14TH ANNUAL UNIVERSITY OF WATERLOO TEACHING AND LEARNING CONFERENCE

Teaching and Learning with Kindness and Care

THURSDAY MAY 04 2023

KEYNOTE

ZHAWENJIGEWIN MIINWAA GANAWENINDIWAG: CULTIVATING DEEP LEARNING THROUGH PEDAGOGIES OF KINDNESS AND CARE

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Thursday, May, 4, 2023
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Thursday, May 04, 2023

Keynote: 8:30am – 10:00am ET

Zhawenjigewin miinwaa ganawenindiwag: Cultivating embodied learning through pedagogies of kindness and care

Dr. Barbara Moktthewenkwe Wall, Trent University

Cultivating and maintaining relationships of any kind requires kindness and care. This extends to the ways we, as teachers, build and nurture learning environments and communities that facilitate embodied learning. When we operationalize our relational responsibilities and apply kindness and care we can simultaneously uplift each member of the learning community, their gifts, and cultivate an acceptance and inclusion of a plurality of knowledge systems. Care and kindness are embedded in Indigenous pedagogies, and inherent in our ways of knowing and being.

Bodwewaadmii Anishinaabe ways centre relationship; relationship with land, water, and within the cosmos; and with the more than human beings of creation; and with other Peoples. Our ways of being also centre reciprocity and responsibility, and the respectful application of both to all relationships. Our ways are place- and relationship-based, and Indigenous Knowledges are relational in source and transmission.

I will share Bodwewaadmii Anishinaabe philosophies and theory and how I've applied both to course design and creating interactive learning communities in small and large university classes.

A "kitchen table" conversation with three UWaterloo faculty will follow. Knowledge mobilization through visiting is a way of modelling Indigenous relationship-based ways of knowing. The conversation will focus on sharing ideas and experiences of cultivating learning through pedagogies of kindness and care.

Concurrent Sessions (100): Thursday, May 04 (10:30am – 11:30am ET)

Session 101: Presentations

101a: Teaching the History of Sexual Violence through Trauma Informed and Feminist Pedagogies *

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Rebecca MacAlpine, Centre for Teaching Excellence, University of Waterloo

Greta Kroeker, History, University of Waterloo

In our current political and social landscape, students are hyperaware and hypersensitive to topics that broach themes of violence, oppression, and power. This poses an interesting challenge for instructors as they seek to balance student socio-emotional needs with delivering essential content. While we know that the history of gendered violence in the early modern period needs a place in historical discourses, many instructors are not sure of how to translate these concepts safely and effectively into the classroom. As part of the Artemisia Project and a Learning Innovation and Teaching Enhancement Grant (LITE), we explore how the engagement of trauma-informed pedagogies (TIP), specifically trauma informed care (TIC), and feminist pedagogies (FP) can inform the construction of safe and supportive learning environments for our students. This paper provides an overview of the types of pedagogical considerations we made when re-designing HIST 422, an honours history seminar on sex and gender in the early modern period, to emphasize the history of sexual assault and violence against women. Through the incorporation of TIC and FP we contend that we can better support the overall socio-emotional wellbeing and resilience of students learning about traumatic histories. Through a combination of innovative assessments and skill-building engagements that empower voice, choice, and agency, this course leads with kindness while still promoting academic rigour and a strong engagement with historical methodologies.

Takeaways:

- An incorporation of Trauma informed care and Feminist Pedagogy we can better support the overall socio-emotional wellbeing and resilience of students learning about traumatic histories.
- Through a combination of innovative assessments and skill-building engagements that empower voice, choice, and agency, this course leads with kindness while still promoting academic rigour and a strong engagement with historical methodologies.

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101b: Is Compassion Between Students and Educators the Key to Achieving Flexibility in Higher Education?

Asil El Galad, Western University

Nicole Campbell, Western University

Flexibility has become a buzzword that has been gaining popularity with the aim to increase access in higher education (Andrade and Alden-Rivers, 2019). The term 'flexible' implies choice and options, which are assumed to be provided to students by educators. Moreover, how flexibility in higher education is defined differs if the term is used in theoretical or practical applications. Thus, the various connotations of flexibility and its broad applicability result in a highly fluid and ambiguous concept (Beer et al., 2022). This has resulted in higher education institutions developing flexibility policies, which are often rigid and restrictive.

Flexibility is grounded in compassion, yet the connection often goes unnoticed. Additionally, mutual compassion between students and educators is necessary, as flexibility impacts both groups (Gelles, 2020). Flexibility in higher education is often considered through an institutional lens, which fails to acknowledge those directly involved (Houlden et al., 2021). Therefore, we designed a study to determine students' and educators' perceptions and experiences of flexibility in higher education. In our study, we investigated five dimensions of flexibility, which are: deadlines, type of assessments, mode of teaching, grading and weighting, and correspondence. This study is unique because it also considers the dynamic between students and educators.

This session will be co-facilitated by an undergraduate student and a teaching-intensive faculty member who will share their findings and discuss flexibility with respect to different contexts and people. By the end of this session, participants will be able to:

- Identify the core conceptual themes that emerge from differing perspectives, which can inform both the theory and practice of flexibility.
- Discuss how compassion is integral to flexible practices and explain that mutual consideration between students and educators is required to achieve true flexibility and make higher education more inclusive.

Takeaways:

- Participants will become more aware of the relationships between compassion and flexibility in higher education.
- Participants will be able to apply this information on flexible education on their own practice in a way that benefits both students and educators.

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101c: Kindness in Academic Life

Nagham Mohammad, University of Guelph

Daniel Kraus, University of Guelph

Geordie Richards, University of Guelph

One of the easiest ways to encourage kindness in your classroom is to start the day with a friendly greeting like "Good Morning" or "Good Afternoon". Speak kindly, laugh with your students, and listen thoughtfully. Believe your students when they have something to tell you (Denial, C. 2019). Make a big deal out of little acts of kindness such as helping a friend or using nice manners.

Successful and effective teaching strategies put the focus on students, improving both their learning environments and their satisfaction with learning experiences (Henard & Roseveare, 2012). Bryson & Hand (2007) found that teachers who are engaged are those who show care, kindness, and enthusiasm and provide academic support for students that have a positive impact on student engagement and success. Academic engagement happens when students dive deep into learning activities, when they are emotionally and mentally fascinated by the study materials, and often when interacting with peers (Carmen and Clara, 2021). Increasing student satisfaction makes learners more engaged in scholastic endeavors and thus enhances their achievement of learning outcomes (Hativa et al., 2001; Serbati et al., 2020). Positive interpersonal relationships enhance individuals' enthusiasm for learning (Mercer and Dörnyei, 2020).

In this session, we talk about how we support students while maintaining academic standards in a large first year calculus class at the University of Guelph. We run five engaged lab sections in a course of 2200 students while embedding feelings of care and kindness. Collaboration in labs is fostered through group assignments supported by multiple teaching assistants. Further, we promote active learning inside the classroom using the student-response system "Top Hat"; frequent polls keep students engaged, but poll grading is generous to reduce stress. Finally, we extend care to students in our online learning environment through "Coffee Breaks" and frequent office hours.

Takeaways:

- Support students and be kind while maintaining academic standards.
- Even with a large course (~200 students) you still need to engage your students while embedding feelings of care and kindness.

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Session 102: Presentations

102a: Cross-Campus Caring with RAW-SMART Goals

Jennifer Ellingham, Mechanical and Mechatronics Engineering, University of Waterloo

Katy Fulfer, Philosophy, University of Waterloo

A new caring community of practice was formed at the beginning of the pandemic that is thriving to this day. In this session, two community volunteers share their experiences and demonstrate how a virtual working community can facilitate both productivity and care. The virtual, volunteer-driven community is open to all graduate students, postdoctoral fellows, faculty, and staff from our university. These groups share common research, writing, teaching, and administration responsibilities. The community expanded on a writing group model from the university's writing centre to provide support for the shift to work-from-home. Unlike "typical" writing groups (Aitchison and Lee 2006), what emerged was a distinctive community of care and support. The members are surveyed each term and, from the beginning, the participants use the community for motivation, productivity, and goal accountability (84-100%, 75-100% and 50-75% of respondents, respectively). Community members place emphasis on individual circumstances and mental health when assessing Achievability of a SMART goal.

After the first pandemic term, when many people faced greater isolation and loneliness than they had previously, members emphasized that having a sense of community was a huge motivator. This motivation may be especially important for members of marginalized or under-represented groups who faced differential burdens in the pandemic (McGregor 2022). In creating virtual space and time (Sword 2017), we offered an opportunity for people to feel motivated about their academic work. Although group members work on individual projects, they provide support and accountability through goal-setting and check-ins. Members routinely provide strategies for overcoming challenges their peers face (e.g., interpersonal relationships). The group also facilitates mental and physical wellness through informal chatting during scheduled breaks and by having scheduled stretch breaks. In small ways, such as affirming each other's goals and progress (or affirming that going slower is okay), we express care for each other.

Takeaways:

- It is possible to have a caring community of practice for motivation and productivity.
- Individual situation and mental health status should be considered when determining whether a SMART goal is Achievable.
- There is an ongoing need for a sense of community and connectedness that can be achieved online (particularly for remote workers).

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102b: Incorporating Emerging Technologies into Higher Education with Care: Accessibility Strategies for Virtual Reality and Augmented Reality

Gillian Dabrowski, Centre for Extended Learning, University of Waterloo

Lynn Long, Conflict Management and Human Rights Office, University of Waterloo

Johann Wentzel, Human-Computer Interaction (HCI) Lab, University of Waterloo

Felicia Pantazi, Centre for Extended Learning, University of Waterloo

Extended Reality (XR) technologies such as Augmented Reality (AR) and Virtual Reality (VR) are being examined in higher education as potential tools for enhancing teaching and learning across the disciplines. As we integrate AR and VR into face-to-face and online classrooms, it is important to consider accessibility for all students. In this presentation, we will discuss various strategies for making learning more inclusive when using immersive technologies. We will explore how accessibility considerations can be thoughtfully integrated into XR learning experiences and will consider how XR technologies can be used to create inclusive, equitable, and supportive learning experiences that facilitate and foster care and kindness. Additionally, we will highlight resources available for those who wish to learn more about XR technologies and connect with established communities of practice.

Learning Outcomes

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

- Describe the different types of extended reality technologies and their potential uses in education, including examples of XR technologies that can help build community and foster a sense of belonging (Social VR).
- Appreciate that there are challenges with and potential barriers to extended reality experiences.
- Describe strategies for designing and implementing accessible VR and AR experiences, including the use of assistive technologies and universal design principles.
- Be familiar with accessibility strategies implemented in a case study of a successful implementation of extended reality technologies in a higher education classroom (360 ° Virtual Tour).

Takeaways:

- By the end of this presentation, attendees will have a greater understanding of the importance of considering accessibility when using extended reality technologies in online and face-to-face classrooms and be equipped with practical tools and strategies for creating inclusive AR and VR experiences.

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102c: Kind, Caring, and Supportive Online Communities

Clara Laratta, Fine Arts, University of Waterloo

Kind, caring and supportive online communities provide better learner experiences. During a move to online learning during the Covid 19 pandemic, I had an opportunity to teach my first online course. However, this shift, required new approaches to course facilitation. My recent research paper drew on current literature surrounding online teaching and presented my practical facilitation experience in teaching my first online course and will be the basis of this presentation. Specifically, I will discuss the role of student agency and the modelling of care and kindness play in the building and maintaining a community of active online learners. Pedagogical methodologies and tools utilized including the importance of pre-assessment of learner's interests, experience, needs and expectations, and how they were used aspects of course design–content, delivery and assessment will also be considered. The resulting environment, learner engagement and sharing of experience, advanced the online learning community. By the end of the presentation, you will be able to understand the value of pre-assessment in establishing a kind, caring, and supportive online community and recognize modelling and engaging learners' voices and needs in establishing an atmosphere of shared respect grounded in compassion and empathy.

Takeaways:

- Pre-assessment of learner's interests, experience, needs and expectations can be used to promote student agency which leads to the establishment of a caring and respectful learning community.
- The encouragement of learner engagement in all aspects of the course including content and delivery choices encourage a culture of respect, caring and support in online communities.

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Session 103: Presentations

103a: Designing with care: Experimenting with Blended Course Design in Social Entrepreneurship

Roopa Reddy, Conrad School of Entrepreneurship and Business, University of Waterloo

The context of COVID forced educators and students into emergency remote learning environments. This shift made it challenging to maintain levels of care that existed in-person. Especially while asynchronous, virtual classes lacked authentic relationships and student-educator interactions which are seen as important to establishing care in educational environments (Noddings, 2010).

Certain aspects of online learning worked well in my remote course offerings, so much so that I began wondering how I might intentionally and explicitly combine features of online and in-person learning in my teaching moving forward. In this session, I aim to share my experience in re-designing a Social Entrepreneurship course with care using a blended model in 2022, informed by lessons gained from several offerings of the course in-person and online, and the support of a course design workshop.

In designing with care, acknowledging challenges that exist in online and blended environments can ensure pedagogies are tailored to address them. Burke and Larmar (2021) propose an online pedagogy of care that centers around intentional relationship building, using Noddings' Framework of Moral Education (Noddings, 2010). This course re-design incorporated components of care that align with Noddings' principles (including modelling, dialogue, and practice), to address challenges of authentic relationship building and motivation in online (and blended) environments.

Comparison to previous offerings helped determine the first blended offering of this course in Fall 2022: fostered a balance of care and engagement; provided opportunities for deeper learning; and respected students' desire for flexibility in their learning. Conversations with students conveyed enjoyment of the mix of in-person connection and online spaces across course experiences.

Intended session outcomes include: to acknowledge lasting shifts ushered in by the pandemic; to describe pedagogical considerations in designing with care; and to consider the importance of experimenting with new course models for deeper student engagement.

Takeaways:

- To embrace inevitable shifts that COVID ushered in, while maintaining academic rigour within a pedagogy of care.
- To trust students to engage when given the space; this involves giving up some control, but holding the container for them.
- To leverage the best of online and in person for enhanced student experience and more flexible, relevant offerings.

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103b: Tools for Constructive Classroom Dialogue: A Case Study

Dane Mauer-Vakil, School of Public Health Sciences, University of Waterloo

Kelly Anthony, School of Public Health Sciences, University of Waterloo

There is extensive literature regarding students' fear of speaking in university classes. A recent American student survey reported significant fear of making a 'mistake' when speaking in class; there is no reason to believe that this is unique to the United States (Carrasco, 2021). When students are fearful of 'saying the wrong thing,' learning is hindered. Students must feel that classrooms are welcoming, caring places for respectful discussions. This presentation will share findings from an investigation of an educational tool for fostering constructive classroom dialogue. The Constructive Dialogue Institute (CDI) 'Perspectives' tool translates rigorous behavioural science research into a module that is practical, engaging, and scalable for equipping students with skills for open and respectful communication. Drew Stelljes, Assistant Vice President for Student Engagement & Leadership at William & Mary believes that the tool provides students with a shared language that scaffolds mutual understanding. According to Stelljes (2023), classes felt "easier to manage and students were able to engage in discussion with more comfort and confidence." In a white paper of 10 courses across three universities, 73% of students showed a decrease in polarization, and over 50% were better able to recognize the limits of their knowledge, showed less negative attacking behaviours during conflict and showed a decrease in negative evading behaviours during conflict (Duong et al., 2021). We will share our findings from student experiences and reflections through a survey on the use of the CDI tool in a large undergraduate public health course. We will also share results of a workshop to introduce instructors across campus to the CDI tool for wider adoption. This project will foster kindness and caring at the University of Waterloo by aiding students in cultivating intellectual humility, welcoming and exploring diverse perspectives and worldviews, and managing emotions and obtaining mastery in difficult conversations.

Takeaways:

- Instructors will have an evidence-based teaching tool to increase dialogue in the classroom that allows for diverse viewpoints in a caring, kind, atmosphere.
- Instructors will be able to find support for using the CDI tool by the presenters in their own classes across campus and in evaluating its impact.

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103c: Redesigning our Training: Community of Practice Framework*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Taru Malhotra, Engineering, University of Waterloo

Carolyn MacGregor, Systems Design Engineering, University of Waterloo

Richard Li, Centre for Teaching Excellence, University of Waterloo

Alexander Kay Glover, Systems Design Engineering, University of Waterloo

Teaching Assistant training is important in STEM education, and universities invest in this training to better student experiences (Rivera, 2018; Justice, 2020). The [Faculty name] in [University] has mandated 8-10 hours long TA training, [program name], as a hiring requirement for its graduate students before applying for TAship.

Pre-COVID, this training was offered as a two-day workshop and was moved to a two-week online format. Its COVID iterations were based on a completion model and included self-paced modules for university policies, teaching, feedback and assessment, and mental health.

Learning enhances with "increasing participation in communities of practice" (Lave & Wenger, 1991, p. 49). Wenger's (1998) Community of Practice (CoP) framework suggests that learning is a two-step process, where community members: 1) engage and 2) produce artifacts to make meaning of their engagement. Members become a part of CoP through "mutual engagement, joint enterprise, and shared repertoire" (Rogers, 2000, p.384). Drawing from Wenger's CoP framework, we redesigned our [TA program] Fall'22 offering.

The online offering of [TA program, Summer 2022] (n=141) included online content, self-paced quizzes, two graded assignments, and a space for questions. Our redesigned offering of [TA program, Fall 2022] (n= 416) included pre-post-test, focused content, hands-on activities, peer review/ feedback, and spaces for questions and student feedback.

All four modules' initial and redesigned offerings are compared across the three characteristics of Wenger's CoP: "mutual engagement, joint enterprise, and shared repertoire". We will present evidence of increased student engagement and shared understanding of key concepts.

In our future iterations, students will join the online TA community and have access to all updated resources, spaces to connect with peers and register for online or in-person workshops to hone their on-the-job skills.

In line with the conference theme, our redesign works in TA training focus on building communities within and beyond.

Takeaways:

- The CoP framework helped guide our course design, allowing us to create opportunities for students to interact with their peers and instructors and continue being a part of the community even after they complete the training.
- The redesign process directed us to include learner-centred strategies in our activities and encouraged students to participate actively in the course.
- The peer evaluation offered students to be actively involved in their learning process.
- This redesign allowed students to understand academic policies and academic integrity and that, post-training, the TAs will have a shared understanding of the standards and procedures.

- The redesign also offered a safe space for future TAs to connect with each other, help each other through the training, and mentor their peers. It would be interesting to see how these communities will continue beyond the TA training.

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Session 104: Workshop - A Relational Approach Towards Decolonizing Curriculum Development within the Colonial Postsecondary Institution

Trish van Katwyk, School of Social Work, Renison University College

Kelly Skinner, School of Public Health Sciences, University of Waterloo

Hannah Neufeld, School of Public Health Sciences, University of Waterloo

Kelly Laurila, School of Social Work, Renison University College

Andrea Daley, School of Social Work, Renison University College

Jane Chomyc, Centre for Extended Learning, University of Waterloo

The Canadian academy is dominated by Western epistemologies that devalue Indigenous ways of knowing and marginalize Indigenous communities, cultures, and histories (Louie et al., 2017). This presentation will draw on an interdisciplinary collaboration between the School of Public Health Sciences and School of Social Work to develop an online graduate course that sought to advance knowledge and practice in Indigenous wellbeing and health through a social justice lens. Centering the process of course development, including working with an Indigenous Advisory Circle and Indigenous contributors to content, guest lecture videos, and artwork, we explore key considerations, strategies, and challenges undertaken by an interdisciplinary group of non-Indigenous professors and one online learning consultant. The primary aim of this collaboration was to create a learning experience for students that challenges colonial ways of seeing, being, knowing, and doing in the professional practice fields of public health and social work and that serves to elevate and sustain Indigenous voices, knowledges, sciences, and practices within the academy. To this end, we will engage conference participants in the following key takeaways: 1) building relationships is foundational to course conceptualization, development, and implementation; 2) creating practices to ensure that the voices, knowledges, values, practices, and perspectives of Indigenous Peoples are highlighted throughout the course; 3) being committed to a strong alignment between course delivery, structure, and online design and Indigenous knowledges as well as the course's decolonizing intentions; and, 4) being responsive to the colonizing forces of the university as they are 'pushed up' during the course development process. The presentation will consider how the key takeaways contribute to the creation of a relational teaching and learning community, yet also raise critical concerns about the institutionalization of this approach to Indigenous-focused course development in the absence of the structural changes needed to enhance the presence of Indigenous faculty and Elders in the postsecondary institution.

Takeaways:

- A relational approach towards decolonizing curriculum development must be premised on relationship building and creating practices to ensure that the voices, knowledges, values, practices, and perspectives of Indigenous Peoples are highlighted throughout the course.
- A relational approach towards decolonizing curriculum development requires a commitment to alignment between course delivery, structure, and online design and Indigenous knowledges as well as the course's decolonizing intentions; and being responsive to the colonizing forces of the university as they are 'pushed up' during the course development process.

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Session 105: Panel Discussion - Enacting Sustainable Pedagogies of Kindness and Care: Insights and Counterstories from the Peer Tutor Program at UWaterloo's Writing and Communication Centre

Roniksha Kumar, Writing and Communication Centre, University of Waterloo

Nadia Miller, Writing and Communication Centre, University of Waterloo

Veronica Nhio-son, Writing and Communication Centre, University of Waterloo

Julie Anne Nord, Writing and Communication Centre, University of Waterloo

E Alicia Oropeza, Writing and Communication Centre, University of Waterloo

Chloé St. Amand, Writing and Communication Centre, University of Waterloo

Maša Torbica, Writing and Communication Centre, University of Waterloo

Stephanie Wilson, Writing and Communication Centre, University of Waterloo

In this panel, staff and peer tutors from UWaterloo's Writing and Communication Centre (WCC) explore the connections between student wellness and academic achievement and the challenges posed by the care work involved in teaching and tutoring (Bouthillette, 2016; Concannon et al., 2020; Costello, 2020; Nicklay, 2012).

Increasingly, writing centre scholarship interrogates tensions between systemic institutional inequity and individual means of addressing/resisting "the effects of racism, sexism, homophobia, transphobia, ableism, and ethnocentrism" (Faison & Condon, 2021, p. 9). This session explores WCC initiatives that enact pedagogies of care in a w109 manner, accounting for the needs of staff, students, and peer tutors. We will discuss several collective practices (weekly team meetings and ongoing professional training) and tutoring strategies (rhetorical listening, mindfulness, and boundary-setting) and how these are broadly beneficial to everyone involved in the teaching or tutoring dynamic. Specifically, we will explore how campus support units can adapt and integrate similar sustainable pedagogies of kindness and care to facilitate resilience and resist oppressive power structures.

During this panel, WCC Peer Tutors will share successes and challenges with implementing these pedagogies to address the realities of systemic inequity. Next, WCC staff will discuss the training and resources that go into this approach. Altogether, presenters will offer insights for administrators, faculty, and support staff working with students. We will then invite participants to engage with all presenters during a 15-minute Q&A discussion.

This session empowers attendees to:

- Recognize how identities and lived experiences impact pedagogical praxis.
- Implement effective collective and individual practices and teaching strategies that foster and promote kindness, caring, and wellness.
- Deepen awareness of how inclusive teaching and learning environments require continual consideration of and intentional engagement with structural inequities.

Takeaways:

- Writing centres focus on teaching/tutoring the whole person by promoting positive affective and cognitive development.
- To be inclusive and effective, teaching and learning environments require continual consideration of and intentional engagement with structural inequities.

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Session 106: Alternative Session - Empathy as the Foundation for a Caring Classroom: Integrating Empathy Techniques into our Pedagogy

Jennifer Howcroft, Systems Design Engineering, University of Waterloo

Kate Mercer, Library and Systems Design Engineering, University of Waterloo

Empathy at its core is our ability to understand the perspectives of others [1-3]. Empathy is often considered an emotional intelligence skill with both cognitive and affective components [4]. Care is an extension of empathy involving an action to improve well-being, often based on empathetic insight [2]. Integrating empathy in a holistic manner can benefit our students as has been shown in both engineering [4-9] and health sciences [10]. However, as identified in a survey of engineering faculty, many instructors feel they lack the skills to teach empathy in the classroom [11-12]. This workshop will focus on explaining three empathy-focused techniques with connections to human factors engineering: personas, empathy maps, and user journey maps. Attendees will be guided through a process of considering how these techniques could be (1) used by themselves as course instructors to better meet the needs of their diverse students and (2) taught to students to strengthen their teamwork and design work. Using empathy techniques as an instructor can make us more effective educators by helping us design courses that are (1) more inclusive, as we considered a greater diversity of students and their needs, and (2) more accommodating, as we practice empathy throughout the semester [13-15]. Equipping our student with empathetic skills will prepare them for their future careers, including careers in STEM-based fields [16].

By the end of the workshop, attendees should be able to (1) understand empathy as an emotional intelligence skill and needed workplace skill, (2) apply empathy-based techniques to better understand their students' needs, and (3) engage students in empathy skill growth in their courses.

Takeaways:

- Understand empathy as an emotional intelligence skill and needed workplace skill.
- Apply empathy-based techniques to better understand their students' needs.
- Engage students in empathy skill growth in their courses.

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Session 107: Panel Discussion - Circle Pedagogies in the Classroom: Nurturing Relationships, Caring, and Kindness

Matt Borland, Systems Design Engineering, University of Waterloo

Katherine Lithgow, Centre for Teaching Excellence, University of Waterloo

Mary Robinson, Engineering, University of Waterloo

Steffanie Scott, Geography and Environmental Management, University of Waterloo

Jennifer Ball, Circle Trainer and Consultant

This panel presentation explores the experience of 4 instructors from 3 Faculties/Colleges who have participated in and used Circle Pedagogy in graduate and/or undergraduate courses and contexts and the impacts it has had on learning and teaching at the University of Waterloo.

Circles are a foundational approach to Indigenous pedagogy-in-action, providing a model of an educational activity that encourages classroom dialogue, and cultivates qualities of listening, compassion, empathy, respect, relationship building, and co-creation of learning content (Barkaskas & Gladwin, 2021). Circles have the potential to embody a teaching and learning style that nurtures caring and kindness rather than competition and exclusion. They are especially helpful for providing an intentional safe-space process "for students to engage in reciprocal and relational learning" encouraging respectful dialogue and building relationships with peers (Barkaskas & Gladwin, 2021, p.21).

Circles encourage students to take a respectful approach to talking with others and provide participants with a sense of communion and presence. Every person has a turn to speak or pass. The attention that attends hearing voices one at a time becomes active and experiential learning. The listener, awaiting their turn, has time to contemplate their response as they listen to other viewpoints before speaking. The listening itself becomes a rich source of information, identity, and interconnection in the learning experience for the students and instructors alike. Incorporating circle work provides a way to consider education from a variety of different non-normative frameworks, such as qualitative subjective experiences, storytelling, and holistic knowledge (Barkaskas & Gladwin, 2021).

Panelists will share their experiences as keepers of, and participants in, circles and the impact it has had on their own cognitive and affective development. Each would agree that circle pedagogy, while not without its challenges, holds the potential to be transformative and provides a holistic approach to teaching and learning.

Takeaways:

- How circle pedagogy has been used in some courses and contexts across campus.
- How to help students prepare for circle pedagogy.
- Suggested strategies/requirements to help implement circle pedagogy effectively. For example:
    - Use of 'flexible classrooms' where tables can be moved, and chairs placed in a circle.
    - Developing a set of agreements and values to guide the use of circle in a class.
    - How to adjust to different class sizes, from small to big circles (we've used them with up to 36 students).
    - Alternating formats between circles and break-out group discussions and how each might be considered a different thing.

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Concurrent Sessions (200): Thursday, May 4 (11:45am – 12:45pm ET)

Session 201: Presentations

201a: Teaching with Care and Inclusivity: Creating an Open Educational Resource (OER) in Chemical Engineering

Felicia Pantazi, Centre for Extended Learning, University of Waterloo

John Zhang, Chemical Engineering, University of Waterloo

Mario Ioannidis, Chemical Engineering, University of Waterloo

Eric Croiset, Chemical Engineering, University of Waterloo

Chemical Engineering laboratory is key in teaching complex concepts. One of the lab equipment is the distillation column and it is very important not only because of the concepts it demonstrates but also by its uniqueness (unique pilot-scale). Accessing it is in high demand, being used in all Chemical Engineering years.

Research shows that a project-based laboratory based on constructivist learning and coupled with an authentic design is effective in fulfilling higher-level graduate attributes such as investigation, design, and lifelong learning [1]. Literature shows that integrating learning activities, animations, and simulations will considerably improve student curiosity and attitude towards deep learning [2, 3]. To achieve this, we created an OER where students can explore and learn outside of the scheduled laboratory time. The design of the OER took in consideration the target audience, their needs, and learning styles. The OER addresses the access limitation through virtual reality (VR) and high-fidelity mathematical simulations, as well as creating a pedagogical framework to promote deep learning. The OER:

- Allows students with various learning disabilities to learn and review the components at their own pace and as often as needed.
- Lowers students' stress about the physical lab's availability.
- Allows students with mobility issues to explore the device virtually through VR environment.
- Allows students with various disabilities to access the VR through the keyboard-only option.
- Its free availability can support the learning and wellbeing of students anywhere in the world.

In this presentation we will share the thoughtful design behind the OER (e.g., accesibility, universal desgin) and give a quick tour of the OER (VR, Python, simulator, videos, theory, interactivity), and results from students' survey.
We aim to inspire instructors to use this approach and considerations (OER, VR, simulator) in their specific fields.

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

- Understand the key elements needed to be considered when designing an OER for a diverse target audience.
- Learn about new approaches in teaching labs and the planning for diversity, accessibility, and inclusion.
- Discuss opportunities to use the same approach in their own lab.

Takeaways:

- Enhancing the lab experience with online components is a great teaching and learning approach.
- Careful consideration, design, and planning is needed.

- Creation of complex OER that gives students a holistic, experiential, and customizable learning experience by bringing together the theories, exploration (through VR tour), and simulations (through Python-based mathematical simulators) is valued by students.

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201b: Exploring Student Perspectives on Undergraduate Laboratory Course Design and Delivery

Stephanie Zukowski, Western University

Nicole Campbell, Western University

Laboratory courses provide essential experiential learning opportunities for students enrolled in undergraduate STEM programs. These courses enable students to apply their knowledge in practical settings to explore research questions and engage in critical thinking while working collaboratively with their peers (De Jong et al., 2013). Unfortunately, learning in a laboratory setting can be intimidating and may not be perceived as a positive experience by all students—anxiety about competency, concerns about safety, lacking a sense of belonging, unfamiliar expectations, pressure to perform, or fear of failure may heighten students' anxiety and create barriers to student learning and engagement (Hua & Goldsmith, 2021, Knekta et al., 2020). Perceived negative outcomes and anxiety lowers students' laboratory self-efficacy—the belief that one is capable of successfully accomplishing a task to achieve a desired goal—which jeopardizes successful academic outcomes (Kolil et al., 2020, Bandura, 1986). Understanding students' perspectives and experiences in laboratory courses is therefore central to building laboratory curricula that supports students' laboratory self-efficacy.

In this session we will highlight instructional and curricular practices that encourage positive student perceptions of laboratory courses. Insights shared in this session will be informed by preliminary data from students, including student preferences for working with others, frequency of instructional sessions, timeline of assessments, and learning modalities (i.e., online, in-person, or blended). This session will also invite attendees to share their own strategies for building students' self-efficacy and belongingness in laboratory courses and across other types of experiential learning activities.

Takeaways:

- Student perceptions of laboratory courses can be improved through course design and delivery.
- Engaging students in dialogues about their perceptions of laboratory courses can help instructors implement changes to build students' self-efficacy and sense of belonging to support positive student outcomes.

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201c: Slow Pedagogy and STEM- A Faculty and Student Perspective

Insiya Moosavi, Western University

Sarah McLean, Western University

STEM courses are known for being content-heavy, fast-paced, and intense. As instructors, we often rush through the first day of class, quickly explaining the syllabus, and jumping into content. Slow pedagogy counters this idea that faster is better, by emphasizing deep and meaningful learning over rote memorization and speed. Slow pedagogy focuses on being reflective, building community, defining purpose, and engaging fully. By the end of this session, participants will learn about both student and instructor views of the benefits to this approach, practical implementation strategies, and reflect on the meaning of slow pedagogy in higher education. This session will be led by both an undergraduate student and an instructor who co-experienced slow pedagogy. We will argue that slow pedagogy is a purposeful way to embed practices of care and kindness meaningfully throughout a course. Further, we will provide insight into our research that will evaluate how slow pedagogy might impact diverse groups of students differently, in particular students from marginalized communities. We believe this work will inform efforts to increase inclusivity in the classroom, and ultimately help make STEM classrooms a community for all learners.

Takeaways:

- Slow pedagogy can be simple to implement and builds rapport and community among students and instructors.
- Slow pedagogy works best if introduced on the first day of class and carried throughout the term (with reminders!)
- Slow pedagogy can build meaning into course experiences by permitting in-depth critical reflection.

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Session 202: Presentations

202a: Friends or Rivals: Intentional Community-Building in a Professional Experience Course

Vicki Zhang, University of Toronto

We discuss our experience with designing and implementing a new professional experience course with an emphasis on community building, both in terms of student peer groups and student-industry mentor relationships. The course is offered to actuarial science students at my university and is considered a preparation course for professional internship search. Entry-level internship market is very competitive and therefore students may naturally see their classmates as competitors. However, in our course design, we intentionally built in a wide array of course activities that foster peer communities, including peer mentoring, peer speed networking, and team-based case studies. Instead of seeing each other as competitors, students learned to view their classmates as potential colleagues and professional partners. Sessions were arranged for the students to freely share their industry research results. We also broadened the community-building to include industry professionals and alumni who became mentors and speakers. We hosted gatherings for students and industry professionals in both online and in-person settings. This not only helped with students' internship search, but also allowed them to build genuine connections with professionals.

We also interwove pedagogy of care in this course by explicitly acknowledging the stress associated with internship search. We created a safe space for students to experiment within our classroom (e.g. mock interviews, peer networking) before facing the industry. Following best practices of pedagogy of care (Rawle 2021, Bali 2020), we provided extensions to assignments, and allowed different modalities of student presentations to accommodate visual vs. verbal learning styles.

In this session, participants will learn how to build a community-centered professional experience course that facilitates students' professional development while alleviating job-search-related anxieties, which can be applicable across different disciplines. I will also encourage participants to share similar experiences and brainstorm other ways to prepare students, with care and kindness, for the professional world.

Takeaways:

- It is natural for students in a professional program entering entry-level job market to view peers in their cohort as rivals, however, fostering a friendly community can collectively improve students' confidence and chances of professional success.
- Community-building should be one of the central goals of a professional experience course. Many course activities can be employed, such as peer mentoring, peer networking, team projects, low-stake information sharing sessions, to facilitate community building.
- It is also important to involve external stakeholders - industry professionals, alumni - to build an even larger community, create genuine connections between students and industry, and alleviate students' anxieties.

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202b: Community Engaged Learning, Care, Community, and Well-Being

Maria Kouznetsova, Western University

Amala Poli, Western University

Danielle Carr, Western University

Kristina Axenova, York University

Velda Koranteng-Addo, Western University

Kim Solga, Western University

Sandra Smeltzer, Western University

At our institution, we describe CEL as a form of experiential learning for which "students engage in a project, developed collaboratively with a community partner, that has mutually beneficial outcomes." (Western University, 2019). The overarching goal is for students to work alongside non-profit and community-based organizations in meaningful endeavours that advance the public good. If facilitated in a careful, critical, and ethical manner, we argue that CEL can play an important role in helping students: 1) gain greater insight into their positionalities, subjectivities, and short- and long-term goals; 2) build relationships with a range of communities both on- and off-campus; and 3) foster a greater sense of agency to manifest their compassion and care for communities (Finley & Reason, 2016; Fogle et al., 2017; Sperduti & Smeltzer, 2022).

This presentation is based, in part, on a large-scale mixed-methods research project conducted in 2022-2023 aimed at gaining insight into attitudes towards creativity and community on university campuses. The project included a Qualtrics-based online survey with over 2,500 respondents, combined with seven interdisciplinary focus group discussions with faculty, staff, and students on our four campuses. Our study revealed an important and unexpected result - an overwhelming number of participants expressed building community relationships as being essential to their mental health and well-being. Further, students articulated a strong desire to engage in community-focused forms of pedagogy, especially in the aftermath of the global pandemic.

In the concluding section of our presentation, we will offer concrete suggestions of how academic units can foster ethical forms of CEL that help students develop and nourish care-based community relationships, including specific recommendations regarding in-depth and authentic forms of reflection (Mitchell et al., 2015) and avenues to proactively support students' capacities to embrace care and kindness, especially in challenging environments (Grain & Lund, 2017).

Takeaways:

- Importance of developing and facilitating community engaged learning (CEL) in ethical, care-based ways that support students' capacities to 'make a difference' in their own lives and in the lives of others. Leading with care and kindness in CEL is an important counterbalance to the more utilitarian exigencies of many of the experiential learning activities taking place in our universities.
- Connect CEL-based faculty and staff with health and wellness units on our campuses to proactively provide students with appropriate resources aimed at supporting their overall well-being as they engage in community-oriented pedagogical experiences.
- In-depth and authentic reflection exercises are the cornerstone of CEL undertakings, guiding students through the process of thinking critically about the challenges facing their communities (especially post-pandemic) and how they might foster their own sense of agency during and after their university program.

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202c: Contributions of Kindness to Classroom Community, Learning and Connectedness

Christine Tenk, Brescia University College & Western University

Amanda Yeo, University of Toronto

Kindness is often overlooked as an important pedagogical element in the university classroom (Clegg & Rowland, 2010). The linguistic roots of the word 'kind': 'kin' (family) and 'kind' (type), suggest that human kindness is rooted in building relationships (Clegg & Rowland, 2010). Others similarly define kindness as acts of support that "build or maintain relationships with others" (Binfet 2015, 36–37), so we explored how kindness contributes to perceived classroom community. Classroom Community in university students was assessed using the Classroom Community Scale (Rovai, 2002) which includes a Connectedness subscale measuring students' feelings of connection, trust, and interaction and a Learning subscale measuring how students' educational needs are being met. Students' sense of Class Belonging was assessed using the Sense of Class Membership Scale (Zumbrunn et al., 2014). Belonging survey items were evaluated for their alignment with the 12 definitions of kindness in undergraduates (Binfet et al., 2022). Items that aligned with the same definition of kindness were grouped, generating measures of five dimensions of kindness including 1) Being Inclusive 2) Showing Respect 3) Showing Care and Concern 4) Being Nice/Friendly 5) Improving Others' Lives. We then examined the relationships among these five kindness dimensions and classroom community measures. A multiple linear regression model including all five kindness dimensions was significant for Total Classroom Community with Being Inclusive trending as a positive predictor. The linear model for Learning was significant with Being Inclusive a significant positive predictor. The linear model for Connectedness was not significant. These data highlight the importance of inclusivity in the classroom to build community and foster student learning. Further, stronger classroom relationships boost academic performance, self-esteem, coping, and happiness (Battistich et al., 1997; McKinney et al., 2006), so this study highlights additional opportunities to improve students' academic success and mental well-being through inclusive design and teaching.

Takeaways:

- Kindness, specifically the dimension of Being Inclusive, contributes to Classroom Community.
- Being Inclusive also contributes to the Learning element of Classroom Community.
- Inclusive actions and teaching can improve students' academic success and mental well-being by boosting Classroom Community and Learning.

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Session 203: Presentations

203a: Supporting Agency through Co-creative Student Partnerships in the First-Year Classroom*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Stacy Denton, English, University of Waterloo

Barb Bloemhof, Economics, University of Waterloo

Teaching a first-year seminar involves empowering students to become agents in their own learning, but student disengagement and disempowerment in general appears heightened by global events and impersonal online learning environments. In response, McMurtrie (2022) calls for nimble and resilient support for students facing a range of issues that interfere with intellectual tasks and that may not be visible to the instructor. In the belief that this is especially important in the transition to university (Kahu et al. 2020), we reformulated our Arts First seminars utilizing principles of content co-creation (Bovill 2019) in order to explicitly cultivate students' power and control over a learning environment that may be intimidating for them. To address the challenges that this process brings to both students and instructors, we employed upper-year student partners to act as ambassadors to the co-creation process (Cook-Sather et al. 2019). The student partners took on roles as observers and facilitators, bridging the gap between the learners and the instructors as they navigated shared control over what was learned in the course. While initially working with these partners provided its own challenges, their observations allowed for a more fluid co-creation process to emerge for both instructors and first-year students engaging in this transitional time.

In this presentation, we will highlight initial findings about the student experience of a co-created course, gathered through course artifacts and student partner reflections, and facilitate a conversation on co-creation's potential as a tool for student empowerment in higher education.

Takeaways:

- The need for instructors to consider new approaches to the classroom during the ongoing pandemic.
- The challenges and promises of employing co-creation principles in the first-year classroom.
- The important perspective that upper-year students can bring to pedagogical innovation.

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203b: An Adapted Model of the Student-Led Independently Created Course Model Embeds a Pedagogy of Care and Kindness*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

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Katherine Lithgow, Centre for Teaching Excellence, University of Waterloo

Narveen Jandu, School of Public Health Sciences, University of Waterloo

Nada El-abbar, School of Public Health Sciences, University of Waterloo

This proposal outlines how the Student-Led Independently Created Courses Model (SLICC) has been incorporated into the MPH Capstone course. The model developed by University of Edinburgh, promotes learning by empowering students to identify learning outcomes to suit their interests and goals which results in deeper engagement in the learning process (Bovill et al. 2016; Healey et al., 2014). The model incorporates students' reflection of experiences throughout their learning journey which has been reported to result in better articulation of growth and development, in addition to their ability to assess themselves (Price et al., 2012).

In the culminating course of the MPH, care and kindness are embedded into the pedagogy of the course by providing choice, student ownership in learning and peer feedback. Students form groups with members of their choosing and select projects of interest to them to prepare a useful product for a public health client. To integrate the SLICC model, students are asked to identify three learning outcomes they hope to achieve related to analysis, application and self-evaluation and then consider how these will contribute and align with the group's deliverable. The SLICC model encourages students to take ownership for learning by asking them to reflect on what they need to do to be successful. Formative feedback is provided on project deliverables by peers and the course instructor. Students reflect on feedback received and indicate how they will further develop to contribute to the project. The integration of reflection helps students understand and articulate growth and development as they complete their capstone project.

Data from student reflections and interviews of those part of an adapted SLICC and those who were not will be compared to understand whether students in the SLICC were better able to articulate growth, development and future needs than those not in the SLICC.

Takeaways:

- Failure is an important part of the learning process, but many students remain risk-adverse and have a fear of failure. Developing resilience is an important transferable skill that will allow students to be successful in academia and beyond.
- Instructors can help develop resilience and encourage help-seeking by incorporating failure-based discussions in their classrooms. Students were more likely to view small failures as learning opportunity when their instructors discussed the role of failure in learning and strategies to best respond to failure. - Such discussions may help students engage positively with failure, take an active role in their learning, and maintain willingness to engage in future challenges.

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203c: Intergenerational Relationships in the Students as Partners movement

Kelsey Harvey, McMaster University

Elisa Do, McMaster University

Julia Cerminara, Brock University

Kate Cooper, University of Surrey

Stephanie Hatzifilalithis, McMaster University

The Students as Partners movement (SaP) calls for students, staff, and faculty to work collaboratively on pedagogical projects and research in higher education. Aligned with a pedagogy of care, students are motivated to participate in SaP when they: feel valued and appreciated; are interested in the partnered work; can engage in professional development and build relationships with partners. Barriers to SaP were: lack of time, awareness, and/or confidence; perception of ineligibility; and program competitiveness. Such barriers are amplified for mature students, who feel their needs are not well supported or understood by staff, faculty, or other students. Thus, more critical inquiry is needed to understand how partners ages influence power and relational dynamics in the SaP. Using a critical grounded theory approach, we interviewed 13 partners (four student, three staff, and six faculty) from Canada, the U.S., and the U.K. aged 20-50 years. Herein, participants rarely thought or spoke about age, seeing it as a social taboo, despite the important role it played in affecting partners' social relations. Participants also spoke about the SaP challenging hierarchies in higher education that are based on one's stage in their learning and/or career trajectory and which participants conflated with age. The implication of this was that students' positionalities, regardless of age, were conflated with youth, which was problematically conceived as a period of inexperience and not belonging in spaces traditionally reserved for faculty/staff. Meanwhile, older age, for faculty and staff but not for students, was perceived as a time of great power in the academy. By questioning dominant assumptions about age in academia, this study addresses hierarchical barriers that devalue students' positionalities and argues that age should be a vital social category in the pursuit of diversity, equity, and inclusion initiatives in higher education.

Takeaways:

- Question dominant assumptions about age in academia.
- Gain an appreciation of age as a salient social category in the pursuit of diversity, equity, and inclusion initiatives in higher education.

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Session 204: Panel Discussion - Co-Designing and Co-Teaching an Interdisciplinary Course on the Wicked Problem of Climate Change: Experiences of 6 PhD Candidate Instructors

Donovan Allum, Applied Math, University of Waterloo

Débora Andrade-Pereira, Biology, University of Waterloo

Shehryar Khan, Mechanical Engineering, University of Waterloo

Shahan Salim, School of Public Health Sciences, University of Waterloo

Jerika Sanderson, English, University of Waterloo

Kayleigh Swanson, School of Planning, University of Waterloo

Kristin Brown, Centre for Teaching Excellence, University of Waterloo

Kyle Scholz, Centre for Teaching Excellence, University of Waterloo

Many of the global challenges we teach about are "wicked problems" that require complex, and often interdisciplinary, approaches (1). Team teaching is proposed as one strategy to teach interdisciplinary content (2), which presents benefits and challenges for students and instructors (3). One such challenge is creating a consistent learning experience for students despite varying teaching philosophies and instructor identities (3).

In Winter 2023, a new interdisciplinary course, The Wicked Problem of Climate Change, was offered to upper year students across campus. This course, co-designed and co-taught by six PhD Candidates from all six faculties, is a Beta Teaching Innovation Incubator project led by three Associate Deans, Graduate Studies.

As much of the literature on co-teaching focuses on courses taught by two or three instructors (4,5,6), this course presents an innovative model of team teaching. Further, the instructors intentionally embedded elements reflective of pedagogies of care. These included integrating choice, flexibility, and autonomy in assessment, allowing students to engage with their disciplinary perspectives and topics that were of interest to them, and fostering a respectful learning environment that acknowledged disciplinary diversity.

In this panel, the six co-instructors will share their experiences co-teaching and co-designing this course. The panelists will reflect on the following prompts in addition to audience questions:

- What surprised you the most about co-designing and co-teaching this course?
- What challenges did you face in co-teaching this course? What strategies did you use to overcome them?
- What strategies did you use to foster a respectful learning environment that acknowledges interdisciplinary perspectives?
- What impacts do you think this interdisciplinary course had on your students and their learning?
- What advice do you have for instructors who are interested in co-teaching an interdisciplinary course?

Participants in this session should be able to:

- Value the experiences of six graduate student instructors co-designing and co-teaching an interdisciplinary course.
- Examine the benefits and challenges of interdisciplinary and team teaching.

Takeaways:

- Participants in this session will gain insight into designing and teaching an interdisciplinary course, considerations for team teaching and team course design, students' experiences in interdisciplinary courses, and a new model for providing course instructorship experiences to graduate students.

References:

(1) McCune et al. (2020). Teaching wicked problems in higher education: ways of thinking and practicing. Teaching in Higher Education, doi: 10.1080/13562517.2021.1911986.
(2) Nielsen, D., Sabenacio Nititham, D., & Polizzi, M. (2022). Interdisciplinary team teaching: Reflections on praxis and pedagogy in an undergraduate classroom. College Teaching, 70:2, 219-226, doi: 10.1080/87567555.2021.1915236.
(3) Meizlish, D., & Andersen, O. (2018). Teaching in teams: A planning guide for successful collaborations. University of Michigan Center for Research on Learning and Teaching Occasional Papers. No. 37.
(4) Burns, V. F., & Mintzberg, S. (2019). Co-teaching as teacher training: Experiential accounts of two doctoral students. College Teaching, 67:2, 94-99, doi: 10.1080/87567555.2018.1558169.
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Session 205: Workshop - Check-In Chickens and Empathy Elephants: Adding Compassion to Our Teaching

Carolyn MacGregor, Systems Design Engineering, University of Waterloo

Miller (2021, p 6.) wisely points out that "As educators, we gain patience, compassion, and respect when we cherish our students as fellow survivors in the struggle for existence." Teaching through the Covid-19 pandemic has reinforced the need for true care around the wellbeing of our students, as well as our own wellbeing. We have changed through our collective experience. We are more aware of the rise in mental health issues among our students and our colleagues, and to think that we can "return to normal" would be folly (Bartholomay, 2022). We are encouraged to bring compassion to our teaching, but what does that look like in practice?

Through this hands-on workshop you will experience two practical methods to build empathy and compassion in the classroom – whether your classroom is in-person or online. Both methods are ones that I developed during the pandemic as a way to let students know that I cared about them as fellow humans. They can be adapted for any level of student and for any discipline.

The first method, "Check-In Chickens" is a quick polling activity to help you do a wellness pulse check at the beginning of a class session. The "chickens" are easily changed to other elements so that you can keep the wellness check engaging and relevant for your students.

The second method, "Empathy Elephants" is a community building exercise for you and your students that can be used at any time during an academic term. The general concept of Empathy Elephant is to ask a question of shared interest for the class as a community and use an elephant metaphor to individually and collectively explore opinions and experiences.

By the end of the workshop, you will have experienced Check-In Chickens and Empathy Elephants and brainstormed ways to include them in your own teaching practice.

Takeaways:

- "Check-In Chickens" is a quick way to do a wellness pulse check with students at the start of a teaching-learning session.
- "Empathy Elephants" is a community-building activity that can be used to explore experience and opinions on a topic of interest.
- Both methods can be adapted for any level of student and for use in the classroom or online.

References:

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Session 206: Panel Discussion - Kindness and Care in the Realm of Grading: Experiences with Ungrading and Specifications Grading

Karen Hock, Faculty of Health, University of Waterloo

Krishna Arunkumar, Faculty of Health, University of Waterloo

Zhengqi Kuang, Faculty of Environment, University of Waterloo

Steffanie Scott, Geography and Environmental Management, University of Waterloo

Kate Lawless, Huron College and Western University

Mary Power, Centre for Teaching Excellence, University of Waterloo

Ungrading and specifications grading* are two approaches that challenge the conventional grading system in postsecondary education. They seek to shift the focus from achieving a particular grade to learning itself, applying concepts, and providing feedback and opportunities to grow and improve.

Since a final grade is still required by the university, ungrading (also sometimes called 'collaborative grading') is determined based on progress throughout the term and students' own reflections. Rather than assigning a specific grade for each course assignment, students typically complete a series of reflections about their accomplishments, challenges faced, and skills and knowledge gained. For specifications grading, students decide the grade they want to attain and complete a "pathway" of assessments (e.g., weekly responses, assignments, tests) to achieve that grade. Assignments are marked on a "competent/resubmit" basis, with some opportunities to resubmit work without penalty, and grades are based on the number and difficulty level of completed assessments.

Through sharing experiences from students, TAs and course instructors, this panel explores the merits and dilemmas of ungrading and specifications grading. For example, we discuss whether and how these forms of grading may help alleviate, add, or otherwise alter stress among learners and instructors. Additionally, while these two grading systems may be more inclusive, does less structure become a challenge for some students based on their specific experiences and needs? Do these forms of grading reduce students' motivation to learn, or instill a newfound sense of purpose in higher education? Lastly, what are best practices for balancing academic rigor with care and kindness in grading, and how can the university or community at large support those interested in using these two approaches?

*For a rationale for ungrading, see this article or Susan Blum's book; for specifications grading, see this article or Linda B. Nilson's book.

Takeaways:

- Ungrading (also sometimes called 'collaborative grading') is a spectrum: There are different degrees to which ungrading can be adopted. One or two assignments may be ungraded rather than the entire course. Reducing the finitude of grades can be understood as a move toward ungrading, and competent/resubmit assignments.
- Overall, undergraduate students are highly receptive to ungrading & specifications grading practices.
- Ungrading and specifications grading (in the form of a competent/resubmit grading format) pose significant opportunities: These include a shift in focus from grades to feedback and increased uptake of feedback by students; shift in focus from extrinsic to intrinsic motivation, which emphasizes what contemporary neuroscience calls 'growth mindset'; less conflict in group work; and the capacity for community building.

- Ungrading also poses significant challenges: These include a lack of institutional support; the requirement to submit a final grade for the transcript; extra time spent on feedback; and letting go of the grading mindset (for both students and instructors).
- Ungrading and specifications grading do not diminish academic rigour: On the contrary, the care and mentorship that accompanies the process deepens the learning experience and establishes a high degree of respect in the classroom.

References:

- https://www.alfiekohn.org/article/case-grades/
- https://wvupressonline.com/ungrading
- https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay
- https://styluspub.presswarehouse.com/browse/book/9781620362426/Specifications-Grading

Session 207: Alternative Session - Pedagogies of Care in Uncomfortable Spaces

Kelly Anthony, School of Public Health Sciences, University of Waterloo

Christine Bird, School of Pharmacy, University of Waterloo

Karla Boluk, Recreation and Leisure Studies, University of Waterloo

Elder Myeengun Henry, Faculty of Health, University of Waterloo

James Nugent, Faculty of Environment, University of Waterloo

How can pedagogies of care ensure uncomfortable learning spaces become deep learning opportunities? How do we teach empathy towards each other and the earth? This session examines the central role of care and compassion in deepening critical thinking and reflexive practice. We consider three types of uncomfortable spaces: discussions on contentious topics in first-year and upper-year undergraduate classes; community-service learning activities; and navigating the pandemic as a graduate student and early-career researcher. We use Fisher and Tronto's (1990) care framework to assess how well our pedagogies move through the four phases of care—caring about; taking care of/caring for; caregiving; and care receiving—and for considering broader institutional and societal political-economic contexts in which pedagogies of care operate.

First, we discuss classroom exercises to foster constructive and respectful dialogue on challenging topics (e.g., recognizing one's biases and blind spots; understanding others' moral foundations; and deep listening) in an upper-year undergraduate health course. In a first-year environment course we show how broadening student's perspectives and critical thinking was achieved by using Kialo.com (for scaffolded essay assignments) and the Ethics Bowl's model for collaborative and dialogical debates (in tutorials). We argue that critical thinking skill development is supported through a practice of compassionate dialogue and an ethos of intellectual humility/open-mindedness.

Second, we demonstrate the role that community service-learning may play in challenging students' existing cognitive and socio-cultural perspectives. We examine how community-based service-learning for a professional pharmacy program places students in unfamiliar spaces that cultivates empathy for the lived experiences of patients. Reflective writing exercises help students move outside disciplinary boundaries to develop a holistic understanding of patients' problems (i.e., the social determinants of health). In an environment course, first-year international students reluctantly enter campus-based service-learning activities that end up helping them overcome social isolation (i.e., the social determinants of learning), establish organic learning communities, and gain cross-cultural understandings.

We close by reviewing lessons from a two-day symposium hosted through Recreation and Leisure Studies aimed at helping graduate students and early career researchers prioritize well-being and a mindful work ethic during challenging pandemic times.

Takeaways:

- Classroom debate/discussion on contentious topics and community service-learning can create uncomfortable spaces for our students.
- A pedagogy of care can help ensure that these uncomfortable spaces become learning opportunities for developing critical thinking skills and transformative reflection.
- Methods to foster student learning in uncomfortable spaces include: deep listening exercises; having students recognize their own biases and blind spots; understanding others' moral foundations and lived experiences; and appropriate reflective writing.

References:

- Fisher, B. & Tronto, J. (1990) ‘Toward a Feminist Theory of Caring’, in Circles of Care, edsE. Abel & M. Nelson, SUNY Press, Albany, NY, pp. 36/54.

Plenary Session: 1:45pm– 2:40pm ET

Igniting Our Practice

Sanjeev Bedi, Mechanical and Mechatronics Engineering, University of Waterloo

Undergraduate students come to Waterloo engineering with big aspirations. They want to solve big and small problems and change the world into a better place. However, to their dismay, in first year they do little to no engineering. This pattern continues into second and sometimes into the third year. By now much time has passed, and they lose interest in engineering.

To retain and cultivate student interest in engineering we in the IDEAs Clinic, allow students to engineer solutions to real world problems in a stress, free environment. The students deal with ambiguous, ill-defined problems, and develop solutions, while working in teams. Here in the IDEAs clinic the students get to interact with faculty, engineers in residence from industry and graduate students to obtain a better understanding of design engineering. The IDEAs clinic works with all stakeholders to build a learning experience for students in all programs of engineering. This talk will discuss the premise behind the establishment of IDEAs Clinic, its successes, its challenges and its structure.

Tamara Maciel, School of Anatomy, Enterprise and Development, University of Waterloo

In her Igniting Our Practice session, Tamara will teach us the anatomy of the shoulder region. Tamara will demonstrate how she helps her students recall and review course content, interact with peers in a large class setting, and stay engaged for the duration of the lecture.

Session moderated by Donna Ellis, Centre for Teaching Excellence, University of Waterloo

Concurrent Sessions (300): Thursday, May 04 (3:00pm – 4:00pm ET)

Session 301: Presentations

301a: Teaching Underprepared Students

Karen Lochead, Wilfrid Laurier University/Independent

Underprepared students enter university, their program, or a particular course with deficiencies, weaknesses, or gaps in essential knowledge and critical skills. This negatively impacts their academic success as well as their social and emotional wellbeing (Grimes 2006; Bailey & Smith Jaggars 2016; Bloom 2019; Hughes 2021). The goal of this session is to empower instructors to identify and address underpreparedness through a lens of care and kindness (Bali 2021; Eyler 2018; Beard, Clegg & Smith 2007; Cavanagh 2016). By the end of this session, attendees will be able to define and recognize characteristics of underpreparedness, understand the impacts of underpreparedness on student success, and develop a plan for addressing underpreparedness in the classroom and beyond. Attendees are asked to bring approximately 10cm of rope or cord to the session.

Takeaways:

- Underprepared students don't know they're underprepared and shouldn't be blamed for their underpreparedness.
- Teaching to underpreparedness can make the teaching and learning experience more enjoyable and productive for students and instructors alike.
- Responding to underpreparedness with care and kindness supports inclusivity, diversity, equity, and accessibility (IDEA).

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301b: Teaching Problem-Solving: Conscious Construction of our Classroom Environments*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Chris Rennick, IDEAS Clinic, University of Waterloo

Jordan Nickel, Faculty of Science, University of Waterloo

Gregory Litster, University of Toronto

Carol Hulls, Mechanical and Mechatronics Engineering, University of Waterloo

Ada Hurst, Management Sciences, University of Waterloo

Prior research has shown some educators have a difficult time identifying conscious decisions they made when constructing their courses [1]. This presentation will summarize a useful taxonomy of problems [2], and the results from more than 4 years of research on student problem-solving in the university classroom to provide some meaningful dimensions instructors can think about when deciding on the problems they will include in their classroom. Problem-solving is a crucial skill for our students to develop, and much effort is spent in our classrooms to provide opportunities for them to practice solving problems; this talk aims to provide a means to think more consciously about the problem-solving environments we are constructing for our learners. This talk will be of interest to any instructors using problem-based learning approaches in their course(s).

Over the last 4 years, the authors have used Jonassen's conception of problem-solving [2] to study student problem-solving in the context of engineering design problems. The first phase of this study (which concluded in 2020) investigated the nature of problems given to students in engineering design activities. The second phase of the study was student-focused and investigated student problem-solving while on work term. Motivating this recent work was the desire to better understand how students apply what they learn about solving design problems in the classroom to the work term environment. In this study, 3 students participated in a series of ten weekly interviews during their work terms while they were employed in a design-heavy work environment. These interviews prompted participants to consider how people and technical factors from their context influence and affect the situations they encountered, and the outcomes of those situations. Thematic analysis of the interview data revealed three themes of note: implicit knowledge, affective domain, and project management. Informed by these recent studies, the authors will describe several dimensions of problems which instructors can control when constructing problem-solving environments.

Takeaways:

- As instructors, the problems we select for the classroom must be chosen carefully. This talk will outline important considerations and a useful taxonomy to assist instructors when making the choice of what problems to provide to students.

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(1) C. J. Atman, S. D. Sheppard, J. Turns, J. S. Adams, L. N. Fleming, R. Stevens, R. A. Streveler, K. A. Smith, R. L. Miller, L. J. Leifer, K. Yasuhara and D. Lund, "Enabling Engineering Student Success: The Final Report for the Center for the Advancement of Engineering Education," Morgan & Claypool, San Rafael, CA, 2010.
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301c: Indigenous Content Requirement courses, Indigenous Knowledge, and Universal Design for Learning? Essential Ingredients for a Spirited Debate!

Robin Quantick, Trent University

Mitch Huguenin, Trent University

In response to the recommendations of the 2015 Truth and Reconciliation Commission Trent University Senate approved a new academic requirement for all undergraduate students. Beginning in 2018 every Trent student must take an Indigenous Content Requirement (ICR) course to graduate. From the beginning we understood that students would likely resent a new requirement being imposed on their degree program. In this context, the ICR was the catalyst for the creation of 31 ICR courses. In the period between 2018 and 2022, more than 20,000 students have completed an ICR.

This presentation explores what we have learned in the first four years of the ICR. We will discuss the essential collaborations between the Chanie Wenjack School for Indigenous Studies and the Trent University Centre for Teaching and Learning. We will share the wise practices that have emerged from our learning. Finally, we assess the relationship of Indigenous Knowledge (IK) and Universal Design for Learning (UDL) in the delivery of the ICR.

To do this, we use the largest enrolment course of the ICR, [course] as the vehicle to assess the work. IK is at the centre of INDG 1001H. The Medicine Circle and The Seven Grandfathers Teachings are the theoretical lens from which students engage in learning. In our classrooms, kindness and respect are of paramount importance. IK is the 'what' and the 'why' of our approach. We apply principles of UDL as the essential 'how' of the work.

From a distance, IK and UDL would appear to be at odds with one another. In our lived experience, they have emerged as essential ingredients in a process to indigenize our university community as we seek to decolonize the nation state.

Takeaways:

- We can conclude that the implementation of the ICR can be regarded as successful. The whole of community approach has worked well to ensure that this university wide academic initiative has been rolled out expeditiously and without incident. The Registrar and Dean's Office were supportive in the face of enrolment uncertainty and teaching resource requirements. The CTL was generous in its support through the Wickerson Foundation grants to support pedagogical enhancements to the three core ICR courses; the Student Support offices (Colleges, SAS, CAT, FPHL, International) were positive and helpful to students; faculty and teaching assistants were patient, reflective and enthusiastic both in the classroom and outside offering their suggestions on improvements based on their direct interactions with students.
- Based on the experience of mandatory diversity courses in US colleges and the roll out of the ICR at other Canadian universities, we were prepared to experience significant negative feedback from students about the ICR. While there has been much student discussion about the mandatory nature of the ICR, student surveys have consistently shown a high level of support for it and for its continuance. Students express their support for the material and the teaching approaches. SETL comments indicate that students were generally satisfied with what they learned and how they were taught.
- Students are provided with opportunities to engage in classroom discussion with seminar and workshop leaders. This cadre of instructors has been drawn from an existing pool of Indigenous and Canadian Studies graduate students and recent graduates. The work that this cadre does in the classroom is fundamental to the success of the ICR. It is here where the greatest learning takes place: in the give and take of discussion and presentation.
- The size of the ICR classes at the first-year level have proved to be challenging to the adoption of land-based pedagogies. IESS 1001H has developed a series of exercises that bring land-based pedagogies into their course. Indigenous Studies 1001H and 1002H did not engage in any land-based exercises during

the first four-year period. Experiential exercises were part of the pedagogy however in both courses. In INDG1001H and 1002H, students engaged in the Kairos Blanket (later Just Do It) exercise in addition to the preparation of a report that required them to research their own communities: The Homelands Report.

- Particularly for the first-year courses, teaching an ICR course should be regarded as a speciality. The large class sizes, the adjustment needs of students who are entering their first year of university study, the emotionality of the classroom, and the multicultural nature of the student body enrolled in the course create a unique teaching experience. Instructors, seminar, and workshop leaders need to be able to discuss content in a complex decolonizing classroom.
- At this point in history, there is a strong desire that Indigenous studies courses be taught or led by Indigenous scholars. The simple fact is that there are insufficient Indigenous scholars to fulfill this desire. What is more desirable is to have mixed team of Indigenous and non-Indigenous scholars leading and teaching the courses, particularly in the first year ICR courses.

References:

Presentation References including key reading and viewing from INDG 1001H: Foundations for Reconciliation

Reading

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Viewing

- Doctrine of Discovery: Link:+https://www.youtube.com/watch?v=Ygk3X5Xjjh4
- Etuaptmumk – Two Eyed Seeing https://www.youtube.com/watch?v=Fwg2MEsr9WI
- Tom Porter, Mohawk Creation Teaching http://www.fourdirectionsteachings.com/transcripts/mohawk.html
- Justice Murray Sinclair on the Royal Proclamation of 1763: https://www.youtube.com/watch?v=dSQsyZDGoX0

Session 302: Presentations

302a: Towards an Urban Arts Pedagogy*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Adam Ellis, Sociology, University of Waterloo

Jessica Rumboldt, Centre for Teaching Excellence, University of Waterloo

For many students, especially those from non-traditional backgrounds (i.e., criminalized, first generation, racialized/immigrant, Indigenous, neuro-diverse, etc..), the space of mainstream academia can be a challenging and stressful environment. To challenge the orthodoxy of colonial/Eurocentric learning, we have embarked on a pedagogical journey where we strive to integrate the urban arts (i.e., rap/spoken word, graffiti/visual art, DJ'ing/turntablism, and music production) into our teaching practice as a way to develop more inclusive learning. This inclusive learning is especially for those historically marginalized from the mainstream education system. This presentation includes a discussion of:

a) our own personal experiences/accounts as persons with lived experience who have struggled within the colonial academic system,
b) how these experiences led us to develop an urban arts pedagogy,
c) how the urban arts have increased student engagement and outcomes in our classrooms, and
d) what decolonizing pedagogy may subsequently look like at the University of Waterloo.

We will also discuss the Urban Art(z) Lab (UAL), a functioning music studio and creative space. The UAL uses the urban arts to conduct cutting-edge, decolonizing, student-centred, and socially engaged research that focuses on 'street-related' issues. This space provides an opportunity at the university to explore decolonizing, arts-based methods as alternative ways of understanding and creating knowledge about the social world engage in experiential/hands-on learning, including creating expressive artwork. The Urban Art(z) Lab has received LITE Grant funding.

Takeaways:

- The work within the UAL broadly, and the information garnered through this small research project will have a significant impact on not only the Sociology & Legal Studies department but also the broader learning ecosystem at the University of Waterloo. Such cutting-edge work will have cross disciplinary appeal, subsequently providing an alternative way of learning for students across the institution.
- Further, this project will also provide insight into how instructors may engage, and teach with, an arts-based learning approach.
- Based on the foundational principles of the UAL we will use this project as away to explore how arts-based pedagogy can be utilized to support student learning in general, and pedagogy about the streets in particular.
- For criminology/sociology/legal studies students studying the multiple and complex issues impacting the 'streets' can, at times, seem like a daunting task. Students may find themselves overwhelmed with readings, feeling unable to understand theory and concepts and most importantly not being able to connect any of these ideas to their own personal experiences.
- This research project seeks to explore and understand how urban arts may be utilized as a teaching mechanism to increase engagement in course content and subsequent learning outcomes. In this respect the project will examine whether students find learning advantages by not only utilizing pre-existing urban art to learn about core theory/issues, but also as a means to express their own insights through artistic expression (e.g., using hip hop as a visual/linguistic/sonic tool to understand and critically articulate how they see the world).

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302b: The Art of Teaching Art Online

Natalie Hunter, Fine Arts, University of Waterloo

Stephanie Boragina, Centre for Extended Learning, University of Waterloo

This presentation will share an example of an online course that seeks to help students develop digital imaging skills from a fine arts perspective. We will discuss how the course aligns with four factors Afacan (2016) identified as key drivers of student satisfaction with online coursework in design-related disciplines: (1) satisfaction and engagement derived from acquired skills and competencies, (2) quality of teaching material, (3) independence in the learning process, which includes both flexibility for the learner and accessibility of the instructor throughout the learning process, and (4) clarity of the goals and structure. We will share how care is taken in the first week to provide students with time to familiarize themselves with the digital tools used in the course and with relevant copyright law and academic integrity guidelines they will need to be aware of when creating their own artwork. We will discuss how the presentation of the course lecture material, emphasis on visual elements, and addition of audio recordings supports students' accessibility needs and universal design for learning principles, and how online Padlet galleries of student work (past and present) help create a sense of community and belonging. We will examine how a new assignment developed for this course supports student choice by encouraging students to explore their experiences in the world and their unique identities and guiding them in responding with care to others' personal work. We will conclude by discussing how care and kindness have been directly communicated to students and embedded throughout the course.

Takeaways:

Caring and kindness can be embedded in an online course in a number of ways, including:

- Giving students time to familiarize themselves with course tools and to understand institutional and legal requirements they will need to apply and be familiar with in later coursework (and in their work outside of university) before having to apply it in an assignment;
- Offering students choice; and
- Creating an environment where students feel comfortable sharing deeply personal work with their peers, and guiding them in responding with care to one another.

References:

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302c: Forum Theatre as Transitive Pedagogy

Amir Al-Azraki, Studies in Islamic and Arab Cultures, Renison University College

Forum theatre (FT) is a technique of Theatre of the Oppressed, originated in Brazil by theatre director Augusto Boal. In such a theatrical game, participants are transformed from being passive spectators to active participants (spect-actors), engaging in critical dialogue and rehearsing for change. Through improvisation, students learn creative problem-solving, a (soft) skill that is often not emphasised in undergraduate (formal) education. As pedagogy, Theatre of the Oppressed offers educators techniques for disrupting the 'banking' method to teaching by engaging learners in active and critical reflection (Freire, 1972). By applying FT in the classroom, educators provide students with a creative space where students' empathy is stimulated and practiced while disrupting oppressive scenarios.

This presentation, relevant to educators interested in arts-based pedagogy, shares research study findings on the effectiveness of using FT as a pedagogical tool, by examining the strengths, weaknesses, and best practices of employing FT in the classroom, and the impact of FT on students' attitude, knowledge, and behavior. This research project is important, because there is little empirical research examining the use of Forum Theatre in enhancing educator effectiveness (Burgoyne et al., 2007). The study involved seven University of Waterloo faculty who were trained on FT technique as a pedagogical tool. After their training, two faculty participants conducted FT activities in their classes as co-facilitators. One was an undergraduate class of 50-55 students in the Department of Recreation and Leisure Studies and the other was a Masters-level class of 13 students in the Peace and Conflict Studies Department. The research methods included a post-workshop survey (n=7), faculty interviews (n=2), and a student survey post-FT activity (n=23).

Takeaways:

The audience will learn about Forum Theatre (FT) as an engaging and transformative pedagogy, based on research findings from a recent study conducted at the University of Waterloo. The audience will take away a basic understanding of FT, its effectiveness in the classroom, and potential outcomes for educators and students.

The key findings presented in this session include:

- FT activities could fill gaps in educators' existing toolbox of pedagogical methods. Research participants who had little to no prior experience of FT were enthused by how it is an active and transformative approach.
- FT is an effective pedagogy in the classroom, providing opportunities for hands-on learning that raised student awareness of privilege and power and provided skill development in becoming an active participant/bystander.
- In future trainings on FT as a pedagogical tool in the classroom, more post-workshop resourcing is needed and prior experience with FT is beneficial for deeper learning outcomes.

Session 303: Presentations

303a: "I Don't Know If You Remember Me": Interactive Writing Instruction in an Age of Mass Schooling

Carolyn Davison, University of Toronto

David Davison, University of Michigan

Post-secondary education relies on instructors meaningfully speaking to many students simultaneously. However, this model faces serious "post-pandemic" challenges: including gains in accessibility and universal design, new (if increasingly tenuous) commitments to DEI, and an explosion of interest in neurodivergence given the widespread underdiagnosis (especially among marginalized populations) of autism, ADHD, and other learning/regulation-based disorders. Many instructors have tried to meet these concerns with "flexibility" but still have struggled with dejection over their attempts at inclusion falling flat.

Unfortunately, "flexibility" alone can only perpetuate the contemporary university's enforcement of and reliance on a neoliberalism of "user error": where bad things are structurally organized to befall certain people, which their individual choices supposedly justify. Flexibility in assessments can't save us because, as many of us know, educating is broadly unrelated to sorting students by their perceived virtues: which is all using writing as an assessment tool accomplishes. Educators are instead obligated to improve each and every student's skills as sensitively as possible, mirroring, modeling, and contextualizing these abilities as accurately as we can. This student-centered pedagogy requires personal connections (which can be hard to scale) and an ethical praxis of engagement (which can be hard to standardize). Mass schooling tends to sidestep both, an apparent strength that's really a fundamental problem rooted in an ideology of sameness.

Teaching at different institutions (Toronto and Michigan) and informed by significant field differences (upper-level psychology versus first-year writing), we describe a shared, though hardly groundbreaking intervention: writing pedagogy based on interactive feedback. In particular, because each student has a unique relationship with writing (one often marked by intense feelings of uncertainty, inadequacy, and outright trauma), we invite instructors to explore providing verbal feedback in gentle one-on-one meetings. These dynamic conversations can be short or student-directed, but they can also extend to discuss entire essays word-by-word. Such meetings can serve as sources of resilience and support, but only if carefully conducted and informed by intersectional critical theory.

Every academic discipline requires writing, but students rarely (if ever) receive personalized writing instruction. In this shared discussion, we plan to engage our audience through the same interactive presentation software (Mentimeter) that we use to translate this student-centered approach to larger courses, demonstrating the real opportunities to be found in live feedback and lowering the stakes around writing. We would ultimately encourage instructors to reclaim teaching as a human event, recognizing individual personhood as a resource not a barrier.

Takeaways:

- One-on-one feedback is a valuable way to build meaningful connections with students and can help lead to observable, measurable changes in their skills and understanding.
- Both in terms of student connection and skill development, the most bang for your buck seems to come from having longer, more detailed writing consultations because this format better allows instructors to assess whether students are understanding them.
- However, there are lower-stakes ways to incorporate individual, personalized feedback even in larger courses (e.g., short video summary comments rather than intensive meetings), but structural reforms (e.g., more TAs) might be necessary to gain further benefits.

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303b: The Importance of Week 0

Nadine Ibrahim, Civil and Environmental Engineering, University of Waterloo

Students have always been given a schedule to follow as early as their kindergarten days. For the first time in the first fully remote term during the pandemic in the Spring 2020, students did not have a timetable to structure their time and learning. What started during the sudden shift to online teaching became a valuable intervention to keep post-pandemic. Students had a blank schedule to be filled, despite having no prior experience of creating weekly schedules, and an opportunity was born to support students in that process. Based on resources shared with instructors in the Remote Course Design Essentials (ReCoDE) by the Centre for Teaching Excellence, I introduced Week 0 prior to the first day of classes to make a point of connection with students, to introduce a culture of kindness, and to model self-care behaviours for students.

The first connection with the class was created through the syllabus with an easter egg (symbolic for a hidden message, which can only be found if the syllabus is read in its entirety), a template for an online learning/work plan, and setting expectations by sharing a weekly checklist to distinguish between essential content and optional extras. The hidden message asked students: "If you have read this syllabus to the end, well done and thank you. Let me know that you have read the syllabus by sending me a picture of your favourite city to my email!" though to be used with caution for large classes. This way, students knew their instructor's name, email, and allowed for a greeting and to wish them a great term, while these cities also became the basis for the term project. The online learning/work plan by Flynn (2020), provided prompts for physical and mental health, goals, schedule, work space location, setting boundaries and minimizing distractions, finding resources and people to talk to. With the return to in-person teaching, Week 0 still provides a basis for a first connection and a culture of kindness.

The ideas presented here are simple to implement and have a new positive effect on students. The instructor's perception of their success can be measured by their uptake, and the impressions of the students' first email communication.

Takeaways:

- Create a first connection with students prior to the start of term.
- Embed small acts of kindness early in the term to give a first impression of kindness.
- Model behaviour for the students to follow for self-care, organization and planning.

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303c: No More Lonely Office Hours: Reconceptualizing and Redesigning Office Hours with Care and Kindness

Samantha Chang, University of Toronto

What is the point of office hours? Many institutions require instructors to set aside time to facilitate instructor-student interactions, ultimately supporting student learning (Cole, 2007; Kuh et al., 2010). However, the time set aside, i.e., office hours, are among the most underused resource (Fusani, 1994; Nadler & Nadler, 2000; Li & Pitts, 2009; Griffin et al., 2014). Even more concerning is that underrepresented students access and use office hours even less (Hurd et al., 2018; Byrd et al., 2019; Fowler, 2021). Underused office hours are often a result of a mismatch between student perception and instructional/institutional intention (Hurtado et al., 2011; Smith et al., 2017). Despite strategies such as setting clear expectations for office hours, providing various options (time and location) for holding office hours, publicizing office-hour availability during class, and offering useful feedback during office hours (Morrison & Wilsman, 2013; Johnson & Price, 2019; Nunn, 2019), the office hour component of the course remains disconnected from the overall teaching and learning experience.

In this presentation, I will share my approach to reconceptualizing and redesigning office hours to meaningfully integrate this form of instructor-student interaction into the overall teaching and learning experience. Participants will consider how inclusive approaches to teaching and learning can help redefine the who, what, when, where, and why of office hours—aligning perception and intention. Participants will identify strategies for modifying office hours in their own teaching and learning context and using my various undergraduate courses, ranging from large first-year surveys to small fourth-year seminars, as case studies, participants will examine the results of centring pedagogies of care and kindness within office hours that ultimately promote learning outcomes, foster a sense of belonging, and celebrate a community of engaged learners (Gibbons-Kunka, 2017).

Takeaways:

- Consider the who, what, when, where, and why of office hours concerning the alignment between student perception and instructor intention.
- Identify strategies and approaches for modifying office hours in their own teaching and learning context.
- Examine the impacts of centring pedagogies of care and kindness and inclusive approaches within office hours and the overall teaching and learning experience.

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Session 304: Panel Discussion - Alternative Assessments: Kindness in the First-Year Classroom

Stacy Denton, English Language and Literature, University of Waterloo

Victoria Feth, Centre for Teaching Excellence, University of Waterloo

Carter Neal, English Language and Literature, University of Waterloo

Jessica Van de Kemp, English Language and Literature, University of Waterloo

This panel discussion brings together three instructors who teach required communication courses to students in four faculties: Math, Science, Engineering, and Arts disciplines. The instructors share a commitment to using alternative assessments and grading practices to separate their course's work and culture from the broader culture of high-stakes, single-event, timed tests that still predominate in first-year courses. Panelists will describe assessment practices they have used, including (but not limited to) ungrading, specifications grading, narrative feedback, 1:1 meetings, and metacognitive self-assessments. These practices demonstrate care, kindness, flexibility, agency, and autonomy, for both instructors and their students. Panelists will discuss challenges and opportunities for instructors and students and how attendees might embrace alternative assessments and grading practices.

Two of the instructors and the moderator connected during the pandemic through a virtual community of inquiry (CoI), which provided a source of connection and collaboration. Along with sharing best practices and tips, this CoI read parts of *UNgrading* (Ed. Susan D. Blum), which provided a starting point for conversations about alternative assessments. All three instructors have adapted alternative assessments to their specific classroom contexts in Engineering, Science, Math, and Arts. By sharing about this CoI, panelists will discuss how we can find and build communities that address care and kindness in teaching and learning. Further, the moderator (an educational developer) will discuss how academic support units, like teaching centers, support instructors to find and build community.

By the end of this panel, attendees should be able to:

- Identify alternative assessments and grading practices that they may wish to experiment with and adapt to their unique classroom contexts; and
- Be able to critically situate pedagogical practices within a larger university culture, including through building communities of inquiry across disciplines.

Takeaways:

- Alternative assessments and grading practices can be adapted to first-year classroom contexts across the faculties of Science, Engineering, Math, and Arts to promote classroom cultures of care and kindness.
- Communities of inquiry can be one way to situate pedagogical practices within a larger university culture.

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Session 305: Panel Discussion - Redefining Entrepreneurship Tropes: How the Entrepreneurship Ecosystem is Broadening the Definition of Success

Rachel Figueiredo, Library, University of Waterloo

Paul Heidebrecht, Centre for Peace Advancement, Conrad Grebel

Wayne Chang, Conrad School of Entrepreneurship and Business, University of Waterloo

Tania Del Matto, GreenHouse, United College

John Dick, Velocity, University of Waterloo

Waterloo's student entrepreneurs are driven, devoting countless hours to co-curricular activities, pitch competitions, and venture-focused co-ops in addition to their academic activities. But entrepreneurial ambition can be a double-edge sword: propelling students to success, but often also leading to burnout. Moreover, society "fetishizes and glamourizes the entrepreneurial grind" (Median, Forbes), convincing students that these unhealthy tropes are THE path to entrepreneurial success. Literature shows that entrepreneurs are 50% more likely to have a mental health condition (Freeman), and members across Waterloo's entrepreneurship ecosystem have their own anecdotal evidence that students are struggling. So, how do we redefine "success" for our students?

In 2022, staff and faculty who run curricular and co-curricular entrepreneurship programs at Waterloo formed a working group to explore this question. The group includes representatives from the Centre for Peace Advancement, Conrad School, GreenHouse, Velocity, the Library, and Campus Wellness, and meets monthly to discuss, research, and engage in training to help alter the campus entrepreneurial culture to better promote wellness. They have also joined the Wellbeing, Innovation, and Social Change in Education (WISE) Network, connecting with counterparts in over 70 international universities to research, develop, and share best practices in this area.

Ingrained in this work are complex conversations around the duality of our roles: how do we push students to reach their potential with compassion? How do we champion slow success while many programs lead to high-stakes competitions? How do we reframe failure as an opportunity for growth? And how do we model these behaviours ourselves to prove that healthy work boundaries are possible?

In this panel, we will discuss current work and future goals. Since entrepreneurs stem from all disciplines, the discussion period will allow panelists and attendees to learn from each other to help our students fully thrive, inside and outside the classroom.

Takeaways:

- Gain a greater understanding of Waterloo's student entrepreneurs outside the classroom.
- Learn how different units within the Entrepreneurship Ecosystem support students throughout the academic year.
- Engage in knowledge-sharing about the campus culture of "success" and help share the future of these conversations.

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Session 306: Workshop - Emergent Encounters – Reimagining Interdisciplinary Study through Postcards from the Path We're Walking*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Craig Fortier, Social Development Studies, Renison University College

Matt Borland, Systems Design Engineering, University of Waterloo

In Emergent Strategy, Adrienne Maree Brown (2017) suggests social justice knowledge and relationships rely on "science fictional thinking." For Brown this means imagining and practicing the emergence of worlds outside of those currently possible today. To accomplish such a daunting task requires people with different skills and experiences working collaboratively in relational and caring ways – open to failure - before they begin to see their visions take root.

This workshop will take participants through a sample session of the Emergent Encounters project, an interdisciplinary collaboration between Social Development Studies and Systems Design Engineering. Current disciplinary specializations in the modern university lack the flexibility and fluidity needed to work outside the bounds of institutional frameworks (Lansquiot 2016). While interdisciplinary learning and teaching is not a new phenomenon (Fischer et al. 2013), recent social events (i.e. COVID-19, Black Lives Matter, uncovering of residential school burials) have prompted students and educators to re-imagine their roles and responsibilities in relation to movements for justice (Fortier 2021; Mutch, Borland, and Mercer 2021).

The Emergent Encounter project brings together students from multiple departments (SDS, SYDE, CS, BIO, SOCWK, PACS, and AHS) at the University of Waterloo to build relationships, facilitate co-learning, and provide a space for experimentation to explore and create actionable small-scale interventions for social justice. This means providing opportunities for participants to explore skill-sharing in the areas of relational learning, front-line service experience, political theory, feminist practice, problem solving, and project scaling in hopes of planting the seeds of inter/cross/trans/anti-disciplinary collaboration for social good.

The learning outcomes of this workshop include gaining knowledge of the social methodologies and terminologies used in the Emergent Encounters project and gaining an awareness of the community and spaces already existing on campus to support this kind of work, as well as knowledge of frameworks for how participants can develop their own projects or collaborate with ours.

Takeaways:

- Gaining knowledge of the methodologies and terminologies used in social justice projects.
- Gaining an awareness of the community and spaces already existing on campus to support interdisciplinary work in the social justice space.
- Knowledge of frameworks and a model for how participants can develop their own projects.

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Concurrent Sessions (400): Thursday, May 04 (4:15pm – 5:15pm ET)

Session 401: Presentations

401a: Thoughts about Including Kindness in an Introductory Organic Chemistry Course

Steven Forsey, Chemistry, University of Waterloo

Ricardo Arizpe Cantu, University of Waterloo

When students returned to the classroom in the fall of 2022, they were excited to be back on campus after experiencing the stress and anxiety of online learning. However, despite the expectation that returning to on-campus learning would reduce anxiety, a survey conducted in September showed that many students were still apprehensive about in-person exams, missing content during lectures, and seeking help.

Instructors of the introductory Organic Chemistry course have introduced numerous resources and active learning strategies over the years, resulting in improved final exam grades for mid and high-performing students[1]. During Covid, there was a slight drop in grades, but nothing out of the ordinary. However, in the fall of 2022, the course recorded its highest failure rate in 18 years, with 25% of students failing. Pre- and post-Covid student exam performance was compared by having the 2022 cohort write the same exam as given in 2017. The students writing in 2022 had an 8% lower average, an 8% decrease in students scoring above 80%, and a 6% increase in failures compared to those who wrote the same exam in 2017. This raises concerns about whether mental health played a role in the poor exam performance, given the minor differences between the 2022 and 2017 courses.

As students' mental health and wellbeing continue to decline, institutions have taken measures to support them[2,3]. Nonetheless, it is crucial to address mental health in teaching and learning[4]. This presentation will provide an overview of a 4th-year student's research project investigating the Fall 2022 student attitudes and how they adapted to the return to in-person learning. The presenter will also explore possible changes to the course to cultivate a more compassionate classroom setting and establish a learning community that fosters connections among students, instructors, and content while considering students' mental health.

Takeaways:

- According to student surveys, online learning was a source of stress and anxiety, resulting in a loss of community, lack of motivation, difficulty maintaining focus and falling behind in their education. However, returning to campus did not alleviate anxiety as students were nervous about the return and apprehensive about in-person exams.
- During the Fall 2020 term, instructors observed students falling behind more than normal. As we do every term, we try to motivate students to do well by sharing study techniques and examples of how successful students utilize course resources. In an effort to ensure fairness, the same final exam given in 2017 was given to students in 2022. Surprisingly, the exam average decreased by 8%, and 47% of the class failed the final exam, marking the poorest performance in 18 years.
- To address anxiety and promote a more compassionate classroom environment in 2023, we must strive to reduce tension between instructors and students and foster a sense of commonality. We are all on this learning journey together.

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401b: Building Empathy and Perspective-Taking into STEM Courses- a Call to Action

Sarah McLean, Western University

Undergraduate STEM programs often focus on content-mastery and knowledge recall. However, as more of society's pressing issues become socioscientific in nature (bridging both scientific and sociocultural concerns) equipping our future scientists with tools to develop empathy and perspective-taking is essential. In this session, I will share the literature supporting the importance of teaching empathy and perspective-taking in STEM courses, and why this approach should be embraced by STEM educators. Not only does discussing perspective-taking and empathy build a community of caring within the classroom, but it also allows students to develop skills to extend empathy to themselves and others. Participants will learn about how design thinking can be used to implement perspective-taking and empathy into the curriculum. By the end of this session, participants will be able to ideate how design thinking could be implemented in their own practice. Participants will also be provided with practical examples of what this teaching approach "looks-like" in practice, and be provided with evidence of the development of perspective-taking and empathy skills in students.

Takeaways:

- Perspective-taking and empathy can be taught to students and should be included in STEM curricula.
- Design thinking is one teaching approach that embraces innovation, empathy, and creativity to create human-centred solutions to problems.

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401c: Student and Instructor Experiences with Ungrading in a Science Graduate Course

Krystal Nunes, Toronto Metropolitan University

Jenny Ge, Toronto Metropolitan University

Alyssa Counsell, Toronto Metropolitan University

"Ungrading" is the practice of eliminating or minimizing the use of traditional letter or numeric grades in evaluating student assessments. This approach decentralizes the role of the instructor and instead focuses on qualitative, formative feedback (Blum 2017). The goal of this approach is to mitigate previously identified issues with grades: they often do not correlate with student learning, are not consistent nor objective in their application, and can undermine learning by having students focus on extrinsic motivation rather than a mastery goal orientation (Schultz-Bergin 2020, Kohn 2016). Grades may exacerbate student anxiety and mental health concerns, contribute to fear of failure and risk avoidance, and generate negative feelings towards learning (Kane 2018, Blum 2016, Kohn 2016). Lastly, grades may contribute to inequities among students as socioeconomic status and race have a significant effect on students' average grades (Chu 2020, NCES 2015, Hemphill et al. 2011, Johnson et al. 2007). A curriculum no longer centred on grades lends itself to a more inclusive learning environment and is reflective of a pedagogy of kindness. It shifts the focus from competition and comparison to individual growth and learning, helping to foster a collaborative and supportive classroom environment.

We investigated student and instructor experiences with ungrading in a graduate-level science course at Toronto Metropolitan University. Students did not receive grades on individual assessments, but instead received midterm and end-of-term grades that reflected cumulative progress to date; these evaluations were based on both instructor assessment and student self-evaluation. Through surveys and reflections, we evaluated the impact of ungrading on students' fear of failure, willingness to take risks, anxiety and stress, and engagement with course material. Learning outcomes of this session are to identify the efficacy of ungrading in supporting student motivation and to provide strategies for instructors to incorporate ungrading in their own classes.

Takeaways:

- Curriculum no longer centred on grades lends itself to a more inclusive learning environment that shifts the focus from competition and comparison to individual growth and learning.
- Ungrading need not require an overhaul of existing course structure. It can instead be implemented using several approaches and to varying degrees depending on preferences and capacity of the instructor.

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Session 402: Presentations

402a: Supporting Students while Supporting Ourselves: Studying the Impact of a Mental Health TA Training Module*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Kristin Brown, Centre for Teaching Excellence, University of Waterloo

Kristen Archbell, School of Pharmacy, University of Waterloo

Linda Sosa-Hernandez, University of Guelph

University of Waterloo students experience a spectrum of mental health concerns (1), which have been further exacerbated by the pandemic (2, 3). Teaching assistants (TAs) are often the first line of communication for students and may notice signs of, or receive disclosures of, student struggles or distress (4, 5). However, TAs play dual roles as members of the instructional team and students (6); they also face their own stress and mental health challenges as students (7, 8). Hence, providing guidance for TAs on how to offer support while balancing their own mental health is imperative. Despite calls for instructors and TAs to support student wellbeing (4, 5, 9) and for training on these topics (10, 11, 12), there is a dearth of literature on the efficacy of these trainings.

We created a self-paced online module, open to all graduate students, that provides TAs with strategies to support student mental health, while also emphasizing self-care. To evaluate the efficacy of the module, we conducted an online survey-based study to compare module (n=44) and non-module participants' (n=116) awareness and attitudes about student mental health. Results indicated module participants felt significantly more prepared to handle face-to-face and online student distress, had higher supportive responses (e.g., following-up, supporting the student, and using specific teaching strategies), and were more likely to include a distressed student in classroom activities, compared to non-module participants. Module participants were also significantly more likely to practice self-care than non-module participants.

This study showcases the value of using a two-fold approach for training TAs to support student mental health while also considering their own self-care, which could be one step towards reducing compassion fatigue and burnout in teaching.

Learning outcomes of your session

Participants in this session should be able to:

- Recognize the impact of an online module that provides strategies for TAs to support student mental health while considering their own wellbeing.
- Consider strategies they can implement to support student mental health while practicing self-care in teaching.

Takeaways:

- This study showcases the value of using a two-fold approach for training Teaching Assistants to support student mental health while also considering their own self-care, which could be one step towards reducing compassion fatigue and burnout in teaching.

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402b: Embracing DALL-E, the Visual AI Bot as a Tool for Universal Design in Urban Design

Katherine Perrott, School of Planning, University of Waterloo

The artificial intelligence (AI) bot ChatGPT has rocked teaching in higher education, raising questions about academic integrity and how instructors will adapt text-based essay assessments to prevent or direct AI use (Gill, 2023; Huang, K., 2023; Williams, 2022). In debates about how AI is changing higher education less attention has been given to DALL-E, the visual art equivalent of ChatGPT from the same developer: Open AI. Visualizations generated by DALL-E and similar apps are sparking debates among designers as AI generated imagery has become increasingly prevalent across urban design and architecture forums. Rapid technological advancements in software, big data, and communication technology have pushed urban design instructors to adapt to new tools (Roberts, 2016; Lim et al. 2016). AI is the newest of these advancements that we should embrace in our teaching to equip students how to critically engage with new technology. Beyond this, from a universal design for learning (UDL) perspective, visual AI generators enable a classroom of students with a diverse range of software skills a low-cost, low-stress, quick, and fun way to turn their ideas into sharable images, which is part of providing options for expression and communication, a guideline for UDL (CAST, 2018).

This proposed conference presentation session presents ways that visual AI bots can energize learning, offering opportunities to teach students about the possibilities of AI, while critically examining its limitations. I use the example of how I incorporated AI into an urban design visualization assignment at the beginning of the Winter 2023 semester as Instructor of the University of Waterloo's [course]. In in partnership with the Sustainability Office, in this course students develop visualizations of what a sustainable, net-zero UW campus could look like in 2050. The AI assignment where students collaborated with DALL-E to produce sustainable futuristic visualizations was the first in a series of assignments employing different software and techniques. The conference presentation will incorporate student-generated images and their reflections on AI's strengths, limitations, and potential.

Takeaways:

- AI bots extend past ChatGPT into the visual realm with programs like DALL-E, which also have implications for teaching and learning in higher education.
- Visual AI bots can be embraced as a tool to enliven classroom activities and assessments, while teaching students how they can use AI intentionally, reflectively, and critically in their education and future careers.

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402c: The 'Care-full' Construction of Vibrant Learning Communities: Learning Leadership, Trust, and the Power of Relationship

Andrea Garner, University of New Brunswick

Sherry Rose, University of New Brunswick

Kim Stewart, University of New Brunswick

A community of practice (CoP) in post-secondary learning environments is essential to moving beyond conceptual understanding towards implementation, consolidating new learning and ideas, and constructing processes that encourage questioning, wondering, and trust for self, others, and the learning journey. We intentionally construct CoPs built on principles of relatedness, autonomy, and competence (Ryan & Deci, 2000). With relationships as the cornerstone of our CoPs, we encourage autonomy through self-directed learning and flexible options for bringing ideas and reflections to the collective. We construct a sense of competence through opportunities to share evolving perspectives and by honouring the 'knowing' and curiosities that students bring to the course. These opportunities promote motivation and accountability in one's own learning and for making contributions to the collective construction of concepts and pedagogical renovations.

Developing a CoP is essential in supporting educators to (re)consider their thinking and implement new practices beyond the 'honeymoon' period (Goodyear & Casey, 2015). In this presentation, we will share the multimodal methods through which care is practiced and promoted in our online and face-to-face courses. Care, a core element in pedagogical relationships (Noddings, 2005), can be demonstrated through practices such as timely feedback, opportunities to connect, personal comments (Sitzman & Leners, 2006; Marx, 2011), and temporal flexibility (Houlden & Veletsianos, 2019). The techniques used to create a 'context of care' (Deacon, 2012) within our CoPs will be explored including examples of the mechanisms used to intentionally model self-care, curiosity, leadership, honouring, synthesizing, reflecting on peer contributions, and building trust. Each of these elements of 'caring' shifts how power and authority are distributed inviting vulnerability through which authentic care and relationships can flourish. Details of the design and redesign of these practices will be expressed through practical examples alongside feedback provided by the student and instructor members of the developing CoP.

Takeaways:

- The strategies and techniques used across all aspects of teaching and learning are consciously constructed to demonstrate care and promote self-determination.
- Modelling elements of 'caring' establishes trust within and across students, as well as between students and instructors.
- Deliberately constructing a community of practice that is founded on actions of kindness, care, and accountability assists students in renovating their pedagogies and practices.

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Session 403: Presentations

403a: Pivoting with Care and Consideration from Face-to-Face, to Remote, to Fully Online Teaching: A First-Year Experience in a Hydrology Course

Keith Delaney, Earth & Environmental Sciences, University of Waterloo

Felicia Pantazi, Centre for Extended Learning, University of Waterloo

When the pandemic started the whole world transitioned from face-to-face to remote teaching. Research shows that students' (dis)satisfaction with the online learning experience is related to course design, instructor-specific factors, course engagement, level of interest in the course, the perceived quality of learning, and opportunities for skill development (Hoss et al., 2021; Markov et al., 2021).

Introduction to Physical Hydrology is an Earth and Environmental Science course open to all first-year students. We have been teaching this course in a face-to-face format for almost a decade. When the pandemic started, we pivoted to remote teaching with little to no time for preparation. We constantly asked students for feedback and put a lot of consideration and planning into the delivery of the content. Once we came back to campus, we initiated the plan of continuing the development into a fully online course. We reviewed all the feedback received from students during the remote teaching period and designed the fully online course with care and consideration for our learners, listening to the experiences they had with the remote course. During this presentation, we will demo the new fully online course that will be delivered for the first time in the Spring 2023 term. We will present the thoughtful activities, the considerations for diversity, inclusion, and equity (e.g., understanding our students and their different backgrounds, providing various interaction opportunities, as well as practice questions and quizzes).

Takeaways:

- Knowing and understanding your audience and their background is a first step in designing a course with kindness and care.
- Collecting student feedback and incorporating it into your design, providing opportunities to engage and communicate with students in various ways (e.g., discussion boards, virtual drop-in sessions and/or office hours) leads to a safe and inclusive learning environment.
- Well thought out and executed visual and conceptual course design provides motivation and support for student learning and engagement.

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403b: Capturing Student and Instructor Insights from the Pandemic to Develop Guidelines on Best Teaching Practices for Post-Pandemic Course Design and Delivery in the Faculty of Health: A Community-Based Approach*

*This is a University of Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant-funded project

Elena Neiterman, School of Public Health Sciences, University of Waterloo

Laura Williams, Centre for Teaching Excellence, University of Waterloo

Abdullah Butt, School of Public Health Sciences, University of Waterloo

Jennifer Yessis, School of Public Health Sciences, University of Waterloo

Zara Rafferty, Recreation and Leisure Studies, University of Waterloo

Krithika Subbiah, School of Public Health Sciences, University of Waterloo

Josh Edmondstone, Faculty of Health, University of Waterloo

Micaela McBride, Recreation and Leisure Studies, University of Waterloo

Natalie Chow, Centre for Teaching Excellence, University of Waterloo

This presentation will provide preliminary insights about the findings from the LITE-funded project that utilizes Community-Based Participatory Research design (Page-Reeves, 2019) to capture the remote learning and teaching experiences of Faculty of Health' students and instructors during the pandemic. The goals of the project are to examine (a) which aspects of the remote course delivery students and instructors found beneficial for students' learning, and (b) which teaching and learning activities and assessments should be preserved in post-pandemic course design.

The literature on students' and instructors' experiences with remote learning predominantly focuses on concerns raised by students and instructors (Day et al., 2021; Dost et al., 2020; Nguyen et al., 2021; Saboowala et al., 2021). Among issues mentioned in the literature, the lack of personal connections between students and instructors emerged as particularly detrimental for teaching and learning (Shin & Hickey, 2021). Our project aims to focus on the positive lessons learned from the pandemic and on fostering a sense of community. To achieve this goal, we are utilizing community-based participatory research and engaging Faculty of Health' students and instructors in discussions on best learning/teaching strategies that were used during the pandemic. Analyzing data from online surveys and in-person focus groups with students and instructors, we plan to develop a set of recommendations for student-centred teaching in the Faculty of Health and other members of UW community.

This presentation aligns with the theme of building community by describing the process of creating community of learners within the Faculty of Heath. Engaging conference attendees in the discussions about their experiences of teaching during the pandemic, our learning outcomes are to provide participants with an opportunity to reflect on positive lessons learned from the pandemic and to consider how they can create a sense of community within their academic units.

Takeaways:

- While pandemic created a lot of challenges for teaching and learning, this presentation will focus on positive lessons learned from the pandemic that can be integrated into course design to foster positive and kind learning environment.
- Engaging students and instructors in discussions on teaching and learning approaches, we will offer a set of strategies to foster a sense of community in their classes and academic units.

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Session 404: Panel Discussion - Engaging Campus Stakeholders in a Classroom Project to Foster Students' Appreciation for their Community

Jennifer Coggan, Nanotechnology Engineering, University of Waterloo

Chris Rennick, IDEAS Clinic, University of Waterloo

Richard Li, Centre for Teaching Excellence, University of Waterloo=

A new project was introduced to a first-year engineering course where groups of students researched a campus sustainability problem selected from the University of Waterloo Sustainability Living Lab, which culminated in an interview with a pertinent campus stakeholder. Students were able to select from three possible topics, and a series of activities were scaffolded to allow a team to take an iterative approach to understanding their problem space. This allowed for a learner centric approach where students were given the autonomy and agency in defining the problem, engaging with the stakeholder and working with peers to create a final report based on the knowledge that was gained. The overall outcome was a high degree of engagement and enthusiasm from all students during the interview sessions and a new appreciation for asking questions and listening to a campus expert. The project also allowed the students to connect with real-world problems and personalize their learning and feel proud and valued not only as learners but also as helpful and caring members of the community.

In this panel, a student, teaching assistant, campus stakeholder, course instructor and a CTE liaison will highlight the activities and share their perspectives on how pedagogies of kindness and care were demonstrated through this project (i.e., kindness and care from the instructional team to the students, from the students to the community, and from the campus partners to the students). This panel will engage all attendees in an open forum to discuss:

- Engaging campus partners in classroom activities to enhance student learning and foster students' appreciation for their community.
- How thoughtful design by an instructor can help provide support and care for students.
- How to leverage resources on and off campus to foster kindness and care in courses across disciplines.

Takeaways:

- Including campus partners can increase relevance and engagement with course content.
- An open interview session of key stakeholders can provide students with a different perspective and learning opportunity to practice communication.
- Connecting students to real world problems can empower students to appreciate the communities that they are in both locally and globally (UN Sustainable Development Goals).

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Session 405: Alternative Session - Who's Afraid of ChatGPT?: A Care-Full Introduction to Generative AI in Higher Education

Karen Lochead, Wilfrid Laurier University/Independent

Generative AI (GenAI) is a type of artificial intelligence that can create new content by learning from a dataset. Some examples of GenAI include:

- language processing models like ChatGPT and QuillBot, which can generate human-like text, summarize text, write code, and respond to detailed queries;
- image generation models like DALL-E, Midjourney, and GauGAN which can create images based on text and image inputs;
- music generation models like Jukebox, AIVA, and Musenet, which can produce musical compositions from sets of chords, melodies, beats, etc.;
- video generation models, like Pictory, Synthesia, and InVideo, which can create videos from video, image, and text.

The GenAI era is here and it's changing the way we work, play, and live. It's also raising concerns related to academic integrity, authentic learning, bias, accessibility, and equity as well as responses that threaten to make higher education less kind and inclusive. How should faculty respond, especially if they know relatively little about GenAI?

The purpose of this information session is two-fold:

1. Introduce GenAI, and in particular ChatGPT, to a general faculty audience that includes GenAI neophytes and the non-techsavvy;
2. approach questions and concerns related to GenAI in higher education from a pedagogies of care perspective by engaging the principles of highest regard, motivational displacement, and durable ecstacy.

Participants will leave this session able to answer the following questions:

- What is GenAI and how does it work?
- What is ChatGPT and how does it work?
- How might GenAI, and ChatGPT in particular, make higher education more or less kind and inclusive?
- How can faculty engage pedagogies of care to support kindness, inclusivity, and student success in the GenAI era?

Takeaways:

- It's possible that unfamiliarity with GenAI threatens to make higher education less kind and inclusive than GenAI itself.
- GenAI presents challenges for higher education, but these are not insurmountable (even for GenAI neophytes and the non-techsavvy).
- Approaching GenAI from a pedagogies of care perspective is one way to support student success in the GenAI era.

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Session 406: Workshop - Supporting Students Without Sacrificing Ourselves: How Educators Can Set Students Up for Success While Maintaining Their Well-Being

Nicole Campbell, Western University

Lauren Barr, Western University

Post-secondary education has been faced with a mental health crisis and increased support demands1. Mental health can impact and predict academic success2,3 and learners report that their poor mental health is often the result of academic stress and anxiety4,5. The past few years have added pressures for both students and educators, which highlights the need for proactive and sustainable support initiatives.

You might be asking yourself questions like 'where do we go from here?' or 'how can I support my students to succeed?' and finally "how can I do this while taking care of myself at the same time?" That's where we can help!

In this workshop, the facilitators will focus on why and how educators can embed key skills in their course(s) to support students and make learning more meaningful for everyone. The workshop will draw from open access resources that were created to target the hidden curriculum—the unwritten and unofficial lessons learners acquire implicitly but are not always taught formally. We will consider big and small ways to bring skills into your course(s) and the impact it can have on both students and educators. A design thinking approach that focuses on empathy will be used to discuss participant's experiences and formulate ideas. You will walk away from this session with resources, a plan, and a support network to help as you embed these skills in your course(s).

By the end of the workshop, participants will be able to:

- Explain the impact of the hidden curriculum in higher education.
- Identify challenges their learners are facing and opportunities to implement change.
- Develop a plan to embed skills-based resources in their curriculum.

Takeaways:

- Participants will have a better understanding of why we need to explicitly teach students skills to support their academic journeys.
- Participants will walk away with tangible resources to get started with embedding skills in their course(s).

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Poster and Showcase Sessions: Thursday, May 04 (5:15pm-6:00pm ET)

Poster Presentations

501: Breaking Down Disciplinary Walls in Student Partnerships

Elisa Do, McMaster University

Kelsey Harvey, McMaster University

Celeste Suart, McMaster University

Fostering a teaching and learning environment with kindness and care requires an inclusive environment. In partnerships between faculty and students, inclusive practices are especially important when introducing interdisciplinary perspectives. Interdisciplinary teaching and learning promotes education from diverse perspectives1 and challenges individuals to consider other ways of thinking and knowing.2 Unfortunately, interdisciplinarity is often difficult to implement for a number of reasons such as hiring disadvantages and learning curves in collaboration.3 In this study, we investigate the nature of interdisciplinary partnerships within a university program designed for faculty / staff and student partnerships. The program brings together students, faculty, and staff across disciplines to collaborate on a number of teaching- and learning-related projects. Our study quantifies the number of interdisciplinary, cross-faculty partnerships that have occurred within six cohorts of the program between the summer of 2020 and fall / winter of 2022. We also compare the disciplines of students who applied to a project with those who were ultimately hired to better understand how hiring decisions may affect the interdisciplinarity of partnerships. For example, faculty / staff may prioritize hiring students of the same discipline or students may only apply to work with faculty / staff of the same discipline. Findings highlight which faculties lack interdisciplinary partnerships, and which faculties often have students applying to projects of their own discipline. For example, the faculty of Humanities, Health Science, Science, and Social Science had less interdisciplinary partnerships in recent years, and across all cohorts, Science and Health Science had the least interdisciplinary student applications. Our study concludes that greater interdisciplinary partnerships within the program is needed.

For this poster, we will share the findings of our study and invite reflections on: 1) the program's previous hiring practices; and 2) how interdisciplinarity can be better promoted within partnerships to encourage inclusive learning environments.

Takeaways:

- Promoting interdisciplinary teaching and learning can be difficult, but is useful for fostering inclusivity and diversity.
- Greater interdisciplinarity is needed within faculty / staff and student partnerships.
- Students from certain disciplines are often applying to partnership work with faculty / staff of the same discipline and better awareness of the value of their unique perspectives may encourage more interdisciplinary applications.

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502: Teaching Students to a Mindful Way to Approach Feedback

Christine Bell, Western University

Erin Isings, Western University

Cecilia Dong, Western University

Lisa McCorquodale, Western University

Thomas Telfer, Western University

Tracey Ropp, Western University

Hugh Samson, Western University

Samantha M. Jones, Western University

Feedback is one of the most influential aspects of learning, however, growing evidence suggests that student feedback literacy is a barrier regarding translating feedback into the learning process1,2. Students with greater feedback literacy engage with feedback more productively, whereas students with low feedback literacy are limited in the potential growth they could attain in response to feedback3. Negative reactions to feedback are common, especially when grades did not meet the student's expectations, and can create situations that negatively impact a student's ability to engage with feedback.

Mindfulness is a skill that increases focus in the present moment and is defined as 'paying attention, on purpose, and without judgement'4. It helps develop self-advocacy, self-compassion, and a sense of global humanity. A mindful approach to receiving feedback allows one to redirect attention away from unhelpful negative reactions or rumination, and towards acceptance and learning from feedback.

We, an interdisciplinary team of faculty, staff, and students, designed an asynchronous, co-curricular course on a mindful approach to feedback. The co-curricular course consists of six lessons and is compatible with any learning management system. This co-curricular course has been embedded into 11 courses across undergraduate, graduate, and professional programs at Western University. Student participation and recruitment in the co-curricular course is ongoing. Through surveys and focus groups, we will evaluate the impact of the course on student feedback literacy and mindfulness.

Relevance to conference theme: Providing in-course resources for feedback literacy and mindfulness is a compassionate way to support student learning and wellness.

Learning outcomes:

- Explain the purpose of mindfulness and how it is applied to learning from feedback.
- Describe strategic placement of an online resource alongside credit courses that supports student wellness through development of mindfulness and feedback literacy skills.
- Practice a mindfulness activity that can be used when receiving feedback.

Takeaways:

- Introducing students to mindfulness as it relates to receiving and engaging with feedback is a way of supporting learning through wellness.
- Embedding wellness resources directly into credit courses offers an alternative option for students seeking wellness support in relation to learning.

503: Broadening Participation in Introductory Experimental Science

Urja Nandivada, Physics and Astronomy, University of Waterloo

Karen Cummings, Physics and Astronomy, University of Waterloo

Donna Strickland, Physics and Astronomy, University of Waterloo

Meg Ward, Physics and Astronomy, University of Waterloo

Through this poster we will present aspects of a project focused on reimagining the entire undergraduate laboratory curriculum in the Department of Physics and Astronomy at the University of Waterloo. The goal of this curricular revision is to increase participation and interest in experimental physics, in ways that help to create a more welcoming, inclusive and diverse environment. The new curriculum is built on best-practices developed through Physics Education Research (PER) [1-6]. Here we will discuss our first-year introductory labs which have undergone a revision process that shifts the focus from traditional "cookbook" style labs to more open-ended "experimental playgrounds". We have altered our instructional methods so students focus on experimental process skills and gain experience in designing and evaluating their own experiments using a modeling-based approach, rather than confirming results from previous instruction [6]. Our *GeeWhiz Labs* are the capstone of this experience and give students exposure to interesting, contemporary physics experiments. We have measured student self-efficacy (related to being a physics major, taking the physics course and working in groups) at the start of our two-term, first-year sequence of physics courses for majors, math students and other science students [7]. We measured self-efficacy again near the end of the sequence, after many months of working together in groups. Changes in self-efficacy over time and differences between genders will be discussed, as will our attempts to introduce EDI related materials into group work. Although our work is done within the context of an introductory physics course, we believe that our findings and approaches will be of interest to anyone concerned with undergraduate laboratory instruction or gender differences in science classrooms. We also believe that non-traditional pedagogy diversifies the learning environment and so naturally shift the labs towards a better environment for a broader audience [1].

Takeaways:

- Large enrollment undergraduate laboratory courses can be reformed in ways that improve the experience for students, focus student attention on developing important and transferable science process skills and leave more students excited about experimental physics. This style of laboratory can be used in a wide range of other scientific contexts.
- Simple questions related to self-efficacy around being a physics major, taking a physics course and working in collaborative groups yield robust and interesting research results. These questions are easily translated into other science disciplines for education research purposes. When these questions are used with students in our first-year courses, significant differences between genders are found. There are also shifts over the course of the first year.
- Because individuals learn in different ways, diversifying pedagogical approaches used within the university will allow a more diverse collection of students to succeed.

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504: Designing Evidence-Informed Interventions to Foster Resilient Scientists and Inclusive Science Education

Alexander Gopaul, Toronto Metropolitan University

Krystal Nunes, Toronto Metropolitan University

Failure is an essential, but often overlooked, element of the learning process that is relevant across every discipline: it provides feedback and highlights areas of weakness that can then be targeted for improvement. While undergraduate students are often expected to independently engage with and rebound from failure in the classroom, instructors can play an active and important role in reframing failure through a more compassionate lens using assessments designed to support student resilience. We investigated the qualitative experiences undergraduate STEM students undergo as they navigate obstacles that challenge their resilience to failure, as well as the role that instructors play in offering students opportunities to form a healthy and accepting relationship with failure. We implemented two case studies that differ in structure to simulate two common methods of examination and assignment questioning in STEM: questions with a single correct answer versus open-ended questioning that require student interpretation and leave room for exploration and failure. Reflective discussions followed the case studies to encourage students to voice their thoughts and difficulties experienced with the case studies. Shifts in students' perspectives of failure were captured via anonymized surveys throughout the term. We hypothesized that open ended approaches to difficult concepts in the sciences (particularly scientific literacy) can allow for growth and a "bounce-back" attitude to failure as opposed to methods of questioning that restrict expansive thinking and so may present themselves as unforgiving.

Through the comparative experiences of these two case studies, alongside the results collected by the surveys and reflective discussions about failure, the obtained learning outcomes will determine how students can learn scientific concepts while confronting failure with resilience, self-assurance, and a positive mindset that fosters self-kindness and forgiveness despite the obstacles that failure may present.

Takeaways:

- Failure is a critical and necessary component to development.
- A fostered resilience and acceptance of failure can support a student and orient them towards success.
- Instructors can play a direct role in how students interact and positively respond to failure.

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505: Embedding Care and Maintaining Rigor in a Collaborative Peer Learning Engineering Project

Homeyra Pourmohammadali, Mechanical and Mechatronics Engineering, University of Waterloo

Pedagogical and assessment practices such as ungrading, self- and peer-evaluation, self-directed learning, and collaborative contributions are some demonstrations of care in a classroom. To uphold academic standards and expectations while creating a supportive and nurturing learning environment, the instructors can incorporate real-world activities for students and provide opportunities for their collaborative learning. This proposal talks about an online teaching practice that involved peer learning/assessing an engineering course project and explains strategies used for embedding care and maintaining rigor in its activities. The goal was to raise students' attentiveness to the mechanism and machines around them in real life and enable them to apply the course concepts for analyzing them. Students individually found and investigated their preferred cases. The class collectively worked on about ninety various mechanisms with similar or different functions/applications. Each student classified a mechanism, recognized the type of its joints and the motion of its parts, and identified it visually using a diagram. Each student contributed to the co-creation of the final content by submitting one PowerPoint (with provided template and specification by the instructor). Their final submissions were compiled together to form an eBook-style document. The PEAR (Peer assessment, Evaluation, and Review) online tool was used to facilitate peer learning and evaluation of the digital posters. Each student evaluated the poster of three other students and learned about three other mechanisms, critically reviewed their work, and answered multiple questions in the forms developed by the instructor in PEAR. In addition to peer feedback, the students also received the instructor's and TAs' constructive feedback on their work while working on each case and after their final submission. The collective document could also provide a source for students who wanted to further learn about other mechanisms and machines.

Takeaways:

- Self-directed learning, self- and peer-evaluation, ungrading, and collaborative contributions are some demonstrations of care and kindness in a classroom.
- Incorporating real-world activities for students and providing opportunities for their collaborative learning, helps in upholding academic standards and expectations while creating a supportive and nurturing learning environment.

506: CEL's Agile Development Team - Designing with Care and Kindness

Anna Barichello, Centre for Extended Learning, University of Waterloo

Matt Justice, Centre for Extended Learning, University of Waterloo

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Daniel Opperwall, Centre for Extended Learning, University of Waterloo

Jana Roberts, Centre for Extended Learning, University of Waterloo

Tanya Strong, Centre for Extended Learning, University of Waterloo

The Agile Development Team provides instructors with just-in-time support for online design and development. Providing online materials increases flexibility, which can be a part of your universal design approach. Specifically, we support:

- Design and development of online courses – Whether you want to convert your independently built course materials (e.g., remote course) to a fully online course, or build your online course more independently or outside of a set schedule, we are here to support you when you need that support.
- Development of online components for blended learning courses – We can help you build the online parts of your blended learning course or develop/adapt digital OERs within your in-person course.
- Design and develop digital learning objects – We can help build stand-alone digital objects to help support student learning of complex concepts or provide student engagement and interaction.
- Consult on active online teaching strategies designed to humanize virtual learning (synchronous and asynchronous environments).

The Agile Team is a fully equipped team which includes:

- Online Learning Consultants – provide instructional design support and facilitation strategies.
- Multimedia Experts – provide expertise and multimedia development services.
- Learning Technologies Analysts – provide LMS set-up services and consultation regarding digital educational tools.

To request our services today submit a ticket through our online portal: Teach Online Support

507: Designing, Implementing & Usability Testing of an Augmented Reality Application for CPR Training based on Experiential Learning

Masoomeh Habibi Baghi, Physics and Astronomy, University of Waterloo

Joe Sanderson, Physics and Astronomy, University of Waterloo

Project Objectives:

Learning the crucial sequence of actions necessary to successfully implement CPR[1], a literally "life or death" skill, could be stressful and unpleasant. By introducing, gamification and augmented reality within a new mobile training app, we have attempted to create an engaging fun experience for our students, which rewards frequent practice. To design the software we first carried out a study to determine how best to meet the needs of stakeholders in the field of the health education, based on an analysis of their experiences and identification of learning bottlenecks, using modified experiential learning (mARC model)[2].

Research Method:

In this research, a mixed method was used to extract learning needs and provide suitable solutions in response to the identified needs,

1. Semi-structured interviews were conducted with 15 nursing students of different educational levels, nursing professors and educational supervisors who were selected using purposeful criteria.
2. To design suitable software plugins, focus group meetings were held, with CPR and pedagogy specialists and programmer engineers, using a qualitative approach.
3. To measure the usability and effectiveness of the software with a quantitative approach, undergraduate nursing students were randomly selected and completed a questionnaire. After using the software, results were analyzed using descriptive and inferential statistics.

Resulting Software:

The resulting mobile AR software was designed based on the American heart association CPR training guideline 2020. The attractive nature of the game draws the student back to improve their performance, practicing skills and interacting with the educational content. "Easy and cheap" access to this technology provides "learning by doing" at any time and any place for the user promoting "communicating in a safe space".

Teaching and Learning Showcases

508: Self-Directed Active Learning Activities for Larger Lecture Classes

Madeline Rosamond, Earth and Environmental Science, University of Waterloo

We often seek active learning activities for our students, but this can be a challenge in larger classes without tutorials or labs. Additionally, we often envision students using an inquiry-based model in which they have some choice in what types of information or case studies they want to pursue for assessment. One approach is to have students find, document, describe and research something in their environment relevant to the course they are taking. For example, in [course], students are tasked with finding a wetland plant, photographing it, describing its adaptions for wetland life (as discussed in lectures), and researching its habitat and other characteristics. An alternative, accessible option is available to all students. Student feedback was largely positive with many students appreciating the ability to go outside (and perhaps explore a new area) and apply knowledge from the class directly to the environment. One potential downside is students may misidentify or misinterpret data (as they do the assignment alone, without a TA or instructor); a potential solution is to give feedback on a rough draft and have them resubmit. The short assignment (21 marks) is a reasonable marking load for a class of 160 with some teaching assistant support. This model is not limited to "outdoorsy" fields; for example, students could find, identify and discuss rhetorical devices used in advertising for an English class.

Takeaways:

- Students find an example of something you teach in the real world.
- Document it, identify, describe and research it using knowledge from course.

509: Kindness and Care at Scale: Encouraging Skill Development through Personal Reflection in Online Work-Integrated Learning Courses

Natalie Clifford, Work-Integrated Learning, University of Waterloo

Olivia Muysson, Work-Integrated Learning, University of Waterloo

The Centre for Work-Integrated Learning (WIL) at the University of Waterloo offers a suite of 15 online Professional Development (PD) courses that support ~23,000 undergraduate WIL students each year. PD courses fuse classroom learning with real world experience, supporting the development of professional skills (e.g., communication, teamwork) while students are in the workplace. As of 2022, students complete a Major Reflective Report (MRR) as the summative assignment in each of the PD courses. The MRR introduces students to the university's Future Ready Talent Framework (FRTF) and requires them to reflect on one or more of the FRTF competencies to make connections between their workplace learning, PD course material, and future opportunities for skill development. Through the iterative nature of authentic reflective writing, students scaffold their learning experiences throughout the course of their co-op degrees, regularly making connections and applying the learning that occurs both in the classroom and in the workplace.

Since PD course enrollment is between 5000-7000 students each term, the Centre for WIL course teams have unique expertise in creating policies and practices for extending care and kindness at scale in the online environment. In this showcase, we will share the strategies we've developed for achieving consistent grading across thousands of students, training marking staff to provide meaningful and individualized feedback, and creating compassionate policies for flexibility in assignment deadlines. Participants will learn the ways in which the PD courses have been designed to allow for personal and authentic critical reflection based on the students' individual experiences and how this same approach could be applied in other online environments.

Takeaways:

- Strategies for implementing compassionate flexible deadline policies in online courses.
- The value of critical reflection in work-integrated learning and how to use the DEAL model of reflection to help students make connections between the classroom and the real world.

510: Challenges Accepted: The Value of Classroom Agreements in Supporting Student-Centred Learning

Sam Hossack, History, University of Waterloo

Creating a kind and caring learning environment is a collaborative and iterative process that requires the buy-in of all instructional staff and students. This environment - in addition to course content and participatory activities - requires development and facilitation. Research suggests it is essential for students to feel empowered and be active participants in the process of creating a safe learning environment for themselves and their peers. The inclusion of students in the process is particularly important when employing peer-to-peer activities, such as discussions or peer review, and when asking students to form connections between prior knowledge and/or experiences and in-class content. These tools and techniques are highly effective teaching methods and are well-known to improve retention and build higher order cognitive and affective knowledge/skills. So how do we bridge the gap between safe and inclusive learning spaces, and strong, learner-centred pedagogy?

One possibility is to collaboratively develop and use classroom agreements - agreements developed and signed off on by students and instructional staff at the beginning of term. I used the classroom agreement technique in a Summer 2022 course to great effect, as the process of creating the agreement addressed issues before they came up in discussion of sensitive topics, created a framework for peer review and group-work activities, and even prepared the class for collaborative decision-making regarding the ending of the on-campus mask mandate. In this showcase I examine the process of collaboratively creating a classroom agreement and explore its utility throughout an in-person course, while reviewing the effectiveness of the agreement for myself as instructor and the students based on engagement practices and student feedback.

Takeaways:

- Demonstration of effectiveness of collaborative classroom agreements for creating safe spaces for learning.
- Reflection on opportunities for improving classroom agreements and encouraging care and kindness in the classroom.

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511: "No one has the same story": Captivate, a Digital Storytelling Competition

Mariana Jardim, University of Toronto Scarborough

Stephanie Perpick, University of Toronto Scarborough

Paulina Rousseau, University of Toronto Scarborough

The University of Toronto Scarborough Campus (UTSC) offers a variety of co-curricular opportunities for its students including workshops, volunteering, and Co-Curricular Record-approved experiences. The UTSC Library, the Department of Management and the BRIDGE, a business, research and innovation centre on campus, collaborated to create a new and unique co-curricular opportunity titled "Captivate: UTSC's Digital Storytelling Competition." While targeted at Business and Journalism students, the competition drew in students from all disciplines.

A primary goal of this programming was to deliver a digital storytelling curriculum, while helping students focus on their unique characteristics and lived experiences. Students learned to write compelling content by centering their personal narratives. They learned how to structure stories to entertain, educate, and resonate emotionally, while understanding their own role as a storyteller, and their responsibility in advancing equity, diversity, and inclusion. The student-centered approach allowed students to select personal stories and aspects of themselves that they were comfortable sharing, such as cultural background, immigration story, struggles with visible and invisible disabilities, overcoming mental health challenges, their hopes for the future, and much more. Students were permitted and encouraged to use multiple means of action and expression such as video, podcasts, digital maps, blogs, etc.

In this Teaching and Learning Showcase, we share our experience of designing the Captivate competition. Participants will learn about collaborative practices that support the inclusion of multiple disciplinary requirements. They will learn strategies for incorporating culturally sustaining pedagogy into a student competition curriculum, as well as how to incorporate undergraduates' desire to be producers of culture. In summary, participants will learn how our approach to the design of this programming embodies a pedagogy of care and respect with successful outcomes for students.

Takeaways:

- Digital storytelling can be used to help students engage with personal narratives, telling stories that resonate with them on an emotional level.
- Leveraging students' modern technological sensibilities centres their desire to be content creators, not simply consumers. Providing multiple means of action and expression allows students to select the medium that best conveys their message.
- Adhering to specific collaborative practices during the design of co-curricular experiences ensures that multiple disciplines can benefit from the programming.

512: We're in This Together: Whole Class Co-Creation of OER

Amanda Tkaczyk, Conestoga College

Whole class co-creation is an approach to teaching and learning rooted in active learning that can contribute to positive student-teacher relationships and inclusivity in the classroom [1]. Rather than engage a subset of students, the entire class is invited to contribute to the creation of the learning experience. Challenges of including whole-class co-creation into courses can include poor class time management and lack of sustainability over multiple semesters [1].

The aim of open education is to enable students to learn through participation, rather than transmission [3]. Ehlers's model of Open Education Practices conceptualizes the highest level of openness where students have been given a high degree of learning choices while teachers define the competency objectives and enable learning through experience-oriented methods [3]. The adoption of open assessment has been identified as a core competence of open pedagogy; this can be achieved through engaging students in the development of open educational resources (OER) [4].

In Fall 2022, we adopted a whole class co-creation approach to assessment as students co-created an OER textbook. In two sections of a 14-week post-secondary STEM class, students were led through a process in which they collaboratively pitched textbook topics, identified textbook themes and chapters, and developed content for publication. The scaffolded assessment worth 20% of course evaluations and required approximately 5 hours of in-class time. At the teaching and learning showcase, we will share the course outline, assignments, themes from student feedback, and instructor suggestions for sustainable implementations.

Takeaways:

- Discuss how effective whole class co-creation can be enabled by caring teaching practices such as ungrading and instructor enthusiasm.
- Review course design and set of five scaffolded assessments for whole class co-creation of OER textbook.
- Learn practical ways to embed whole class co-creation into courses.

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513: Renewable Scaffolded Carousel Assessments

Amanda Tkaczyk, Conestoga College

Community building in the classroom can increase student trust and potentially reduce academic integrity concerns [2]. Techniques for community building in the classroom include: low-stakes assessments, encouraging peer interactions, and detailed feedback from the instructor [2] - each of which can be enabled through scaffolded assessments. Renewable assignments are designed for students to "add value to the world" [8], rather than being disposed. Similar to community building, renewable assignments are an approach that can increase student engagement and reduce academic integrity concerns [1]. Carousel-style lessons are an active-learning technique where students rotate through a series of stations which can increase student motivation and collaboration [7, 9]. In this exploratory teaching practice, we sought to understand how carousel activities, when combined with renewable assessments and scaffolding would impact student experience and learning in post-secondary courses.

Renewable Scaffolded Carousel Assessments (RSCA) are a set of connected assessments in which project topics and artifacts rotate throughout the semester. Student work is shared within the classroom and used as inputs for other learners – this creates a dynamic classroom environment and can mimic the agile work environment. During this teaching and learning showcase, we will discuss the theoretical motivations for RSCA and provide details of how we used this approach in three different courses. We will share sample assignments, themes of student feedback, insights from the instructor perspective, and suggestions for those who want to apply RSCA to their teaching practice.

Takeaways:

- Discuss the motivation and teaching practices which enable Renewable Scaffolded Carousel Assessments (RSCA).
- Review three examples of RSCA including course plans and assignments.
- Learn proposed framework for RSCA implementations.

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514: Building an Environment to Learn Topics Outside of One's Comfort Zone

Otto Yung, University of Toronto

Students who enroll in a certain set of courses may feel intimidated and anxious because of the nature of the content that are outside of their comfort zone. Students naturally want some control of the learning environment to make it more comfortable. I have applied and developed teaching strategies for newly introduced courses and topics that crosses over from one discipline to another (e.g., computer science to social science and vice versa). Some teaching examples include: (i) integrating coding, analytics, and disruptive technology into a social science curriculum (e.g., for finance, accounting, and management students), and (ii) introducing accounting and finance to engineering and science students through a business minor program.

I can share my teaching strategies (in-person and online) and assessments used to introduce and to build a foundation in a non-intimidating manner through community and attention to detail by building up the student's confidence to higher weighted assessments. I will also share the thought process of finding an optimal balance of quizzes, assignments, tests, projects, and a final exam as well as leveraging on various technology platforms and in-person activities that develop a collaborative and supportive learning environment (e.g., (i) in real-time relying on Zoom chat for an in-person class, (ii) design low-risk in-class quizzes with feedback and encouragement, (iii) choice of the JupyterHub platform to teach coding, (iv) providing the opportunity for students with accessibility needs to contribute towards a group presentation, (v) incorporate lab cases to simulate a real-world problem, and (vi) encourage peer-to-peer feedback in various mediums.

I'll share my experience of creating an independent experiential research course supported by the Office of the Vice-Principal Academic and Dean. Some tasks include creating assignments with new data sets that students find interesting. This gives the instructor ideas that students can relate to in the classroom.

Takeaways:

- Build a collaborative and supportive learning environment by leveraging a mix of assessment styles and learning technologies.

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515: Student Agency in Assessments

Diana Skrzydlo, Statistics and Actuarial Science, University of Waterloo

Inspired by previous UWTL conferences and literature on Universal Design for Learning, I've employed several UDL principles to make my course assessments more equitable. Students are provided multiple ways to demonstrate their engagement through topic choice and a submission format that suits their needs. Some students who normally require several accessibility accommodations were able to engage with my course exactly as it was designed, because the barriers they normally face were already removed. In this teaching and learning showcase I will display my syllabi, assessments, and examples of student work from both a large introductory course and a medium-sized upper-year course.

Takeaways:

- Providing choices (a limited number not to overwhelm students) is a helpful way to increase student engagement and agency in your assessments.
- The benefits are experienced by all students, not just students with documented disabilities.

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516: Supporting Learners with Holistic Career Education

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As the world of work continually evolves, navigating volatility, uncertainty, complexity and ambiguity (VUCA) is a challenge we all face. Doing so requires a mindset of adaptability and lifelong learning supported by continual self-reflection and self-direction (Johnston, 2017). Career development is a field that is well-positioned to support individuals in developing and maintaining their well-being while on this journey (Redekopp and Huston, 2020). To this end, the Centre for Career Action (CCA) has been realigning its career education strategy to place greater emphasis on well-being, agency and purpose. This presentation will provide a high-level overview of how we are seeking to transform the ways we show up and contribute to the UW ecosystem. Specifically, we will outline our adoption of the idea of 'Purposeful work' as a central conceptual framework and the value of bringing a person-centered, trauma informed and equity-centered lens to all that we do. We will share examples of how these frameworks underpin how we are approaching both curricular development and advising. We will also showcase some of our efforts to increase capacity in embedding and integrating holistic career education into the curriculum and other student spaces. A sample collaboration will be briefly showcased as a successful curricular innovation developed alongside faculty partners. Finally, we will discuss opportunities for faculty and support units to collaborate with us to enable our students to navigate an uncertain and complex future of work with agency, well-being and resilience.

Takeaways:

- Learn about the recent reorganization and reorientation of the Centre for Career Action and how these changes are leading to more holistic, developmental and well-being focused student support Identify opportunities to collaborate with CCA to embed proactive career education support that can enable students to navigate their futures with agency, well-being and resilience.

References:

- Redekopp, D. E. & Huston, M. (2020). Strengthening mental health through effective career development: A practitioner's guide. CERIC. Johnston, N. (2017). Navigating continuous change: A focus on self-direction and skills and knowledge transfer. International Perspectives on Education and Society, 32, 19–33. https://doi.org/ 10.1108/S1479-36792017000003