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<th>Time</th>
<th>Session 100s</th>
<th>Session 101 STC 0010</th>
<th>Session 102 STC 0020</th>
<th>Session 103 STC 0040</th>
<th>Session 104 STC 0050</th>
<th>Session 105 STC 0060</th>
<th>Session 106 STC 0020</th>
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<tr>
<td>8:00-8:30</td>
<td>Pick up Registration Packages – Coffee and Light Refreshments STC Main Commons</td>
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<td>8:30-8:45</td>
<td><strong>Welcome from President &amp; Vice-Chancellor, Feridun Hamdullahpur</strong>&lt;br&gt;Introductions by Conference Chair Trevor Holmes, Centre for Teaching Excellence STC 1012</td>
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<td>8:45-10:05</td>
<td><strong>Keynote Address</strong> by Peter Felten, Elon University STC 1012</td>
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<td>10:05-10:30</td>
<td>Thank you by Shannon Dea, FAUW Acting Vice President and Associate Professor, Department of Philosophy Refreshment break sponsored by FAUW STC Main Commons</td>
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<td>10:30-11:25</td>
<td><strong>Cultivating Curiosity and Care on the Threshold</strong>&lt;br&gt;Carmen Bruni, Math; Shannon Dea, Philosophy; Robert Gorbet, Knowledge Integration; Barbara Moffatt, Biology; Gordon Stuble, Mechanical &amp; Mechatronics Engineering; Julie Timmermans, University of Otago, and Diane Williams, School of Public Health &amp; Health Systems</td>
<td><strong>Are You Curious about Which Professional Skills You Already Have Embedded into Your Courses?</strong>&lt;br&gt;Stephanie Verkoeyen, Environment; Jennifer Roberts-Smith and Jill Tomasson Goodwin, Drama &amp; Speech Communication and Katherine Lithgow, CTE</td>
<td><strong>Online Teaching and Learning: From Curious Questioner to Proud Proponent</strong>&lt;br&gt;Dina Meunier, CEL; Paul Wehr, Psychology; Kelly Anthony, School of Public Health &amp; Health Systems; Brian Forrest, Pure Mathematics and Edwin Ng, Renison University College</td>
<td><strong>104a Building Curiosity: Ways to Get Introductory Biology Students to ask “What if?”, “How?”, and “Why”?</strong>&lt;br&gt;Sanja Hinic-Frljog, Christoph Richter, Fiona Rawle, and Steven Chatfield, Biology, University of Toronto</td>
<td><strong>105a Being Curious About Where We Teach: Studying the Teaching Culture at the University of Waterloo</strong>&lt;br&gt;Donna E. Ellis, CTE; Kristin M. Brown, School of Public Health &amp; Health Systems, and Ken N. Meadows, Teaching Support Centre, Western University</td>
<td><strong>106a Making the most out of the second half: Revisiting workplace and academic goals through midterm reflection</strong>&lt;br&gt;Victoria Feth and Eva Delay, WatPD</td>
<td><strong>5 Minute Transition</strong></td>
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<td>11:00-11:25</td>
<td><strong>104b Promoting Curiosity in Students using a Design Theory Approach</strong>&lt;br&gt;Sarah McLean, Physiology &amp; Pharmacology, Western University</td>
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<td><strong>105b What should we do about laptops in classroom? A Survey of Behaviours and Attitudes in AHS</strong>&lt;br&gt;Christine Zaza, CTE and Elena Neiterman, School of Public Health &amp; Health Systems</td>
<td><strong>106b Ownership of Learning and Labour Through Experiential Education</strong>&lt;br&gt;Ashley Rose Mehlenbacher, English Language &amp; Literature</td>
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<td>11:25-11:35</td>
<td>Break</td>
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**Notes:**
- **Pick up Registration Packages – Coffee and Light Refreshments** STC Main Commons
- **Welcome from President & Vice-Chancellor**
- **Keynote Address** by Peter Felten, Elon University
- **Cultivating Curiosity and Care on the Threshold**
- **Are You Curious about Which Professional Skills You Already Have Embedded into Your Courses?**
- **Online Teaching and Learning: From Curious Questioner to Proud Proponent**
- **Building Curiosity: Ways to Get Introductory Biology Students to ask “What if?”, “How?”, and “Why”?**
- **Being Curious About Where We Teach: Studying the Teaching Culture at the University of Waterloo**
- **Making the most out of the second half: Revisiting workplace and academic goals through midterm reflection**
<table>
<thead>
<tr>
<th>Session 200s</th>
<th>Session 201 STC 0010</th>
<th>Session 202 STC 0020</th>
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<th>Session 206 STC 2002</th>
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<tr>
<td>11:35-12:30</td>
<td>Tech Art: An Interdisciplinary Project-Based Course for Engineers and Artists</td>
<td>Tackling sexism and gender bias in academic environments</td>
<td>Increasing the Visibility of Skills Development in Graduate Education: The Skills Awareness and Articulation (SKAATR) Module</td>
<td>204a Psychology and math: a curious pairing</td>
<td>205a Want to awaken curiosity in students? Stop teaching them</td>
<td>206a Open Access Labs: A method to opening student minds</td>
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<td>Brandon DeHart, Electrical &amp; Computer Engineering; Lois Andison, Fine Arts and Rob Gorbet, Knowledge Integration</td>
<td>Amanda Garcia, Systems Design Engineering and Lauren Hayward Sierens, Science</td>
<td>Christine Kampen Robinson, CECA; Kristin M. Brown, School of Public Health &amp; Health Systems; Meghan Riley, English Language &amp; Literature; Faith-Anne Wagler, AHS Graduate Studies and Erica Reffling, CECA</td>
<td>Michelle Ashburner, Psychology and Dean of Math Office</td>
<td>James Skidmore, Germanic &amp; Slavic Studies</td>
<td>Eugene Li and Carol Hulls, Mechanical &amp; Mechatronics Engineering</td>
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<td>11:35-12:00</td>
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<td>204b Narrative Mathematics as a Tool for Cultivating Curiosity and a Sense of Purpose</td>
<td>205b Student and Faculty Experience with Blended Learning in a First-Year Chemistry for Engineers Course</td>
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<td>Vicki Jingjing Zhang, Statistical Sciences, University of Toronto</td>
<td>Eline Boghaert, Jason Grove, and Marios Ioannidis, Chemical Engineering; Felicia Pantazi, CEL and Mary Power, CTE</td>
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<td>12:05-12:30</td>
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<td>Fostering leadership skills by shifting student focus from participation to contributions in a fourth year laboratory course</td>
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<td>Nicole Campbell, Physiology and Pharmacology, Western University</td>
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<td>5 Minute Transition</td>
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<td>12:30-1:45</td>
<td><strong>LUNCH AT FEDERATION HALL</strong></td>
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| 1:45-2:35 | **“IGNITING OUR PRACTICE”**  
Vivian Dayeh (Science) and Brent Doberstein (Environment)  
Session moderated by Donna Ellis, Director, Centre for Teaching Excellence  
STC 1012 |
| 2:35-2:40 | Move to next session                                                            |
## Session 300s

<table>
<thead>
<tr>
<th>Session 301</th>
<th>Session 302</th>
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### 2:40 - 3:35

#### Flipped classrooms: perspectives on fostering students’ curiosity and interest in research
- **David Wang**, Electrical & Computer Engineering; Maud Gorbet and Jen Boger, Systems Design Engineering
- Need at least a 90% in this course: Using mental skills training to shift students’ focus from outcomes to the learning process
- Nicole Westlund Stewart, Writing Centre and Wade Wilson, Kinesiology

#### Digital Methods of Igniting Curiosity
- Rebecca Anderson, Evelyn Deshane, Jessica Van de Kemp, and Travis Morton, English Language & Literature

### 2:40 - 3:05

#### Promoting systems thinking and challenging students to tackle “wicked problems” through an interdisciplinary student case competition
- Katelyn Godin and Amanda Raffoul, School of Public Health and Health Systems

#### Simulated Environment, Real Curiosity
- Dorothy Hadfield and Bruce Dadey, English Language & Literature

### 2:40 - 3:05

#### Case-based teaching and problem-based learning to stimulate curiosity
- Ariel Chan, Chemical Engineering; Lyndia Stacey, Dean of Engineering Office, and Cheryl Newton, Chemical Engineering

#### Developing Activities for Both Online and Face-to-Face Contexts
- Melanie Misanchuk, CEL

### 3:10 - 3:35

#### Designing the Classroom with Ambiguity at Its Core
- Sean Geobey, SEED

#### Can treating students like experts, and giving them practice making holistic comparisons, improve their learning
- Tonya Elliott, CEL and Mary Power, CTE

### 3:10 - 3:35

#### Sophisticated Play: Real Mathematics for Novice Learners
- Cameron Morland, Math

#### Conceptual questions with historical data approach in online learning
- Felicia Pantazi, CEL; Benji Wales and Joe Sanderson, Physics & Astronomy

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**BREAK**

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### 3:35 - 3:45

**5 Minute Transition**

### 3:45 - 4:40

#### Cultivating Curiosity in Women’s, Gender, and Transgender Studies Across Disciplines
- Meghan K. Riley and Tommy Mayberry, English Language & Literature; Marcie Chaudet, Biology; Lindsay Orr, Physics and Ossian MacEachern, Medieval Studies, Wilfrid Laurier University
- The why and how of curiosity in science education: How can instructors spark curiosity to improve student success?
- Heather Cray, Environment

#### Joining the Conversation: Written Assignments Across the Curriculum
- Sean Geobey, SEED; Sara Humphreys, St. Jerome’s University; Jen Boger, Systems Design Engineering; Wade Wilson, Kinesiology and Stephanie White, CTE

#### Case-based teaching and problem-based learning to stimulate curiosity
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- Melanie Misanchuk, CEL

### 4:15 - 4:40

#### The why and how of curiosity in science education: How can instructors spark curiosity to improve student success?
- Heather Cray, Environment

#### Can treating students like experts, and giving them practice making holistic comparisons, improve their learning
- Tonya Elliott, CEL and Mary Power, CTE

#### Inviting Students into the Conversation with Collaborative In-Class Debates
- Ashley Waggoner Denton, Psychology, University of Toronto
<table>
<thead>
<tr>
<th>Session 500s – Poster Presentations</th>
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| **501** - *What will it be like to be a University of Waterloo Engineering student?*: Fostering emerging engineering identities among international English language learners  
Keely Cook, and Raveet Jacob, Renison University College; Chris Rennick, Engineering Undergraduate Office |
| **502** - *Getting curious about online learners preferences and beliefs: Establishing a foundation for engagement and the cultivation of creativity*  
Kristin Wilson, Psychology |
| **503** - *Möbius: a new and improved way to build online STEM courses*  
Rachael Lewitzky, CEL; Rebecca Thomson, CEL; Sean Scott, Math Undergraduate Office; Paul Kates, CTE and Tonya Elliott, CEL |
| **504** - *Student Feedback on the use of Clickers in Large Courses with Multiple Sections*  
Nagham Mohammad and Dina Dawoud, Statistics & Actuarial Science |
| **505** - *Capturing Online Learner Experiences in Instructional Design*  
Pia Zeni and Meagan Troop, CEL; Darcy White, Psychology and Matt Justice, CEL |
| **506** - *eCampusOntario as a catalyst for online learning in Ontario*  
Catherine Newell Kelly, CEL |
| **507** – *Does Adding Augmented Reality (AR) to a First-Year Computer Aided Design (CAD) Course Make a Difference to Student Skill Development?*  
Igor Ivkovic and Carolyn MacGregor, Systems Design Engineering |