

UNIVERSITY OF WATERLOO TEACHING AND LEARNING CONFERENCE 2017 PROGRAM

8:00-8:30	Pick up Registration Packages – Coffee and Light Refreshments STC Main Commons
8:30-8:45	Welcome from President & Vice-Chancellor, Feridun Hamdullahpur Introductions by Conference Chair Trevor Holmes, Centre for Teaching Excellence STC 1012
8:45-10:05	Keynote Address by Peter Felten, Elon University STC 1012
10:05-10:30	Thank you by FAUW Refreshment break sponsored by FAUW STC Main Commons

Plenary Session
Workshop
Poster
Presentation
Panel Discussion

Session 100s	Session 101 STC 0010	Session 102 STC 0020	Session 103 STC 0040		Session 104 STC 0050	Session 105 STC 0060	Session 106 STC 2002
10:30-11:25	Cultivating Curiosity and Care on the Threshold <i>Carmen Bruni, Math; Shannon Dea, Philosophy; Robert Gorbet, Knowledge Integration; Barbara Maffatt, Biology; Gordon Stuble, Mechanical & Mechatronics Engineering; Julie Timmermans, University of Otago, and Diane Williams, School of Public Health & Health Systems</i>	Are You Curious about Which Professional Skills You Already Have Embedded into Your Courses? <i>Stephanie Verkoeyen, Environment; Jennifer Roberts-Smith and Jill Tomasson Goodwin, Drama & Speech Communication and Katherine Lithgow, CTE</i>	Online Teaching and Learning: From Curious Questioner to Proud Proponent <i>Dina Meunier, CEL and Paul Wehr, Psychology</i>	10:30-10:55	104a Building Curiosity: Ways to Get Introductory Biology Students to ask “What if?”, “How?”, and “Why?” <i>Sanja Hinic-Frlog, Christoph Richter, Fiona Rawle, and Steven Chatfield, Biology, University of Toronto</i>	105a Being Curious About Where We Teach: Studying the Teaching Culture at the University of Waterloo <i>Donna E. Ellis, CTE; Kristin M. Brown, School of Public Health & Health Systems, and Ken N. Meadows, Teaching Support Centre, Western University</i>	106a Making the most out of the second half: Revisiting workplace and academic goals through midterm reflection <i>Victoria Feth and Evana Delay, WatPD</i>
5 Minute Transition							
				11:00-11:25	104b Promoting Curiosity in Students using a Design Theory Approach <i>Sarah McLean, Physiology & Pharmacology, Western University</i>	105b What should we do about laptops in classroom? A Survey of Behaviours and Attitudes in AHS <i>Christine Zaza, CTE and Elena Neiterman, School of Public Health & Health Systems</i>	106b Ownership of Learning and Labour Through Experiential Education <i>Ashley Rose Mehlenbacher, English Language & Literature</i>
11:25-11:35	Break						

Session 200s	Session 201 STC 0010	Session 202 STC 0020	Session 203 STC 0040		Session 204 STC 0050	Session 205 STC 0060	Session 206 STC 2002
11:35-12:30	Tech Art: An Interdisciplinary Project-Based Course for Engineers and Artists Brandon DeHart, Electrical & Computer Engineering; Lois Andison, Fine Arts and Rob Gorbet, Knowledge Integration	Tackling sexism and gender bias in academic environments Amanda Garcia, Systems Design Engineering and Lauren Hayward Sierens, Science	Increasing the Visibility of Skills Development in Graduate Education: The Skills Awareness and Articulation (SKAATR) Module Christine Kampen Robinson, CECA; Kristin M. Brown, School of Public Health & Health Systems; Meghan Riley, English Language & Literature; Faith-Anne Wagler, AHS Graduate Studies and Erica Refling, CECA	11:35-12:00	204a Psychology and math: a curious pairing Michelle Ashburner, Psychology and Dean of Math Office	205a Want to awaken curiosity in students? Stop teaching them James Skidmore, Germanic & Slavic Studies	206a Open Access Labs: A method to opening student minds Eugene Li and Carol Hulls, Mechanical & Mechatronics Engineering
5 Minute Transition							
				12:05-12:30	204b Narrative Mathematics as a Tool for Cultivating Curiosity and a Sense of Purpose Vicki Jingjing Zhang, Statistical Sciences, University of Toronto	205b Student and Faculty Experience with Blended Learning in a First-Year Chemistry for Engineers Course Eline Boghaert, Jason Grove, and Marios Ioannidis, Chemical Engineering; Felicia Pantazi, CEL and Mary Power, CTE	206b Fostering leadership skills by shifting student focus from participation to contributions in a fourth year laboratory course Nicole Campbell, Physiology and Pharmacology, Western University

12:30-1:45	<p style="text-align: center;">LUNCH AT FEDERATION HALL</p>
1:45- 2:35	<p style="text-align: center;"><u>“IGNITING OUR PRACTICE”</u> Vivian Dayeh (Science) and Brent Doberstein (Environment) Session moderated by Donna Ellis, Centre for Teaching Excellence STC 1012</p>
2:35- 2:40	<p style="text-align: center;">Move to next session</p>

Session 300s	Session 301 STC 0010	Session 302 STC 0020	Session 303 STC 0040		Session 304 STC 0050	Session 305 STC 0060	Session 306 STC 2002
2:40-3:35	<p>Flipped classrooms: perspectives on fostering students' curiosity and interest in research</p> <p>David Wang, Electrical & Computer Engineering; Maud Gorbet and Jen Boger, Systems Design Engineering</p>	<p>I need at least a 90% in this course": Using mental skills training to shift students' focus from outcomes to the learning process</p> <p>Nicole Westlund Stewart, Writing Centre and Wade Wilson, Kinesiology</p>	<p>Digital Methods of Igniting Curiosity</p> <p>Rebecca Anderson, Evelyn Deshane, Jessica Van de Kemp, and Travis Morton, English Language & Literature</p>	2:40 -3:05	<p>304a</p> <p>Promoting systems thinking and challenging students to tackle "wicked problems" through an interdisciplinary student case competition</p> <p>Katelyn Godin and Amanda Raffoul, School of Public Health and Health Systems</p>	<p>305a</p> <p>Simulated Environment, Real Curiosity</p> <p>Dorothy Hadfield and Bruce Dadey, English Language & Literature</p>	<p>306a</p> <p>Engaging Students as Stakeholders to develop Personas for Curriculum Redesign</p> <p>Carolyn MacGregor, Systems Design Engineering</p>
5 Minute Transition							
				3:10 – 3:35	<p>304b</p> <p>Designing the Classroom with Ambiguity at Its Core</p> <p>Sean Geobey, SEED</p>	<p>305b</p> <p>Can treating students like experts, and giving them practice making holistic comparisons, improve their learning</p> <p>Tonya Elliott, CEL and Mary Power, CTE</p>	<p>306b</p> <p>Inviting Students into the Conversation with Collaborative In-Class Debates</p> <p>Ashley Waggoner Denton, Psychology, University of Toronto</p>
3:35-3:45	BREAK						
Session 400s	Session 401 STC 0010	Session 402 STC 0020	Session 403 STC 0040		Session 404 STC 0050	Session 405 STC 0060	
3:45-4:40	<p>Cultivating Curiosity in Women's, Gender, and Transgender Studies Across Disciplines</p> <p>Meghan K. Riley and Tommy Mayberry, English Language & Literature; Marcie Chaudet, Biology; Lindsay Orr, Physics and Ossian MacEachern, Medieval Studies, Wilfrid Laurier University</p>	<p>The why and how of curiosity in science education: How can instructors spark curiosity to improve student success?</p> <p>Heather Cray, Environment</p>	<p>Joining the Conversation: Written Assignments Across the Curriculum</p> <p>Sean Geobey, SEED; Sara Humphreys, St. Jerome's University; Jen Boger, Systems Design Engineering; Wade Wilson, Kinesiology and Stephanie White, CTE</p>	3:45 – 4:10	<p>404a</p> <p>Case-based teaching and problem-based learning to stimulate curiosity</p> <p>Ariel Chan, Chemical Engineering; Lyndia Stacey, Dean of Engineering Office, and Cheryl Newton, Chemical Engineering</p>	<p>405a</p> <p>Developing Activities for Both Online and Face-to-Face Contexts</p> <p>Melanie Misanchuk, CEL</p>	
5 Minute Transition							
				4:15 – 4:40	<p>404b</p> <p>Sophisticated Play: Real Mathematics for Novice Learners</p> <p>Cameron Morland, Math</p>	<p>405b</p> <p>Conceptual questions with historical data approach in online learning</p> <p>Felicia Pantazi, CEL; Benji Wales and Joe Sanderson, Physics & Astronomy</p>	

4:40-5:50

Poster Session
Wine and Cheese Reception
Closing Remarks
STC Main Commons

Session 500s – Poster Presentations

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 - [Class Attendance versus Students' Learning Outcomes](#)

Quazi M. Rahman, Electrical & Computer Engineering, Western University; Ayman EL Ansary, Civil & Environmental Engineering, Western University; Aboelmagd Nouredin, Electrical and Computer Engineering, The Royal Military College of Canada

503 - [Getting curious about online learners preferences and beliefs: Establishing a foundation for engagement and the cultivation of creativity](#)

Kristin Wilson, Psychology

504 - [Möbius: a new and improved way to build online STEM courses](#)

Rachael Verbruggen, CEL; Sean Scott, Math; Paul Kates, CTE and Tonya Elliott, CEL

505 - [Student Feedback on the use of Clickers in Large Courses with Multiple Sections](#)

Naghah Mohammad and Dina Dawoud, Statistics & Actuarial Science

506 - [Capturing Online Learner Experiences in Instructional Design](#)

Pia Zeni and Meagan Troop, CEL; Darcy White, Psychology and Matt Justice, CEL

507 - [eCampusOntario as a catalyst for online learning in Ontario](#)

Catherine Newell Kelly, CEL

508 – [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