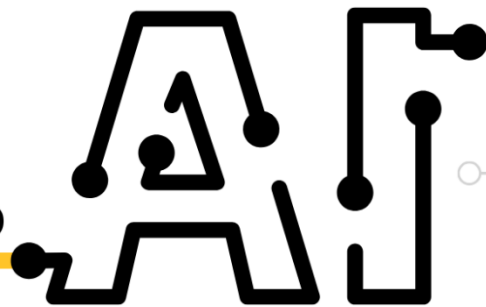


UNIVERSITY OF
GUELPH

Office of Teaching
and Learning

TEACHING AMID



CONFERENCE

JUNE 10-11, 2026

Online, Hosted by the University of Guelph

Teaching Amid AI Conference

June 10–11, 2026

Hosted by the University of Guelph in partnership with

McMaster University, University of Toronto, Western University, University of Windsor



Teaching Amid AI Conference 2026

Co-Creating the Future of Higher Education: Human Presence in an Age of Artificial Intelligence

Generative AI has acted as a stress test for the higher education sector, stripping away the veneer of our traditional practices to reveal the conditions underneath: both those that are cracked and those that are worth preserving. It has illuminated the structural weaknesses in how we assess, how we trust, how we teach and how we learn: weaknesses that existed long before the technology arrived. It has also affirmed the strengths and foundational essence of relationality in learning to one another and to our world.

Now that generative AI has made the cracks in the foundations impossible to ignore, we face a choice. This is a moment where we can co-create our desired future across all levels of the institutional community: educators, administrators, students, and staff working individually and in concert. There is a part for each of us to play in this transformation.

This conference is your opportunity to imagine, plan and create your part in making this change toward a relational future.

Conference themes explore the public purpose of the university, sustainable practices in a sustainable world, equity and inclusion in our structures and approaches, human presence in both teaching, learning and assessment, data sovereignty and sovereign systems, and broadening participation in knowledge creation.

This year, the University of Guelph is convening this critical conversation on the necessary transformation of our sector. Alongside our partners from Western University, McMaster University, University of Toronto, and the University of Windsor, this virtual gathering invites you to draft the blueprints for what comes next.

Teaching Amid AI Conference 2026

Program-at-a-Glance

All sessions will be held virtually on Zoom. Zoom links will be shared with registrants ahead of the conference.

Wednesday, June 10

9:00–10:30

From Winter to Wisdom: A Positive Vision for AI Ethics and Policy

Gus Skorburg, Associate Professor of Philosophy; Academic Co-Director, CARE-AI, University of Guelph

10:30–12:00

Workshop: If This Future Were True

Stephanie Verkoeyen, Special Advisor, Generative AI, McMaster University

12:00–1:00 Break

1:00–2:00

Indigenous Knowledge and Changing Environments: Let's Talk Epistemology

Lindsay DuPré-Fiddler, PhD Candidate, University of British Columbia

2:00–2:15 Break

2:15–3:15

Using Generative AI for Accessibility Services Note Taking Requests

Olivier St-Cyr, Associate Professor, Teaching Stream and Associate Dean, Teaching and Learning, University of Toronto

3:15–3:30 Break

3:30–4:30

AI and the Future of Work: Perspectives from Students and Faculty

Yogya Kalra, Biology and Business Administration Student, Western University

Harjinder Gill, Associate Professor, Industrial-Organizational Psychology, University of Guelph

Makary Nasser, Researcher, University of Guelph & Fanshawe College

Teri Shearer, Psychology Student, University of Guelph

Teaching Amid AI Conference 2026

Program-at-a-Glance

Thursday, June 11

9:00–10:30

The Bitter Lesson for Universities

Mark Daley, Chief AI Officer, Western University

10:30–12:00

The Horizon is still ours to shape: Exploring the Manifesto for GenAI in Higher Education

Hazel Farrell, Academic Lead for GenAI, South East Technological University

Manifesto for Generative AI in Higher Education

Ken McCarthy, Head of Centre for Academic Practice, South East Technological University

12:00–1:00 Break

1:00–2:00

Structured Analytic Techniques in Teaching Hybrid Human–AI Teamwork

William J. Turkel, Professor, Western University

2:00–2:15 Break

2:15–3:15

Assessment in the Age of AI: A Real-Time Natural Experiment Across Two Large Sections of Intro Psychology

Onawa LaBelle, Associate Professor of Psychology, University of Windsor

Who Wrote That Question? AI, Educators, and the Future of Exam Development

Laurie A. Freeman, Associate Professor, University of Windsor

3:15–4:30

Post-plagiarism and the Future of Academic Integrity

Sarah Elaine Eaton, Professor and Chair, Leadership, Policy, and Governance, Werklund Research Professor (Research Chair), Werklund School of Education

Teaching Amid AI Conference 2026

Speaker Bios (Listed in Alphabetical Order)

Mark Daley (he/him)

Chief AI Officer, Western University

The Bitter Lesson for Universities

June 11, 9:00am—10:30am



[Mark Daley LinkedIn](#)

Mark is the Chief AI Officer at Western University (Canada) and a Professor in the Department of Computer Science with cross-appointments in five other departments, The Rotman Institute of Philosophy, and The Western Institute for Neuroscience. He is also a faculty affiliate of Toronto's Vector Institute for Artificial Intelligence.

Mark's current work focuses on AI governance and science diplomacy, with particular attention to how middle powers can navigate technological competition through strategic cooperation. In 2025, he completed training at France's Institut national du service public (INSP) and the Académie diplomatique et consulaire, and helped lead the R7+ summit of G7 research leaders. His policy research on realist innovation diplomacy and AI diplomacy has been published through the Centre for International Governance Innovation (CIGI) and has been cited in outlets including Politico and The Globe and Mail.

Mark was named in Maclean's "Power List 2024" of the top 100 Canadians shaping the country and in Constellation Research's AI150, a list of the 150 top global executives leading AI transformation efforts. In October 2024, he was appointed the Natural Sciences and Engineering Research Council of Canada (NSERC) Scholar in Residence in Artificial Intelligence.

He has previously served as Vice-President (Research) at the Canadian Institute for Advanced Research (CIFAR), and Chief Digital Information Officer, Special Advisor to the President, and Associate Vice-President (Research) at Western.

Teaching Amid AI Conference 2026

Lindsay DuPré-Fiddler (she/her)

PhD Candidate, University of British Columbia

Indigenous Knowledge and Changing Environments: Let's Talk Epistemology

June 10, 1:00pm—2:00pm



[Lindsay DuPré-Fiddler LinkedIn](#)

Lindsay DuPré Fiddler is a Métis scholar-practitioner, mom and auntie. Over the past decade she has worked at the intersections of Indigenous education and health within post-secondary and community settings across Canada. She is a PhD candidate in Interdisciplinary Graduate Studies – Indigenous Knowledges at the University of British Columbia Okanagan. Lindsay is a citizen of the Métis Nation of Saskatchewan and lives with her family in Saskatoon, Saskatchewan on Treaty 6 territory and Homeland of the Métis. Lindsay's research focuses on understanding how Indigenous Knowledge systems adapt over time, and on addressing power imbalances that continue to exist between Western and Indigenous Science. In July 2026, she will begin an Assistant Professor position at the University of Saskatchewan.

Teaching Amid AI Conference 2026

Sarah Elaine Eaton

*Professor and Chair, Leadership, Policy, and Governance, Werklund Research Professor
(Research Chair), Werklund School of Education*

Post-Plagiarism and the Future of Academic Integrity

June 11, 3:15–4:30pm



[Sarah Elaine Eaton LinkedIn](#)

Sarah Elaine Eaton, PhD, is a professor and research chair at the Werklund School of Education, University of Calgary, Canada and an Honorary Professor, Deakin University, Australia. Dr. Eaton is the Director of the Postplagiarism Research Lab and she received research awards of excellence including the Tracey Bretag Prize (2025), the European Network for Academic Integrity (ENAI) Award for Outstanding Research (2022), and the Canadian Society for the Study of Higher Education (CSSHE) Research and Scholarship Award (2020). Dr. Eaton has written and presented extensively on academic integrity and ethics all over the world and is regularly invited as a media guest to talk about academic misconduct, fraud, and corruption.

Teaching Amid AI Conference 2026

Hazel Farrell (she/her)

Academic Lead for GenAI, South East Technological University

The Horizon is still ours to shape: Exploring the Manifesto for GenAI in Higher Education

June 11, 10:30am–12:00pm

[Hazel Farrell LinkedIn](#)

Hazel Farrell has been immersed in the AI narrative since 2023 both through practice-based research and the development of guidelines, frameworks, tools, and training to support educators and learners throughout the HE sector. She led the national N-TUTORR GenAI:N3 project which was included in the EDUCAUSE 2025 Horizon Report as an exemplar of good practice. She is the SETU Academic Lead for GenAI and Chair of the university's GenAI Steering Committee. The practical application of GenAI provides a strong foundation for her research, with student engagement initiatives for creative disciplines at the forefront of her work. Hazel recently won DEC24 Digital Educator Award for her GenAI contributions to the HE sector. She has presented extensively on a variety of GenAI related topics and has several publications in this space.

Teaching Amid AI Conference 2026

Laurie A. Freeman (she/her)

Associate Professor, University of Windsor

Who Wrote That Question? AI, Educators, and the Future of Exam Development

June 11, 2:15–3:15pm

[Laurie A. Freeman LinkedIn](#)

Dr. Laurie A. Freeman is an Associate Professor in the Faculty of Nursing and Associate Dean of Graduate Studies at the University of Windsor. With over 20 years of clinical experience as a Registered Nurse and Nurse Practitioner in ICU, acute care settings, and oncology nursing, she brings a practitioner's lens to nursing education and assessment design.

Dr. Freeman's scholarly work spans nurses' health and wellbeing, psychological resilience under stress, and health equity in clinical environments. Her commitment to innovative pedagogy led her to explore the potential of AI as a collaborative tool in large-scale educational content development.

Most recently, Dr. Freeman led a project using Claude (Anthropic's AI) to develop a comprehensive study guide to accompany a nursing textbook. Working collaboratively with three outstanding undergraduate student scholars, the team developed NCLEX and Next-Generation NCLEX-style review questions and case studies across 64 concept areas of a new nursing textbook. As an iterative, human-AI partnership, it required rigorous attention to style guide compliance, clinical accuracy, question diversity, and cultural relevance for Canadian contexts.

The project positioned Dr. Freeman at the intersection of nursing education, assessment design, and emerging AI tools. It raises important questions about authorship, quality assurance, and the responsible integration of AI in academic work. Her presentation, co-delivered with her students, shares lessons learned, practical strategies, and critical reflections for educators navigating AI in their own teaching, assessments, and curriculum development.

Teaching Amid AI Conference 2026

Harjinder Gill (she/her)

Professor, University of Guelph

AI and the Future of Work: Perspectives from Students and Faculty

June 10, 3:30–4:30pm



[Harjinder Gill LinkedIn](#)

Harjinder Gill is an Associate Professor of Industrial and Organizational Psychology in the Department of Psychology at the University of Guelph (Canada). She received her Ph.D. from Western University (Canada). She is the founding director of the Guelph Organizational Trust (GOT) Lab. Her research focuses on the development of trust in the workplace and its impact on employee well-being and effectiveness.

Teaching Amid AI Conference 2026

Yogya Kalra (he/him)

Yogya Kalra, Biology and Business Administration Student, Western University

AI and the Future of Work: Perspectives from Students and Faculty

June 10, 3:30–4:30pm



[Yogya Kalra LinkedIn](#)

Yogya Kalra is an interdisciplinary student at Western University pursuing Science and Business Administration at the Ivey Business School. He is a Research Affiliate at Harvard University's Center for Geographic Analysis and an active contributor to OpenAI through the ChatGPT Lab, where he has helped test and shape products including Study Mode, Atlas, and image generation tools. His work focuses on applying AI in academic and real world settings, with an emphasis on reproducibility, workflow design, and practical student use cases. Yogya has contributed to research in geospatial health, supported large scale public data initiatives, and worked across consulting and venture environments in innovation and R&D strategy. He helps leads student facing AI initiatives and events, helping translate emerging tools into actionable use cases across academics, research, and campus life. His broader focus is on building systems that make knowledge more accessible, structured, and impactful through AI.

Teaching Amid AI Conference 2026

Onawa LaBelle (she/her)

Associate Professor of Psychology, University of Windsor

Assessment in the Age of AI: A Real-Time Natural Experiment Across Two Large Sections of Intro Psychology

June 11, 2:15–3:15pm

[Onawa LaBelle LinkedIn](#)

Dr. Onawa LaBelle is a Professor of Psychology at the University of Windsor. Her work spans teaching, research, and student support, with a particular interest in how people learn, adapt, and respond to changing environments.

Her recent teaching has focused on what happens when generative AI collides with ordinary assessment practice in real time. In one recent term, she taught two simultaneous large sections of the same introductory psychology course, with approximately 280 students in person and 370 students online. What unfolded created an unexpected natural experiment: two sections of the same course, taught at the same time, with sharply different assessment outcomes and a series of difficult instructional decisions about fairness, academic integrity, and next steps.

Rather than presenting a polished solution, Dr. LaBelle's current work focuses on the lived case itself: what happened, how she responded, what seemed to help, what did not, and why the experience left her convinced that assessment in higher education needs more substantial rethinking in the age of AI.

Teaching Amid AI Conference 2026

Ken McCarthy

Head of Centre for Academic Practice, South East Technological University

Manifesto for Generative AI in Higher Education

June 11, 10:30am–12:00pm

[Ken McCarthy LinkedIn](#)

Ken McCarthy is Head of the Centre for Academic Practice at South East Technological University (SETU), where he leads strategic initiatives in teaching, learning, and assessment across the institution. With a long-standing focus on digital pedagogy and academic innovation, his work centres on helping educators navigate complexity with clarity, particularly in the rapidly evolving landscape of generative AI.

Ken previously served as Institutional Lead for Ireland's N-TUTORR programme, securing and delivering over €5.5 million in funding to support transformational change in higher education. He is a co-founder of GenAI:N3, a national network spanning Ireland's technological universities, which supports educators in engaging critically and creatively with generative AI through open resources, workshops, and collaborative initiatives.

Working alongside Dr Hazel Farrell, Ken co-developed the Manifesto for Generative AI in Higher Education, a widely shared set of principles designed to prompt conversation, reflection, and action across the sector. His work emphasises practical, values-informed approaches that balance opportunity with responsibility.

At the Teaching Amid AI Conference 2026, a virtual gathering focused on “co-creating the future of higher education” in response to the challenges and opportunities of AI, Ken and Hazel will explore how the Manifesto can act as a catalyst for meaningful dialogue and institutional change.

Ken is also a certified LEGO® Serious Play® facilitator and brings an interactive, human-centred approach to all of his work, helping individuals and organisations think differently about teaching, learning, and the future of higher education.

Teaching Amid AI Conference 2026

Makary Nasser

Researcher, University of Guelph & Fanshawe College

AI and the Future of Work: Perspectives from Students and Faculty

June 10, 3:30–4:30pm



[Makary Nasser LinkedIn](#)

Makary Nasser is a researcher focused on biotechnology, bioprocess optimization, and applied artificial intelligence in scientific research. In addition to laboratory and computational research, Makary has worked closely with innovation in higher education within curriculum development and AI. He has experience supporting teaching and curriculum development while exploring how emerging AI tools can enhance learning, research productivity, and scientific communication. His interests include the intersection of science, innovation policy, and AI adoption in education and research environments.

Teaching Amid AI Conference 2026

Teri Shearer (she/her)

Psychology and Neuroscience student, University of Guelph

AI and the Future of Work: Perspectives from Students and Faculty

June 10, 3:30–4:30pm



[Teri Shearer LinkedIn](#)

Teri Shearer is an undergraduate student at the University of Guelph studying psychology and neuroscience, with research interests in memory, cognition, AI, and Alzheimer's disease. She is an active volunteer in two of the University of Guelph's on-campus laboratories and currently works as an Undergraduate Research Assistant (URA) with Guelph's Office of Teaching and Learning department, working on projects surrounding AI and accessibility in higher education. Her studies and lab work revolve around how people think, remember, and interact with technology, specifically in relation to AI and cognitive offloading. Teri recently completed a semester-long research project exploring the cognitive impacts of AI use and currently works with animal models to better understand memory systems and neurodegenerative diseases. Teri is passionate about interdisciplinary research that connects neuroscience, psychology, and technology to better understand learning, behaviour, and cognition.

Teaching Amid AI Conference 2026

Gus Skorborg

Associate Professor of Philosophy; Academic Co-Director, CARE-AI

University of Guelph

From Winter to Wisdom: A Positive Vision for AI Ethics and Policy

June 11, 9:00am—10:30am



Joshua August (Gus) Skorborg is Associate Professor of Philosophy, Academic Co-Director of the Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI), and Faculty Affiliate at the One Health Institute at the University of Guelph in Ontario, Canada. From 2018–2022 he was Adjunct Professor in the Fuqua School of Business at Duke University. He received his PhD in Philosophy in 2017 from the University of Oregon. His research spans topics in applied ethics and moral psychology.

Teaching Amid AI Conference 2026

Olivier St-Cyr (he/him)

Associate Professor, Teaching Stream and Associate Dean, Teaching and Learning

University of Toronto

Using Generative AI for Accessibility Services Note Taking Requests

June 10, 2:15–3:15pm

[Olivier St-Cyr LinkedIn](#)

Professor Olivier St-Cyr is an Associate Professor, Teaching Stream and Associate Dean, Teaching and Learning at the Faculty of Information (iSchool) and a Cross-Appointed professor in the Department of Mechanical and Industrial Engineering at the University of Toronto.

Olivier joined the Faculty of Information 2026. From 2016 to 2022, he worked on designing and deploying the User Experience Design (UXD) Concentration curriculum in the Master of Information (MI) degree. Since January 2024, Olivier serves as the Associate Dean, Teaching and Learning in the Faculty of Information.

Olivier also serves in leadership roles on academic and professional committees related to teaching and learning. He is the co-founder of EduCHI, an Association for Computing Machinery (ACM) international community of practice of Human-Computer Interaction educators. Olivier is also a member of the ACM Education Advisory Committee (EAC) and Co-Editor-In-Chief of ACM EngageCSEdu, a repository of high-quality, peer-reviewed, engaging, classroom-tested Open Educational Resources (OERs) for computer science educators.

Olivier's research interests are in the areas of HCI/UX pedagogy and education, UI/UX design, human factors for safety critical systems, and cognitive work analysis. He was the 2016/17 recipient of the Faculty of Information Master of Information Student Council (MISC) Outstanding Instructor Award and one of four recipients of the University of Toronto Early Career Teaching Award in 2020/21.

Teaching Amid AI Conference 2026

William J. Turkel

Professor, University of Western Ontario

Teaching Hybrid Human–AI Teamwork: Structured Analytic Techniques

June 11, 1:00–2:00pm



William J. Turkel is Professor of History at the University of Western Ontario and internationally recognized for his innovative work in digital history. He uses machine learning, text mining, and computational techniques in his study of the histories of science, technology and environment, drawing on many decades of programming experience. He is the author of *Spark from the Deep* (Johns Hopkins, 2013), *The Archive of Place* (UBC, 2007) and the open access textbook *Digital Research Methods with Mathematica* (2nd rev ed 2020). He is currently revising a monograph on *Exploring Global 21st Century History with Generative AI*. Dr. Turkel is a member of the College of New Scholars, Artists and Scientists of the Royal Society of Canada (2018–26) and is a Generative AI Fellow at Western University's Center for Teaching and Learning (2025–27).

Teaching Amid AI Conference 2026

Stephanie Verkoeyen (she/her)

Special Advisor, Generative AI, McMaster University

Workshop: If This Future Were True

June 10, 10:30am–12:00pm



[Stephanie Verkoeyen LinkedIn](#)

Stephanie Verkoeyen is the Special Advisor on Generative AI at McMaster University, where she plays a leadership role in navigating the opportunities and challenges posed by generative AI in postsecondary education. In this role, Stephanie leads institutional strategy and governance discussions, facilitates cross-sectoral consultations, and helps shape policies and frameworks that support informed, ethical, and innovative uses of AI in teaching, learning, operations, and research.

An experienced educational developer, Stephanie has a strong track record of designing and facilitating interdisciplinary conversations that foster critical engagement and practical experimentation with AI tools. She develops tools, workshops, and scenario-based resources that support capacity-building across diverse university audiences.

Stephanie is also the creator and host of AI Dialogues, a podcast exploring the evolving role of generative AI in higher education. Through this work, she surfaces underrepresented perspectives, convenes thought leaders, and contributes to ongoing conversations about AI literacy, academic integrity, and the future of education.