, and faculty for recreational and academic use inside and outside the library and classroom. The Games Collection offers opportunities for game-based learning and invites students to access resources beyond purely academic needs. Indeed, "resource access" must include materials for recreation as leisure has powerful implications for creating an ideal learning environment. Games can also play an important part in a re-imagining of learning that centres the playful through play-promoted creativity, embodied learning, and active engagement. Games break the ice, foster collaboration, introduce new concepts, and help students engage with complex issues in approachable, meaningful ways. In this interactive roundtable, Librarians will facilitate playing a variety of board games with participants while explaining how Library-provided access to game materials can uplift learning conditions vis-a-vis access for recreational purposes and curriculum integrated game-based learning.

Session G4c: Yes, Sir! (Apprenticeship Model) Implicit Associations of Intelligence and Uses for Submissive De-escalation Training
Authors: Stephanie Sadownik

The current call to action by UNESCO (Dennler et al., 2024) concerning the lack of female representation in social robotics and the assumed consequential stereotypical presentation of women as a result (Dennler et al., 2024; Topić, 2023) has led to the creation of this study. As initial measures of submissiveness (Eraslan-Çapan et al., 2020; Gao et al., 2024; Huang et al., 2025; Janson et al., 2022; Krumhuber et al., 2025; Mandal, 2024; Masuyama, 2025; Odacı et al., 2019; Vekarić et al., 2025) emerge in social robotics (Andriella, 2022; Arora, et al., 2024; Bjornsdottir et al., 2024; Maj et al., 2024; Pochwatko et al., 2024) and submissive robots who can show empathy are measured (Balle, 2022; Ratajczyk, 2024) this paper's focus on the construct submissive, as it relates to benefits for police and military like crisis de-escalation (Anikin et al., 2024; Heward et al., 2024; Norman, & Ricciardelli, 2023; Ruiz Moreno et al., 2021; Teixeira, et al., 2024), autism (Cano, 2021; Lockett, 2024; Oleynik, 2024; Reutlinger et al., 2025; Rizvi, 2024) and challenges for stereotypes (Dennler et al., 2024; Topić, 2023) is of an urgent need for Ontario schools.

Session G4d: Strengthening the Conditions for Learning through Technology
Authors: D2L, Feedback Fruits

Join us for an interactive facilitated discussion with representatives from D2L and Feedback Fruits as we explore the role digital technology plays in supporting student learning and instructor success at the levels of design and implementation. This is a great opportunity for those who want to learn more about specific tools and approaches available at the University of Guelph but are unsure where to begin the conversation.

Session G4e: Failing in a Goodway: Best Practices and Reflections on Decolonization, Indigenization and Reconciliation in the Classroom

Authors: Cara Loft, Jeji Varghese, Spencer Martens, Sarina Perchak, Allison Young, & Jose Penasado

Decolonization, Indigenization, and Reconciliation (DIR) within colonial institutions is no easy feat. Indigenous pedagogies embrace conversational methods, self-learning and reflection, and are often focused on developing greater relationships between people, Land and the more-than-human relations. Within typical academic structures and practices there are challenges (such as rigid timetables, class sizes, and restrictive physical learning spaces) that can impact our abilities to build understanding, create knowledge system conflicts, and be a source of tension among students, professors and broader parts of the academy. Engaging with Indigenous ways of being, knowing and doing in pedagogical practice within academic settings is thus not risk-free: there is vulnerability in it, for all those involved in the process of teaching and learning.

This interactive session invites all faculty, staff, students, and practitioners to share, in a dynamic and horizontal dialogue via Circle, their fears, reflections, failures, and best practices surrounding DIR. As presenters, we'll draw on our experiences as a collaborative research and teaching team, supporting each other in DIR.

Session G4f: Developing STEM TA Training: For Grad Students, by Grad Students

Authors: Stephen Mattucci, Daniel Grunspan, Karam Abu El Haija, Ashley Fisher, Shayla Jackson, Julia Mellary, Arielle Ramnath, Christina Zeuner, & Aron Fazekas

Graduate teaching assistants (GTAs) play an increasingly central role in STEM education at the University of Guelph, where growing enrolments and high student-to-TA ratios place increased demands on GTAs. While some training opportunities for GTAs exist at UofG, STEM GTAs often require discipline-specific training focused on shared experiences like grading-intensive courses and laboratory instruction and may benefit from ongoing discipline-relevant training.

In response, we developed and launched a STEM-focused GTA professional development initiative aimed at strengthening teaching skills and capacity among GTAs. This initiative emphasizes evidence-informed instructional practices through peer-led programming designed to support community building, collaboration, and leadership among STEM GTAs. The program adopts a Students-as-Partners approach, with a team of experienced STEM GTAs recruited to co-design and facilitate programming, positioning graduate students as leaders in pedagogical development. Through this initiative, we aim to foster a stronger culture of ongoing pedagogical development among graduate students.

This presentation will describe progress to date, including a half-day 'Intro to TAing' event, a 'Grading and Feedback' workshop, and the coordination of communal grading hours. We will share lessons learned from the first year of this initiative and describe iterative refinements in response to GTA experiences and needs.

Poster Session
3:20 PM - 4:30 PM

Posters and Appetizers Session: Join us for an engaging and celebratory closing event for the in-person day of the 2026 TLI Conference.

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.

Sponsored by D2L, this event will feature appetizers, prize give-aways, and Closing in a Goodway.

Poster Title: Community-Engaged Teaching and Learning on Barriers to Women's Reintegration

Authors: Laura MacDiarmid, Minatullah Alfrag, Aaron Mariathas, Alana Pelay, Nicole Wassef, Cristina Ciccolini, Annelise Williams, & Alissa Witter

Community-engaged teaching and learning offers meaningful opportunities to connect theory to practice while contributing to community-identified priorities. This poster presents key learnings from an interdisciplinary, community-engaged undergraduate course that examined barriers to successful reintegration from custody for justice-involved women. Students engaged in a structured literature review alongside qualitative interviews with frontline staff at Elizabeth Fry Society (EFry) Hope, a community organization supporting criminalized women. Through this dual approach, students explored structural, institutional, and gendered challenges shaping reintegration, including housing insecurity, limited access to health and social services, stigma, and the lasting impacts of trauma.

From a teaching and learning perspective, insights will be shared related to student learning, interdisciplinary collaboration, and reflexive research practice. Overall, this poster discusses how community-engaged, interdisciplinary pedagogy can foster experiential learning, promote social awareness, and generate mutually beneficial outcomes for students and community partners.

Poster Title: Modernizing Graduate Teaching Development: Flexibility, Modality, Impact
Authors: Cristina D'Amico, Michal Kasprzak, & Alli Diskin

Creating the conditions for meaningful professional development requires structures, relationships, and programs that recognize learners as active contributors. In this session, we share how the Teaching Assistants' Training Program (TATP) undertook a comprehensive redesign of its graduate-student professional development pathways by adopting a students-as-partners framework, positioning Graduate Education Developers (GEDs) as co-researchers, co-designers, and co-decision makers throughout the process. Guided by the TLI 2026 theme of Conditions for Learning, particularly belonging, esteem, empowerment, and growth, the redesign centered graduate student voices in shaping program values, certificate pathways, experiential components, and multimodal learning structures. Through collaborative inquiry, working groups, and iterative reflection, GED partners helped define program-level learning outcomes, redesign certificates for greater flexibility and accessibility, and reimagine how graduate professional development can better support the diverse needs of emerging educators. This partnership model not only strengthened the pedagogical coherence of TATP programming but also fostered agency, community, and shared ownership – conditions explicitly encouraged in the TLI call for proposals.

Poster Title: AI, Academic Integrity, and the International Student Learning Curve
Authors: Jaycee Rowe

As artificial intelligence (AI) tools have become increasingly embedded in higher education, questions of academic integrity have intensified, particularly for international students navigating differing educational norms across borders. This article explores international students' experience with AI use in their countries of origin prior to studying in Canada and considers how these experiences shape their understanding of acceptable Canadian academic practices. Drawing on sixteen semi-structured interviews with international student participants, the findings reveal significant variation in pre-arrival exposure to and regulations of AI in academic settings, as well as differing expectation from Canadian post-secondary institutions. This misalignment creates an additional learning curve for international students and raises concerns about equity, understanding, inclusion, and unintended academic misconduct. This article argues that Canadian institutions must move beyond punitive approaches and provide explicit, culturally responsive instruction on ethical AI use in order to create a safe learning environment. Understanding international students' pre-arrival experience with AI is essential for developing fair academic integrity policies and supporting student success in an evolving technological landscape.

Poster Title: Integrating A Major Sporting Event into Course Design: A Constructivist Approach to Knowledge Co-creation
Authors: Shayne MacDonald, Joseph Dick, & Ryan Snelgrove

A constructivist approach to learning allows students to engage in active knowledge construction contrary to consuming knowledge in a passive manner (Deng, 2025). The current proposal presents a student-centered constructivist design to the University of Guelph's Advanced Concepts in Sport and Event Management course which highlights a pedagogical approach that integrates a major sporting event into the learning process. In this capstone course students draw on and integrate past theories and concepts gained throughout the Sport & Event Management program and apply them to solve real-world sport management problems. The course is set within the context of the 2026 FIFA World Cup taking place across North America and is divided into five sub-units that each focus on a critical aspect of major sporting events. In each sub-unit, students were provided an active learning opportunity to consult with an industry practitioner possessing expertise on one of the critical aspects of focus in the course. This format drove the process of active knowledge construction and promoted the co-creation of knowledge between industry practitioner and student, thereby enhancing the learning process.

Poster Title: Learning Together: Effective Strategies for Fostering Relationships and Engaging Students Through Supplemental Instruction
Authors: Jordana Lasko

The University of Guelph offers a Supported Learning Groups (SLG) program that follows the Supplemental Instruction model. Supplemental Instruction is a method that supports students by connecting "how to learn" with "what to learn." It involves drop-in peer-facilitated sessions to support students in historically challenging post-secondary courses. Facilitation is done by upper-year students who have succeeded in the course in previous years and received training in evidence-based learning strategies.

I have had the opportunity to volunteer over 500 hours as an SLG Leader over the course of three years, supporting MATH*1200, MATH*1210, and STAT*2040. In that time, I have supported hundreds of students from different learning backgrounds and practiced various strategies for effective engagement. These include using humour as a learning tool, adapting typical coursework into interactive games and activities, and creating a safe and welcoming environment.

Poster Title: BIOL 1070 Companion Podcast: How to Engage Students in Large Introductory University Courses
Authors: Mikaela Macht & Daniel Grunspan

Large introductory university courses can be isolating environments for first-year students, resulting in decreased student engagement as compared to classes with lower student to instructor ratios (Mulryan-Kyne, 2010). BIOL*1070 is a required course for many students at the University of Guelph and often has over 1000 students registered each Fall and Winter semester. Hence, the "BIOL*1070: Under the Hood with Tim and Dan" companion podcast was created. Tim and Dan attempt to connect to their students in a casual and informative manner to increase student engagement with the course content and encourage connection with peers. By the time of the conference, we plan to have surveyed current and previous students who took the BIOL*1070 course to better understand if and how the podcast is impacting student engagement with the course. Our survey focuses on how students believe the podcast influenced their experience in the course, especially when it comes to the student-teacher relationship and their sense of belonging. We hope that this leads to the development of future research questions that delve into how a voluntary, secondary form of engagement for students in a large introductory biology course could change the way students find success in their learning.

Poster Title: Collaborative Learning in Clinical Practice: Assessing a Peer-to-Peer Partnership Model in Nursing Education
Authors: Holly Relouw, Victoria Smye, Aimable Nkurunziza, & Leigh Ann Gougoulias

Preceptorship is a vital aspect of nursing education, traditionally structured as a one-on-one relationship between a student and an experienced nurse. While this model supports skill development and professional identity formation, increasing student enrollment and preceptor shortages has created sustainability challenges. To address this, Western University is piloting a peer-to-peer preceptorship model within hospital-based placements, where one preceptor is paired with two nursing students, who work and learn together under their preceptor's guidance.

Peer-to-peer learning has been recognized in other educational settings for promoting collaboration and mutual knowledge development (Jassim et al., 2022; Kjällquist-Petrisi & Hommel, 2021; Nilsson & Lindberg, 2024), but its application within nursing remains underexplored. This study aims to evaluate the impact of this model on students' critical thinking, self-efficacy, and overall experience, as well as the preceptor perspective.

Using a mixed-method design, data from approximately 26 students and 13 preceptors will be collected this winter term in a third-year clinical course across three hospital sites. Quantitative measures include a Critical Thinking Likert Scale and the Nursing Self-Efficacy Scale. Qualitative data will be gathered through open-ended survey questions on benefits, challenges, and recommendations. Findings will inform strategies to enhance collaborative learning and support sustainable clinical education.

Poster Title: Student Selection of Anatomy Lab Exam Pacing Serves as an Early Intervention for Test Anxiety: A Prospective, Mixed-Methods Study

Authors: Angelo Sotto & Danielle Bentley

Introduction & Aims: Bell-paced (BP) anatomy laboratory exams (aka "bell-ringers") are often criticized for increasing test anxiety, while self-paced (SP) structures show mixed effects. Rather than prescribing one format, this study examined whether allowing students to self-select exam pacing (BP/SP) influences test anxiety and exam performance.

Methods: Senior undergraduate anatomy students completed two laboratory exams, selecting BP/SP before each exam. Test anxiety was measured before and after exams using the State-Trait Anxiety Inventory, and exam performance was recorded. Quantitative analyses examined anxiety and performance by self-selected pacing, complemented by qualitative analysis of student feedback.

Results: Exam performance was comparable across BP and SP self-selected groups. Anxiety patterns differed across exams: BP selection and female gender were associated with higher post-midterm anxiety, but these associations did not persist for the final exam, where anxiety levels converged across groups. Student feedback indicated that both BP/SP structures afforded a sense of control, with preferences shaped by individual needs rather than a universally optimal pacing structure.

Conclusion: Self-selection of exam pacing preserved academic rigour while enabling students to adapt pacing choices. These findings suggest that student autonomy may act as an early, adaptive intervention for test anxiety, supporting flexible, student-centered assessment design.

Poster Title: Navigating the Paradox of Artificial Intelligence in Sustainability Education

Authors: Allison Victoria Pert, Ehsan Ur Rahman Mohammed, & Mahmoud Mahmoudpour

The growing adoption of artificial intelligence (AI) in higher education presents a paradox for sustainability and climate change education. While AI tools promise efficiency and personalization, climate education research emphasizes emotionally resonant, place-based, and relational pedagogies that foster student connection and pro-environmental engagement. This project examines how AI may theoretically reshape these pedagogical goals. Using a comparative case-study approach, we analyze sustainability education frameworks across two institutional or departmental contexts within environmental science curricula, identified through publicly available course outlines. A literature review situates these frameworks within best-practice climate education theories and examines how they are associated with outcomes such as student engagement, relevance, and pro-environmental orientation. AI integration is examined through the lens of cognitive load theory and scholarship on AI-mediated learning, highlighting tensions between personalization and potential depersonalization. An additional ethical dimension considers the environmental costs of AI technologies themselves, complicating their use within sustainability education. Rather than assessing empirical outcomes directly, this study synthesizes existing literature to evaluate how different pedagogical frameworks, and their AI-enhanced variants, are likely to influence sustainability learning. The findings aim to inform thoughtful, values-aligned integration of AI into climate and sustainability education.

Return to Schedule-at-a-Glance

Friday, May 22, 2026

Virtual Welcome & Land Acknowledgement
9:00 AM - 9:15 AM

Sara Fulmer, Associate Director, Office of Teaching and Learning

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

Session H1: Exploring Professionalism as Skill and Behaviour Through Student and Educator Perspectives

Authors: Anannya Tripathi & Nicole Campbell

Professional identity formation (PIF) involves integrating professional values into personal beliefs, allowing students to become members of a professional community (Bloom, 2022). Building upon this understanding, the research presented contextualizes professionalism through social principles, identities, and cultural values (Díaz III et al., 2024). Developing a professional identity early in education equips students to navigate their academic and professional pursuits; however, little is known about how undergraduate students develop their professional identities (Tomlinson & Jackson, 2021). Therefore, this research aims to determine students' and educators' perspectives on professionalism in higher education across different levels of education and faculties at a large Canadian university. Through surveys and semi-structured interviews, the findings will showcase how professionalism is taught, experienced, and assessed at various educational levels and disciplines. Additionally, common challenges encountered when integrating professionalism are explored. This session invites the audience to reflect on their own experiences and beliefs about professionalism in higher education.

Session H2: Taking Stock: A Scoping Review of Transferable Skill Development Initiatives for Students Within Canadian University Degree Programs.
Authors: Christine Mishra, Nida Ansari, & Nicole Schoenberger

Most research on transferable skill development in university classes comes from locations such as the UK and Australia, where national policy mandates require a focus on these skills. In contrast, Canadian universities operate without a national transferable-skills framework and with high levels of instructor autonomy, raising questions about how these critical skills for student growth and empowerment are addressed within Canadian degree programs. Existing Canadian research can be difficult to locate, especially since much of it is SoTL research, published mostly in disciplinary journals.

This presentation reports preliminary findings from this scoping review that systematically maps Canadian research on curricular transferable-skills interventions in university degree programs. Following PRISMA-ScR guidelines, the review involved comprehensive database searching and screening to identify and synthesize eligible studies.

We will present an overview of the current research landscape, including disciplinary/program representation, transferable skills targeted, and instructional models used. By clarifying this fragmented literature, the review supports more context-appropriate conversations about transferable skill development in Canadian higher education and informs future SoTL and curriculum design that support growth, agency, and development.

Session I1: How to Teach Engineering Judgment? What Happens When We Make Room for Play in Cultivating Spatial Intuition and Reasoning Within Upper-level Engineering Classrooms
Authors: Ramla Karim Qureshi

The dominant narrative insists that engineering must be sober and exacting, and so in engineering classrooms, one is always expected to be serious. Afterall, mistakes can compromise life safety, and lead to catastrophic failure. STEM pedagogy installs rigor in its students by focusing on inquiry-based, and sometimes, project-based learning. Play, in contrast, carries a radically different pedagogical and cognitive function. It embraces uncertainty, improvisation, and discovery. It allows learners to try, fail, adjust, and try again. Sadly, its association with frivolity makes play a rare (and suspect) term in engineering classrooms, that by the time students reach upper-level courses, much of their creativity and confidence in judgment has disappeared. This work presents results from a play-based, tactile learning intervention introduced in a fourth-year structural engineering course, designed with a goal to restore purpose and agency to how students engage with technical course content. The instructor uses scaled structural models, introduced as "toys" and scaffolds the term project with play and embodied interaction. Students can experiment, make assumptions, test their individual and group ideas physically, and then revise their reasoning before submitting a formal design. Results show that play has the potential to rebalance engineering instruction toward deeper spatial reasoning and affective confidence.

Session I2: A Theory of Planned Behaviour Perspective on Student GenAI Adoption: The Moderating Role of Contextual Factors and Students' Behavioural Beliefs
Authors: Julia Mellary, Deona Masi, Aron Fazekas, & Dan Grunspan

GenAI has transformed higher-education, creating both threats to student learning and opportunities to enhance it (e.g. Rudolph et al., 2023). Whether a student chooses to engage with GenAI in ways that undermine or support their learning depends on a number of factors. In this study, our aim is to better understand what individual and contextual factors motivate students' use of GenAI for academic purposes. Using the Theory of Planned Behaviour as a theoretical lens, we seek to understand the role of students' attitudes, subjective norms, and perceived behavioural control on their use of GenAI. We interviewed 19 undergraduate biology students at a mid-sized Canadian institution in the winter of 2024. We prompted participants to discuss specific instances where they chose to use or not to use GenAI to help them complete a recent assignment. Results from thematic analyses suggest that students' attitudes, specifically their beliefs regarding GenAI's utility to help them achieve their goals (such as learning the content, etc.) was a primary factor informing student GenAI use. Students' perceptions of other students' use appeared to positively influence adoption, while perceived behavioural control had limited impact on students' use of GenAI. Our results can inform institutional policies and instructional approaches that better help students understand ways GenAI can support learning.

Session J1: Designing for Curiosity: How Teaching Creativity-Relevant Processes Inspires Exploration and Engagement in the Business School Classroom
Authors: AnneMarie Dorland

Learning experiences that inspire creativity, exploration, and intellectual curiosity are intentionally designed through pedagogical choices that shape how students engage with ideas, with one another, and with themselves as learners. This presentation examines creativity-relevant processes as forms of pedagogical engagement that foster purpose, growth, and fulfillment through learning.

Drawing on a qualitative study of senior-level undergraduate business students engaged in collaborative creative projects, this research explores how students experience creativity in the classroom and what enables – or constrains – their willingness to explore and take intellectual risks. Focus group findings suggest that many students enter creative learning experiences with low creative self-efficacy and limited permission to be curious. Performance-oriented assessment, time pressure, and unstructured collaboration often discourage experimentation, leading students to prioritize efficiency and certainty over inquiry.

In contrast, learning experiences that intentionally embedded creativity-relevant processes – such as ideation, perspective shifting, iteration, reflection, and collaborative sense-making – were experienced as more engaging and meaningful. Students described increased confidence, curiosity, and motivation when instructors explicitly taught creative thinking, created curricular space for ambiguity, emphasized process over product, and fostered psychologically safe learning environments. This session argues that creativity-relevant processes are not peripheral skills but core pedagogical practices that enable students to experience learning as exploratory, purposeful, and personally fulfilling. Practical strategies for designing learning experiences that cultivate curiosity and sustain engagement across disciplines will be shared.

Session J2: Art and Creativity: What Are They Good For?
Authors: Catherine Schoales, Michelle Spadoni, & Clara Juando-Prats

Art's potential for stimulating personal growth and learning in Nursing Education has been evident in the nursing classes we have taught from undergraduate to graduate. In this session we will give examples of how we have designed, incorporated and evaluated art and creativity in the classroom. This has resulted in undergraduate students working together to develop individual artwork in the form of a zine with 4th year students, studying leadership to explore how their values and beliefs shape their day-to-day practices. This experience allowed the students to reflect on why they had chosen nursing and explore their ideas of what nursing is and how their build connections with those they care for. We will also present related artistic and creative exercises embedded in decolonial and relational pedagogies that we integrated in graduate and undergraduate nursing courses, from walks to and in the local art gallery to visual maps as an exploration of relational health. We invite you to create a Zine during this session, exploring your understanding and comfort in utilizing creative and art-informed pedagogies. Participants: If you wish to create a Zine during this online session, have printer paper, pens, markers and scissors with you.

Session K1: The FEW That Matter: Reclaiming Faculty – Student Relationships in Higher Education
Authors: Wendi Singletary, Hannah Kapitaniuk, & Jon Eckert

Decades of research demonstrate the profound impact of faculty-student relationships in K-12 settings, yet higher education often fails to prioritize these foundational practices in university teaching cultures. Faculty often report that mentoring students falls outside their compensated responsibilities, even as college students face unprecedented levels of anxiety, disconnection, and lack of meaning. Our presentation introduces the Feedback, Engagement, and Well-being (FEW) framework as a practical, research-grounded approach for strengthening faculty – student relationships within existing university structures. Drawing on a K-12 study of the FEW Survey with over 30,000 responses, we created an adapted higher education pilot survey that faculty administered to undergraduate and graduate students across multiple departments. In this session, we will share data demonstrating the positive effects of relational teaching practices on student engagement and well-being. Participants will explore simple, high-impact strategies that faculty can integrate into ordinary instructional moments without increasing their workload or creating formal mentoring programs. Reclaiming these foundational principles of teaching offers a promising path toward improving faculty satisfaction, enhancing student well-being, and building relationally rich campus communities.

Session K2: From Participation to Purpose: Student – Staff Partnerships as Pathways to Self-Actualization in Teaching and Learning

Authors: Sakhi Sanghvi, Brandon Sabourin, & Thuy-Anh Ngo

Student-staff partnerships are an increasingly common practice to advance post-secondary teaching and learning. These partnerships seek to foster shared purpose, creativity, and meaningful engagement (Cook-Sather, Bahti, & Ntem, 2019). Defined as opportunities for students and staff to contribute equitably, though not identically, to curricular and pedagogical conceptualization, decision-making, and implementation (Cook-Sather, Bovill, & Felten, 2014), student-staff partnerships align closely with Maslow's notion of self-actualization through growth, agency, and fulfillment. Falling within the conference stream of self-actualization and growth, the presentation will explore how partnership-based learning experiences can cultivate intellectual curiosity, creativity, and value-based educational practice.

This presentation will examine a student-staff partnership situated within the Office of Teaching and Learning at the University of Guelph, drawing on perspectives from an undergraduate student partner and two educational developers involved in curriculum development work. Drawing on scholarship on pedagogical partnerships and work-integrated learning (Knapp et al., 2024), as well as evidence of the broader professional impacts of partnership participation (Ourdyl et al., 2025), the session will highlight key relational and structural features that support shared agency, experimentation, and meaningful contribution. Attendees will gain practical insights into how student – staff partnerships can be leveraged to align curriculum and pedagogy with purpose-driven learning and to support broader institutional and cultural change in teaching and learning.

Session H3: Supporting Learner Agency through Desire Path Pedagogy

Authors: Dani Dilkes, Jennifer Walsh Marr, Subbah Mir, Sangeetha Kirsnan, Kathryn Chow, & Jennifer Michaels

In this session, we will introduce the concept of Desire Path Pedagogy, a mindset and collection of tools and practices built upon multiplicity, flexibility, and fostering learning agency. Desire Path Pedagogy acknowledges that learners have unique needs and motivations, and that no two learners walk the same path. Desire paths are an urban design phenomenon where footpaths are worn in the landscape by walkers who veer from the designed walkways. They reveal the tensions between planned designs and the desires of walkers, highlighting the necessity of creating environments where difference can flourish.

This session will invite reflection on the metaphor of desire paths and its application in local contexts. We will share the underlying philosophy of desire path pedagogy and practices that enable the emergence of desire paths in education. Participants will also be invited to reflect on how their own practices may similarly enable Desire Path Pedagogy.

Desire Path Pedagogy emerged from a 6 month codesign project that brought together students and educators from around the world. The facilitators of this session are a subgroup of the larger project, who will each share their own local interpretation of the concept of desire paths as a tool for creating more student-centred learning environments.

Session H4: Development of Skill Driven Dentistry Models to Improve Learner Competence and Confidence in Veterinary Dental Practice
Authors: Kate Wycherley, Aaron Amadio, & John Phillips

With dental disease impacting up 80-85% of dogs and cats by 2 years of age, it is not surprising that dentistry is a common procedure performed in companion animal veterinary practice. The practice of veterinary dentistry is made up of a number of skill sets, including surgical and anatomical knowledge, hand-eye coordination, precise administration of anesthesia, and the ability to take and interpret diagnostic x-rays. Just as with any skill, the development and mastery of dentistry takes concerted effort and practice. However, in order to practice any medical procedure safely, an abundance of opportunity needs to be provided to learners prior to performing these procedures on live animals.

To give learners the confidence and competence to perform these procedures, high fidelity dentistry models have been developed to focus on specific sub-skills that are integral in performing more complex skills in veterinary dentistry. In providing students with more focused learning, they are able to master each of the sub-skills, rather than immediately asking them to perform an entire procedure at once. In doing this, learners are provided with an opportunity to develop confidence in a step-wise way and cement their knowledge of each process piece by piece.

Session I3: Co-Creating a Responsible AI Use Framework in Online Learning Design
Authors: Melissa Montanari, Brooke Southgate, David Macdonald, & Greg Sabatine

As AI continues to reshape the landscape of learning design, institutions face growing pressure to adopt AI-enabled tools while also upholding academic integrity, learner trust, and institutional values. In response, the Digital Learning Design and Innovation team and the Media and Educational Technology team at the University of Guelph's School of Continuing Studies established an AI Ethics Working Group to develop a comprehensive framework guiding the responsible use of AI in online course design and development.

This presentation shares the emerging outcomes of that initiative and highlights the ethical, pedagogical, and operational considerations shaping the framework. Our approach prioritizes safety, transparency, and human-centred decision-making within the academic context. Core pillars include intellectual property and ownership, privacy and data security, fairness and equity, sustainability, and clear disclosure practices. The framework also addresses practical questions related to AI-generated content, assessment design, multimedia creation, and the integration of AI-enabled learning supports.

The session will outline the rationale, methodology, and structure of the framework, along with early insights from cross-unit collaboration. Participants will gain a practical understanding of how to use ethical guardrails that empower instructional designers and educators to use AI responsibly while maintaining learner trust and academic standards.

Session I4: Community Belonging as a Condition of Learning in a Graduate Writing and Productivity Group Program
Authors: Andrea Graham & Taylor Bryanne Woodcock

What began as a place for University of Toronto graduate students to work at their writing, evolved to a substantial community of grad student participants and facilitators who report strides not just in academic productivity, writing consistency, and output, but learning, community, connection and sense of belonging. The program offers a warm, inclusive and supportive atmosphere. The groups are popular with sustained student attendance, and, through support, the program has incubated new initiatives and projects for grad students and grad student staff. We will share our program design, assessment findings, and the key components to the program's successful culture and community. This conference theme spoke directly to what we have learned from the literature and hear back from our students:

- "I fully credit writing groups for me finally finishing my PhD."
- "It's helped me feel more connected to the university, in addition to getting academic work done."
- "I also indirectly learn different work strategies that others use to tackle their large projects."
- "I met a community of people that I now consider friends."

In an effort to provide supportive productive student groups we now know we created conditions that foster belonging and relationships, safety and learning.

Session J3: Fostering Safety and Social Connection in the Classroom: A Polyvagal Informed Approach
Authors: Serena George

This workshop will introduce participants to the principles of Polyvagal Theory and explore practical strategies to promote safe and supportive learning environments. Educators and adult learners can benefit from understanding how their nervous systems respond to engagement with course material, learning activities, and their social environment. Classrooms can be transformed into safer spaces through nervous system awareness, co-regulation, and connection.
The session will focus on trauma-informed teaching practices through didactic instruction, reflection activities, and group discussion. Participants will be invited to reflect on their nervous system states as well as discuss strategies for self-regulation and co-regulation in relationships. Polyvagal informed classroom strategies will be explored and participants will examine how their current teaching practices support nervous system regulation, safety, and social engagement in the classroom.

Session J4: Morality x Artificial Intelligence
Authors: Teresa Lobalsamo, Dellannia Segreti, & Calahndra Brake

As Generative Artificial Intelligence (GenAI) tools (e.g., ChatGPT, DALLÂ·E) become increasingly prevalent, students are required to make decisions about attribution and acceptable use in educational contexts where expectations are still emerging. These shifts are reshaping assumptions about originality and academic practice and raising new concerns about academic integrity (Cotton et al., 2023; Kasneci et al., 2023).

Drawing on scholarship examining the ethical dimensions of artificial intelligence and on presenters' current teaching, learning, and assessment practices, this discussion engages findings from a recent study designed for and administered to undergraduate students at the University of Toronto Mississauga. The study employs survey data and intentionally-designed workshops – informed by educational research and applied ethics (Cochran, 2015; Bélanger et al., 2012; Lentz, 2024) – to investigate undergraduates' understanding and ethical reasoning related to the use of GenAI tools, and to consider how students negotiate authorship and interpret course-specific AI policies.

By situating learners' existing perceptions alongside the impact of targeted instructional interventions, the study aims to support reflective practice among students and instructors regarding individual and institutional teaching, learning, and assessment practices involving AI. In doing so, it identifies the strengths, limitations, and future directions of the survey- and workshop-based approach to engaging with GenAI, informs collaborative and forward-thinking pedagogical practices related to ethical AI use, and, ultimately, supports the development of academic integrity and digital literacy across today's higher education settings.

Session K3a: Amplifying Student Perspectives Via Pedagogical Partnerships: Reflections on a SOTL Journal Club as a Pathway for Community and Conversation
Authors: Natalie Chow, Michelle Ogrodnik, Alicia Marie Cowan, Carly Wheelans

The scholarship of teaching and learning (SoTL) is a relatively new field of research (Yeo et al., 2024). Characterized by interdisciplinary research, SoTL as a discipline may be daunting for individuals unfamiliar with pedagogical theories and practice (Suart et al., 2024). The typical trajectory for graduate students and postdoctoral fellows in non-education-degree programs does not include SoTL research as an area of focus. As such, limited spaces exist to share observations and lived experiences of teaching and learning. While this gap is present for students and faculty alike, there is need to create space for students' voices as SoTL is fundamentally about students (Yeo et al., 2024). Moreover, pedagogical partnerships can invite students to engage in meaningful dialogue rather than a "prescription for practice" (Cook-Sather et al., 2019, p. 98).

In this practice-based session, we will share our experience of facilitating a SoTL journal club for graduate students and postdoctoral fellows in the health disciplines. From shedding light on the administrative requirements to student anecdotes, we hope participants gain an understanding of why a journal club may be a valuable way to create community and how to facilitate this initiative in their own context.

Session K3b: Failing Forward: Cultivating Learner Esteem and Empowerment
Authors: Estefania Toledo & Abigail Clapperton

Failure is a common yet stigmatized experience in teaching and learning – one that can undermine learners' confidence, sense of belonging, and academic agency. This interactive session reframes failure as a critical site for building esteem, empowerment, and resilience for both students and educators. Drawing on interdisciplinary research, participants will explore how pedagogical approaches that normalize struggle, emphasize growth, and make learning processes visible can strengthen learners' self-efficacy and sense of competence.

Participants will examine how classroom cultures ("error climates") and assessment practices can either erode or cultivate student esteem, particularly for students navigating inequitable learning environments. Through reflective and applied activities, educators will practice designing low-stakes, supportive learning experiences that encourage risk-taking, self-reflection, and ownership of learning. Participants will leave with a practical Failing Forward Plan – a teaching or feedback strategy intentionally designed to empower learners, reduce stigma, and foster confidence through supported failure.

Session K4: Investigating How On- and Off-Campus Housing Shapes First-Year Students' Social Networks, Belonging, and Well-being
Authors: Delainey McManus, Lisa Stora, Benjamin Giguère, & Dan Grunspan

Social connections play a critical role in students' academic performance (Vargas et al., 2018), persistence (Zwolak et al., 2017), and mental well-being (Poole et al., 2023). Thus, it is important to consider how institutional features shape students' opportunities to connect – one key feature being on-campus residence. The benefits of living on-campus are commonly cited, but this research relies predominantly on comparisons to voluntary commuter students. Our study leverages a novel context where an unexpectedly large incoming cohort led many first-year students who applied for on-campus housing to instead live off-campus. This natural experiment allows us to isolate the role of residence on university experiences.

We surveyed students in a large introductory biology course from this cohort at the end of their first semester on their social networks, well-being, and belonging. Preliminary results suggest involuntary commuters had higher depression, anxiety, and stress symptoms compared to those on-campus, while voluntary commuters did not differ significantly. These students did, however, display lower belonging compared to on-campus students.

Ongoing analyses are examining differences in students' networks and their implications for well-being and belonging, including the size and structure of students' connections, the types of relationships and institutional contexts that shape them, and measures of social and academic support.

Session H5: **The Self-identity of Disability Among Canadian Undergraduate Students in Science, Technology, Engineering and Mathematics (STEM)**
Authors: Denver Bakhareva, Joss Ives, & Daniel Grunspan

Since 2017, the largest increase of individuals with disabilities in Canada has been among young adults, which is paralleled in the rising enrolment of disabled students in post-secondary education. However, statistics describing the type(s) of impairments and comorbidities among disabled undergraduate students are scarce.

To address this gap, we are using data collected by the Canadian Consortium of Science Equity Scholars. This study analyzes a nation-wide survey that outlines the experiences of 26,483 first-year STEM students across 18 Canadian institutions, beginning from 2022. In this dataset, 5,645 students disclosed one or more impairments; among them, 1,707 reported comorbid impairments, and notably, 614 chose not to identify as having a disability despite indicating having impairments.

Considering that self-identification with disability can develop self-efficacy and psychosocial wellbeing among people with impairments, these findings lead us to examine the effect of STEM students' impairments on self-identification with disability, as well as the influence of intersectionality and academic self-efficacy on such effect.

We will present findings from ongoing correlational and logistic regression analyses examining relationships between students' impairments, disability identity and educational experiences, with focus on implications for Canadian postsecondary institutions.

Session H6: Think Again: Rewiring STEM Teaching for Critical, Creative, and Collaborative Learning
Authors: Krupa Patel

How can we enhance our content-rich courses to more intentionally support the thinking skills students need, especially in an era shaped by generative AI? We explore a framework for embedding critical, creative, and collaborative thinking into undergraduate STEM courses. The project focused on enhancing student engagement, deepening learning, and promoting inclusivity in content-heavy, large-enrollment science classes.

The framework was applied across two courses and informed by student feedback gathered through focus groups and formative assessments. Lectures were restructured around central inquiry questions, and students engaged in learning activities that emphasized tools for thinking such as criteria for judgment, habits of mind, and ethical reasoning. Assessment strategies were redesigned to include reflective writing, creative public communication pieces, and small-group problem-solving challenges.

This work was also motivated by the growing presence of generative AI in education. The redesigned instruction aimed to increase cognitive engagement and student agency, ensuring that students continue to practice and develop key thinking skills in an AI-supported environment.

The presentation will highlight design strategies, sample course materials, and feedback from students and faculty. It will also explore practical considerations for applying this model in a range of STEM teaching contexts, particularly those seeking to balance content coverage with deeper, transferable learning outcomes.

Session H7: Building STEM GTA Teaching Capacity Through Peer-Led Professional Development
Authors: Stephen Mattucci, Daniel Grunspan, Karam Abu El Haija, Ashley Fisher, Shayla Jackson, Julia Mellary, Arielle Ramnath, Christina Zeuner, & Aron Fazekas

Graduate teaching assistants (GTAs) play an increasingly central role in STEM education at the University of Guelph, where growing enrolments and high student-to-TA ratios place increased demands on GTAs. While some training opportunities for GTAs exist at UofG, STEM GTAs often require discipline-specific training focused on shared experiences like grading-intensive courses and laboratory instruction and may benefit from ongoing discipline-relevant training.

In response, we developed and launched a STEM-focused GTA professional development initiative aimed at strengthening teaching skills and capacity among GTAs. This initiative emphasizes evidence-informed instructional practices through peer-led programming designed to support community building, collaboration, and leadership among STEM GTAs. The program adopts a Students-as-Partners approach, with a team of experienced STEM GTAs recruited to co-design and facilitate programming, positioning graduate students as leaders in pedagogical development. Through this initiative, we aim to foster a stronger culture of ongoing pedagogical development among graduate students.

This presentation will describe progress to date, including a half-day 'Intro to TAing' event, a 'Grading and Feedback' workshop, and the coordination of communal grading hours. We will share lessons learned from the first year of this initiative and describe iterative refinements in response to GTA experiences and needs.

Session I5: From Urgency to Intention: Creating the Conditions for Ethical AI Use in Teaching and Learning
Authors: Evelyn Chan

Artificial intelligence is increasingly present in higher education, yet many educators remain uncertain about how to respond in ways that support learning, integrity, and inclusion. While institutional policies and detection tools are often emphasized, faculty are more commonly asking practical questions: How do we design learning activities that remain meaningful when AI is widely available? How do we communicate expectations clearly with students? And how do we avoid all-or-nothing approaches that either prohibit AI entirely or adopt it without reflection?

This practice-based session reframes AI not as a technical problem to solve, but as a teaching and learning design issue that shapes the conditions under which learning can occur. Drawing on faculty support work in online and technology-enabled contexts, the session shares concrete strategies that prioritize educator judgment, learner responsibility, and ethical decision making. Examples include designing assessments that emphasize process and reflection, using transparency rather than surveillance to support academic integrity, and offering optional AI-supported scaffolds that reduce barriers without replacing learning.

Aligned with the conference theme Conditions for Learning, this session focuses on how clarity, trust, and intentional design create environments where learners feel supported, empowered, and engaged. The session is relevant across disciplines and for educators at all levels of AI familiarity.

Session I6: Navigating the AI Safety Kaleidoscope: Learning Conditions in the Age of Artificial Intelligence
Authors: Nataliya Kharchenko

This interactive session addresses the critical question: How do AI tools impact trust and safety in learning environments? Participants will collaboratively construct a dynamic kaleidoscope of AI-related safety variables that influence current teaching and learning experiences. Using hands-on activities attendees will explore multifaceted safety concerns including psychological safety challenges (imposter syndrome when AI demonstrates PhD- level reasoning), academic integrity dilemmas (false cheating accusations from AI detection software), privacy violations (ubiquitous AI reducing personal space; deepfakes and voice cloning), professional ethics (reliability of AI-generated feedback) and physical safety risk (harmful AI-generated health recommendations or validation of dangerous thoughts). We will examine ownership ambiguity in human-AI collaboration considering autonomous AI agents, the adequacy of current institutional policies versus the need for structured frameworks, and potential trust erosion across educational relationships.

Participants will engage in small group rotations mapping interconnected safety dimensions onto visual kaleidoscope models. Each rotation focuses on different stakeholder perspectives (students, educators, and academic leadership) revealing how safety concerns shift based on context and roles. The session ends in collaborative problem-solving, where groups propose evidence-based strategies for creating psychologically safe, and technologically secure learning environments.

Session I7: AI-Proofing Case-Based Learning
Authors: Akierah Binns & Nita Chhinzer

The co-creation of teaching, learning, and assessment has been shown to redistribute power, deepen engagement, and enhance assessment authenticity in higher education (Bovill, 2020). AI-resilient, case-based assessment design can leverage co-creation and scaffolded feedback loops to stimulate higher-order reasoning. This presentation outlines a graduate-level assignment strategy that "AI-proofs" learning by emphasizing dialogic feedback, reflexivity and oral defense.

Emerging work on AI-resilient assessment highlights the need for iterative, process-focused tasks that make students' thinking visible across time. Attending this session will help participants see how, in a case-based graduate course, students co-design their final deliverable (e.g., case focus, format), supported by TA consultations, and a collaborative Q&A class discussion to surface reasoning strategies. Importantly, the case-based assessment is scaffolded through staged artifacts (draft, final paper) and an oral defence, which collectively prioritize explanation, justification, and reflection over polished text that otherwise could be outsourced to generative AI.

Session J5: Faculty as Change Agents in Campus Mental Health Systems
Authors: Estefania Toledo & Bindia Darshan

This session examines teaching and learning environments as a critical – yet often underrecognized – component of campus mental health systems. While institutional mental health efforts frequently center on clinical services, the National Standard for Mental Health and Well-Being for Post-Secondary Students identifies pedagogy and learning environments (5.4.2.3) as key psychosocial determinants of student well-being. Drawing on a cross-institutional initiative at Humber Polytechnic, developed in partnership with Student Wellness & Equitable Learning, faculty, and teaching and learning leaders, this presentation highlights how educators are challenging deficit-based approaches and embedding EDIAA-informed practices within curriculum design and classroom facilitation. Through faculty – student partnership, relational pedagogy, and structural supports, this work addresses systemic barriers to belonging and mental health. Participants will explore evidence-informed strategies, student perspectives, and practical tools for reimagining teaching as part of an integrated, equitable mental health ecosystem on campus.

Session J6: A Safe Mind, Not Just a Safe Space: Psychological Safety in Clinical Education
Authors: Lauren Siemers & Wendy Chase

This session presents findings from a qualitative pilot project that explores psychological safety in clinical education, specifically high-fidelity simulation experiences. Attendees will gain insights into how psychological safety influences the learning environment, including its effect on learner engagement, confidence, and professional growth. Key themes will be discussed, highlighting both the barriers and facilitators experienced by supervisees and supervisors. The session will also offer practical strategies for fostering psychological safety more broadly within clinical education. After the session, participants will be equipped with evidence-based approaches to create supportive, open, and safe clinical education environments for learners.

Session J7: Trauma-Informed Teaching and Learning
Authors: Shantal Woolsey

Delve into the crucial topic of trauma-informed teaching and learning, recognizing that students' experiences outside the classroom can significantly impact their ability to engage and succeed academically. Participants will explore the foundational principles of trauma-informed education, being cognizant of the prevalence and impact of trauma, and the importance of fostering a culture of safety and trust, promoting empowerment, and prioritizing collaboration and support for both educators and students. Through interactive discussions and real-world examples, attendees will learn how to recognize signs of trauma in students, respond with empathy and sensitivity, and implement trauma-sensitive practices in their teaching and curriculum.

Session K5: How Many Is Too Many? Scaling Up Experiential Learning Opportunities in Healthcare Ethics Without Compromising Optimal Learning Conditions
Authors: Evonne Syed, Lee de Bie, & Evonne Syed

Ethics education research tends to have a siloed focus on single disciplines, synchronous classroom teaching, and individual learning outcomes like ethical competency (e.g., Delany et al., 2018; Doukas et al., 2012; Gillam et al, 2014; Stirrat et al., 2010). Few opportunities exist for interdisciplinary, flexible, experiential learning in ethics that enhances the ethical culture of health organizations. Available opportunities are designed as competitive, exclusive postdoctoral "fellowship" roles, contributing to the underrepresentation of racialized, disabled, and 2SLGBTQ+ leaders in ethics.

Over 2024-2026 an Ethics Service embedded within a health network in Ontario West has sought to address these gaps through experiential learning placements with 50 students, most from equity-deserving groups. In this presentation we use qualitative case study methodology to reflect on work to date from learner and ethicist perspectives, drawing on results from a survey and focus groups.

We discuss our navigation of multiple values as we scale availability of and access to learning opportunities. These include: producing the greatest benefit for the greatest number of students without compromising quality learning conditions, ensuring long-term sustainability through reciprocity between learners and the ethics service, and practicing equitable distribution of and support for limited positions.

We demonstrate that students from diverse backgrounds can have meaningful experiences with - and make meaningful contributions to – ethics services and encourage creative expansion of opportunities.

Session K6: Fostering Relational Approaches to Reflection in Experiential and Work-Integrated Learning
Authors: Ainsley Goldman

Reflection is lauded as the essential way that students learn from experiential and work-integrated learning (EL & WIL) and individual written reflection assignments are ubiquitous. However, we don't know enough about how grading reflection assignments affects how students write them, and generative artificial intelligence (AI) tools have become quite proficient in reflective writing.

We know that one of the most valuable aspects of EL and WIL is the relationships that students develop. How can we better leverage these relationships to make learning experiences richer?

This session begins by sharing results from an empirical research study about student reflections in WIL, broadening our understanding of what reflection looks like in the WIL context. Based on the findings, several innovative approaches to reflection will be shared with session participants, including references, templates and resources.

Participants will learn approaches to facilitate deeper WIL relationships, hear innovative ways to get students to reflect meaningfully on their experiences, and have the opportunity to share ideas with one another.

Session K7: From Feedback to Confidence: Creating Conditions for Learning in a Laboratory Course
Authors: Katelyn Wood

Creating conditions for learning requires assessment designs that foster confidence, agency, and reflective practice. This research presents a hybrid physiology laboratory assignment implemented in a third-year medical science course that integrates structured feedback, knowledge translation, and AI-supported reflection to strengthen students' confidence and self-efficacy. In the assignment, students interpret authentic physiological data using mechanistic reasoning, translate their findings for a lay audience, and critically engage with AI-generated feedback through a required decision log and reflective narrative. Rather than positioning AI as an answer-generating tool, it is used as a formative feedback scaffold that makes revision decisions visible and intentional.

The assignment design emphasizes choice and agency by allowing students to accept, modify, or reject feedback based on disciplinary judgment and audience needs. Repeated practice in explaining physiology across expert and non-expert contexts supports retrieval, transfer, and growing confidence in scientific communication. The reflection component promotes resilience by normalizing revision, uncertainty, and productive disagreement with automated feedback. From an instructional perspective, this approach offers a structured, low-risk way for educators to integrate emerging technologies while reinforcing their teaching identity as designers of learning conditions rather than content deliverers.

Session H8: Leveraging Adobe Captivate for Interactive, Multimedia Laboratory Instruction in Chemistry
Authors: Hovig Kouyoumdjian & Tihana Mirkovic

Prelab activities based on a theoretical and practical framework on techniques, laboratory equipment, analytical methods, and safety are essential in providing students with an opportunity to optimize the integration of their conceptual and procedural understanding in chemistry labs. Video-based instructions have increased in popularity as they allow for self-paced review, but as stand-alone activities, lack interactivity. Leveraging the advanced information and communication skills of the current generation of students, we have focused on generating interactive, multimedia-based pre-laboratory instruction moduli in Adobe Captivate for first-, second-, and third-year chemistry laboratories. Adobe Captivate, one of the most utilized e-learning software, provides a platform for the design of active-learning exercises which integrate videos, slides, hotspots, navigation through 360° images, software simulations and numerous forms of interactive quizzes which can be utilized for quiz-like assessments or as knowledge check surveys. This talk will discuss the development and integration of the Adobe Captivate modules.

Session H9: Smart Teaching for Inclusive Biochemistry Learning
Authors: Muhammad Zubair

This session introduces a practical and evidence-based Smart Teaching Framework designed to enhance learning, equity, and engagement in undergraduate Biochemistry courses. The framework integrates four core pillars: Backward Design, Universal Design for Learning (UDL), Reflective Engagement, and Inclusive Assessment. Together, these strategies support diverse learners, reduce barriers, and promote deeper understanding of complex biochemical concepts.

Drawing on classroom implementation from a second-year Biochemistry course, the session demonstrates how clear outcome alignment, multiple means of representation, active reflection activities, and flexible assessment options can significantly improve student participation and confidence. Participants will gain actionable techniques that can be immediately applied in their own STEM classrooms to create more accessible, student-centered learning environments. This presentation will be valuable for instructors seeking practical, scalable methods to design inclusive and high-impact learning experiences.

Session I8: Balancing Guidance and Independence: Graduate Supervision Practices in a GenAI Enabled World
Authors: Kari Weaver & Nadine Fladd

The graduate student and supervisor relationship sits at the center of successful postgraduate education (Breunig & Penner, 2016; Frick & Pyhältö 2022). It shapes academic progress (Frick & Pyhältö, 2022), professional identity development (Hradsky et al., 2022), and the realization of personal goals (Giampapa, 2011). At its core, the supervisory relationship is a teaching practice that asks directly how faculty can nurture graduate students to enhance their learning and development (Wright, 2020).

Given the complexity and closeness of the relationship between graduate supervisors and their students, the need to understand the nature of guidance provided on GenAI use in graduate supervision is consequential (Wright, 2024). Mwansa et al. (2026) highlight the need to balance enhancements to graduate supervision with the pedagogical depth required to support and effectively develop graduate students.

This presentation will report findings from a phenomenological, interview-based study of faculty members across academic disciplines at a large research university in Canada. We will surface supervisor approaches for teaching graduate students including working effectively with GenAI, identifying overreliance on GenAI, and refusing its use in graduate supervision. The presentation will conclude by posing several of the complex questions graduate supervisors and their students are navigating in a GenAI-enabled environment.

Session I9: Smart Tools for Smarter Teaching: Creating Interactive Content with AI
Authors: Beth Ritter-Guth

In today's dynamic educational landscape, the demand for engaging and interactive learning experiences has never been higher. However, creating this content is often a time-consuming and technically demanding task for educators. This workshop aims to help instructors create engaging content in minutes using the power of AI.

This workshop will focus on how AI can assist in generating interactive content, like scenarios, mini-games, and self-checks within any LMS.

Session J8: Beyond the Flipped Classroom: Experimenting with a 1+2+1 Pedagogical Model in Business Education
Authors: Kirti Khanzod, Ehsan Torabizadeh

Business programs must continually evolve to keep pace with a rapidly changing business environment and the needs of today's learners. Traditional teaching approaches are increasingly insufficient in preparing graduates for contemporary workplaces. At the same time, today's students are digitally connected, information-rich, and easily distracted, prompting a re-examination of pedagogical approaches in undergraduate business education. While the flipped classroom model has gained popularity as an alternative to the traditional "sage on the stage," its implementation has revealed certain limitations, particularly in balancing content delivery, engagement, and application.

This presentation introduces a modified flipped pedagogical approach adopted by the Undergraduate Business Administration department within the Honours BBA program at a new university. Informally referred to as the 1+2+1 model, the approach restructures four instructional hours into three intentional learning contexts. The first hour focuses on self-paced preparation through the learning management system. The next two hours emphasize a combination of targeted instruction and faculty-facilitated active learning. The final hour is dedicated to tutorials that support independent application and reflection. The model is mapped to research-based pedagogical frameworks, and insights from key stakeholders including students, faculty, and the Centre for Teaching Excellence are shared.

This 20-minute presentation will cover conceptual explanation, model illustration, and stakeholder perspectives.

Session J9: Flipped Learning in Graduate Education: From Expectations to Outcomes
Authors: Mojgan Zarghamifard

Flipped learning shifts first exposure to course concepts out of class – via brief videos/readings and "readiness checks" in Cascade – so that face to face time can be devoted to doing: guided practice, discussion, and timely feedback. This structure is designed to increase engagement, promote active participation, and deepen conceptual understanding by ensuring students arrive prepared and use class to practice and problem solve.

This presentation reports observations and survey findings from a two phase evaluation of a flipped design in a Master of Management program. Phase 1 (baseline), administered at the start of the program, captured students' conditions for learning (orientation clarity, technology confidence, motivations, and expectations). Phase 2 (outcomes), conducted after Term 4, assessed perceived impacts. Results indicate strong perceived gains in engagement, communication, time management, independent study, critical thinking, and academic confidence. At the same time, students reported persistent friction around preparedness/deeper understanding, language/communication; patterns consistent with recent reviews highlighting the central role of time management and readiness in flipped contexts.

Overall, high motivation and improvements in engagement and communication suggest the model established robust social and cognitive conditions for learning. Yet gaps between expected and realized "deeper understanding" and "preparedness/interactivity" point to the need for tighter alignment between pre class tasks and in class application. Consistent with prior work, brief readiness checks, explicit weekly learning focuses, and structured accountability can help translate preparation into higher quality in class learning.

Session K8: Using Intentional Language to Support Student Learning and Belonging in Anatomy Education
Authors: Kayla Vieno-Corbett, Kem Rogers, & Nicole Campbell

Language plays a critical role in shaping students' understanding and experiences in educational environments. In anatomy, the term anatomical variation is often conflated with other sources of anatomical difference, such as congenital anomalies, disease, and aging. To explore how this language is used in teaching practice, this mixed-methods study examined anatomy educators' perceptions and experiences with anatomical variation. During interviews, educators were asked to share examples of anatomical variation relevant to their courses. Despite being provided with a definition, 41% of participants identified examples that did not align with it. Framing inherent variation alongside function-disrupting differences may unintentionally reinforce the idea of a single "normal" body. Inconsistent or imprecise language extends beyond conceptual misunderstanding and can create uncertainty surrounding diversity, undermining students' sense of belonging and inclusion. To address this gap, a structured framework was developed to provide clear definitions and boundaries. By promoting intentional language, the framework offers a transferable model for how precise terminology can enhance clarity, belonging, and student confidence across disciplines. This presentation will use anatomy education as a case study to demonstrate these broader pedagogical implications.

Session K9: Evaluating Team-Based Learning and Open Pedagogy in an Undergraduate Economics Course: A Mixed-Methods Crossover Study of Engagement, Achievement, and Well-being
Authors: Zhen He

This study was initiated by challenges in the intermediate microeconomic theory I classroom after the pandemic (e.g. lower class attendance and in-person exam grades, higher stress and anxiety reported by students, unusually high performance on take-home assignments and online quizzes, concerns about the reliability of these assessment formats and possible use of AI). To revitalize this course, I implemented a combination of Team-based learning (TBL) and open pedagogy. Although TBL has been widely adopted in applied disciplines, its use in economics education is still limited. In a TBL classroom, course materials are provided to students in advance. Two-stage tests are written at the beginning of the class to ensure students are prepared. Mini lectures covering complex theories and graphs are offered to clarify students' confusion. Students work with team members and apply theories to solve real-world problems. In this study, I combined TBL and open pedagogy. In addition to in-class discussions, teams were asked to develop multiple-choice questions collaboratively. High-quality questions were included in an open-source, interactive question bank for future students. A crossover design was adopted in this study. In Fall 2025, a total of 159 students from two sections of the course experienced three instructional approaches in different orders: (1) traditional lectures and assessments, (2) TBL, and (3) combined TBL and open pedagogy. The collected data include exam scores, classroom observations, survey responses, and focus group discussions. Mixed methods that include both quantitative and qualitative analyses were conducted to assess the impact of this combined instructional approach on student engagement, academic outcomes, and mental well-being. This study contributes to the team-based learning literature by integrating it with open pedagogy. It advances our understanding of effective instructional practices. It also contributes to the literature on open pedagogy and Students-as-Partners (SaP) by providing empirical evidence.