

University of Waterloo 2019 Teaching and Learning Conference Program

May 2, 2019 | Science Teaching Complex (STC) and Federation Hall (Fed Hall), University of Waterloo

SCHEDULE AT A GLANCE

Time	Details
8:00-8:30am	Pick up Registration Packages – Coffee and Tea Fed Hall – Foyer
8:30-10:00am	KEYNOTE ADDRESS Plenary Session Dr. Allison Lombardi, University of Connecticut Inclusive Instruction: Reaching and Teaching Diverse Students Introductions by Kyle Scholz and Kristin Brown, Conference Co-Chairs, Centre for Teaching Excellence Opening Remarks by Mario Coniglio, Associate Vice-President Academic Thank you by the Faculty Association of the University of Waterloo Fed Hall – Main Hall
10:00-10:40am	Refreshment Break sponsored by the Faculty Association of the University of Waterloo Science Teaching Complex (STC) – Ground Floor
10:40-11:40am	Concurrent Sessions (100) – STC
11:40-11:50am	Break – STC
11:50am-12:50pm	Concurrent Sessions (200) – STC
12:50-1:50pm	Lunch at Fed Hall – Main Hall
1:50-2:40pm	IGNITING OUR PRACTICE Plenary Session Dr. Carol Hulls (Engineering) and Dr. Markus Moos (Environment) Session moderated by Donna Ellis, Centre for Teaching Excellence Fed Hall – Main Hall
2:40-3:00pm	Walk to STC for remaining sessions
3:00-4:00pm	Concurrent Sessions (300) – STC
4:00-4:10pm	Break – STC
4:10-5:10pm	Concurrent Sessions (400) – STC
5:10-6:00pm	Poster Session and Wine and Cheese Reception Closing Remarks by Mario Coniglio, Associate Vice-President Academic STC Main Commons

CONCURRENT SESSIONS 100 (10:40-11:40AM)

Sessions marked with an asterisk () are funded by the University of Waterloo Learning Innovation and Teaching Enhancement (LITE) grants.

Session 101: Panel STC 0010	Session 102: Workshop STC 0020	Session 103: Workshop STC 0040	Session 104: Presentations STC 0050	Session 105: Presentations STC 0060	Session 106: Presentations STC 2002
<p>Applying universal design: Small changes, big impact</p> <p><i>Sarah Murray and Kari Weaver, Library; Christine Zaza, Centre for Teaching Excellence</i></p>	<p>Compassion, patience and professionalism: Navigating difficult grade negotiation conversations with diverse students at end of term</p> <p><i>Laura Stoutenburg and Lisa Trimble, Conestoga College</i></p>	<p>Creative writing and the community</p> <p><i>Lamees Al Ethari and Carrie Snyder, English Language and Literature; Tasneem Jamal, Conrad Grebel University College</i></p>	<p>104a: Student engagement and the international learner: Targeting the social and affective domains of learning for heightened course engagement</p> <p><i>Keely Cook and Jane Karanassiou, Renison University College</i></p> <p>104b: Active learning: Strategies for engaging international students</p> <p><i>Sarah Mayes-Tang, University of Toronto</i></p> <p>104c: Changing bodies, changing minds: Teaching postcolonial, gender, and intersectional theories through speculative fiction*</p> <p><i>Meghan K. Riley and Meghna Bellani, English Language and Literature</i></p>	<p>105a: Bringing statistics to the learner: Tailoring material to match student passions</p> <p><i>Diana Skrzydlo, Greg Rice and Dina Dawoud, Statistics and Actuarial Science</i></p> <p>105b: Design and assessment of a hybrid engineering laboratory course with the incorporation of student-centred experiential learning*</p> <p><i>Mingqian John Zhang, Cheryl Newton, Jason Grove, Mark Pritzker and Marios Ioannidis, Chemical Engineering</i></p> <p>105c: Redesigning course labs to increase student engagement and improve learning outcomes</p> <p><i>Allyson Giannikouris and Chris Rennick, Mechanical and Mechatronics Engineering</i></p>	<p>106a: Controversial issues discussions in post-secondary classrooms*</p> <p><i>Christina Parker, Renison University College; Kristina Bartold, Student Success Office</i></p> <p>106b: Leveraging safe spaces for leading across differences</p> <p><i>Nouman Ashraf, University of Toronto</i></p> <p>106c: Hands-up, hands-down: Embodied pedagogy for diverse learners</p> <p><i>Matthew Bailey-Dick, Conrad Grebel University College</i></p>

CONCURRENT SESSIONS 200 (11:50AM-12:50PM)

Sessions marked with an asterisk () are funded by the University of Waterloo LITE grants.

Session 201: Workshop STC 0010	Session 202: Workshop STC 0020	Session 203: Presentations STC 0040	Session 204: Presentations STC 0050	Session 205: Presentations STC 0060	Session 206: Presentations STC 2002
<p>“Fair for all?” Rethinking traditional assessments to promote inclusivity in STEM</p> <p><i>Gitanjali Shanbhag, Mechanical & Mechatronics Engineering and Centre for Teaching Excellence</i></p>	<p>Beyond the clicker: Engaging diverse learners through quantifying participation</p> <p><i>Shannon Webb, Durham College</i></p>	<p>203a: Disability awareness videos: An educational tool to promote faculty members’ disability-related self-efficacy and inclusive teaching practices</p> <p><i>Emily Tarconish and Allison Lombardi, University of Connecticut</i></p> <p>203b: Beyond accommodation: Supporting inclusive learning for disabled students</p> <p><i>Ness Lamont, Knowledge Integration; Kristin Brown, Centre for Teaching Excellence</i></p> <p>203c: Learner-inclusive design: Students as collaborators in creating their own course</p> <p><i>Abhinav Bhatnagar, Rebecca Cambridge, Mona Matan, Tom Haffie and Lindi Wahl, Western University</i></p>	<p>204a: Understanding internationalization - An Ontario College student and faculty context</p> <p><i>Adam McGregor, Christina Decarie and Wendy Whitehead, St. Lawrence College</i></p> <p>204b: The changing face of post-secondary education: Supporting international students</p> <p><i>Heather Nelson, Saskatchewan Polytechnic</i></p> <p>204c: “It’s really, really hard” Understanding factors that impede learning by international students at Renison University College</p> <p><i>Colleen McMillan and Grant Leach, Renison University College; Kevin Li, The Problem Lab; Alexandra Chin and Hayley McDonald, Applied Health Sciences</i></p>	<p>205a: Thinking interactively: Toward a more robust E-learning experience*</p> <p><i>Dorothy Hadfield, Bruce Dadey and Jason Lajoie, English Language and Literature</i></p> <p>205b: Evaluation of an online module for weight-sensitive instruction in university classrooms: Preliminary results from a pilot study*</p> <p><i>Amanda Raffoul, Lesley Andrade, Rachel Acton, Kirsten Lee, Katie Burns and Katelyn Godin, School of Public Health and Health Systems</i></p> <p>205c: Audio feedback as a tool to enrich student understanding of qualitative evaluations</p> <p><i>Sarah McLean, Western University</i></p>	<p>206b: Oh the humanity! The challenges of immersive assignment integration into an established undergraduate course*</p> <p><i>Luc S. Cousineau and Corey W. Johnson, Recreation and Leisure Studies; Kelly Anthony and Foram Patel, School of Public Health and Health Systems</i></p> <p>206c: Teaching diverse learners about aging through research and reflection*</p> <p><i>Elena Neiterman, Christine Sheppard, Saman Husain, Vanessa Bach and Souraiya Kassam, School of Public Health and Health Systems</i></p>

CONCURRENT SESSIONS 300 (3:00-4:00PM)

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Session 301: Workshop STC 0010	Session 302: Presentations STC 0020	Session 303: Presentations STC 0040	Session 304: Presentations STC 0050	Session 305: Presentations STC 0060	Session 306: Alternative Session STC 2002
<p>Authoring digital learning materials</p> <p><i>Tonya Elliott and Jane Chomyc, Centre for Extended Learning</i></p>	<p>302a: Using Lego in the classroom: Experimenting with kinaesthetic learning in an English class</p> <p><i>Clive Forrester, English Language and Literature</i></p> <p>302b: Gameful studies: Reimagining participation to support student motivation</p> <p><i>Nicholas Hobin, English Language and Literature</i></p> <p>302c: You all have the plague: Gamification design and practice*</p> <p><i>Jolanta Komornicka, St. Jerome's University; Andrew Moore, History; Kyle Scholz, Centre for Teaching Excellence</i></p>	<p>303a: Teaching teamwork skills and building effective teams using Educational Escape Rooms</p> <p><i>John Kelly and Nicole Campbell, Western University</i></p> <p>303b: Active learning spaces encourage diversity in both teaching and learning styles</p> <p><i>Katelyn Mottola Marchiori and Sarah McLean, Western University</i></p> <p>303c: Fitting a square peg into a round hole: Physical space planning considerations for the implementation of experiential learning at the University of Waterloo</p> <p><i>Dan Murray, Michael Wood and Jennifer Lynes, School of Environment, Enterprise and Development (SEED)</i></p>	<p>304a: Embracing student diversity with differentiated assessments</p> <p><i>Marie Lippens and Melanie Misanchuk, Centre for Extended Learning</i></p> <p>304b: Implementation of self-selected grade weighting in a second year Kinesiology course</p> <p><i>Chris Vigna and Laura Williams, Kinesiology</i></p> <p>304c: Sequential writing assignments to critically evaluate scientific journal articles</p> <p><i>Suzanne Wood, University of Toronto</i></p>	<p>305a: Closed-loop problem based learning as a method to meet the needs of diverse learners</p> <p><i>Heidi Fernandes and Jeff Nagge, School of Pharmacy</i></p> <p>305b: Empowering students in the classroom to raise the bar for practical patient self-care in the community: A pilot project at the School of Pharmacy</p> <p><i>Nardine Nakhla and Paul Malik, School of Pharmacy</i></p> <p>305c: Use of assessment of prior learning in a PharmD bridging program</p> <p><i>Rosemary Killeen, Stacey Verhaeghe and Debbie Ellen, School of Pharmacy</i></p>	<p>Coming full circle – Expectations, experiences and impacts of Niagara College's Indigenous learning circle</p> <p><i>Dana Wetherell, Apryl Gill, Natasha Hannon, Elaine Berwald, Crystal Adams Coons and Rachel Cloud, Niagara College</i></p>

CONCURRENT SESSIONS 400 (4:10-5:10PM)

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Session 401: Workshop STC 0010	Session 402: Panel STC 0020	Session 403: Presentations STC 0040	Session 404: Presentations STC 0050	Session 405: Presentations STC 0060
<p>Exploring Waterloo's teaching culture: What instructors, staff, and students don't know</p> <p><i>Kristin M. Brown and Donna E. Ellis, Centre for Teaching Excellence; Ken N. Meadows, Western University</i></p>	<p>Helping the medicine go down: Teaching across C.P. Snow's two cultures</p> <p><i>Scott Campbell, Centre for Society, Technology and Values; Doreen Fraser, Philosophy; Maura R. Grossman, Computer Science; Paul Heidebrecht, Conrad Grebel University College</i></p>	<p>403a: Fall break intervention: Turkey, studying, and avoiding the side of regret</p> <p><i>Mary Robinson, First-Year Engineering Office; Chris Rennick and Carol Hulls, Mechanical and Mechatronics Engineering; Samar Mohamed, Centre for Teaching Excellence</i></p> <p>403b: Creating a learning environment that is firm but fair: Maintaining academic rigor while prioritizing student mental health</p> <p><i>Nicole Campbell and Stephanie Zukowski, Western University</i></p>	<p>404a: Many disciplines, one goal: Inclusive teaching in a culturally diverse community</p> <p><i>Constance Leonard and Shernette Dunn-Savery, United States Air Force Academy</i></p> <p>404b: Spreading attention in the classroom: Student learning as a function of attentive and inattentive others</p> <p><i>Alex C. Huynh, Noah D. Forrin, Alyssa C. Smith, Daev McLean, James Siklos-Whillans, Daniel Smilek and Colin M. MacLeod, Psychology</i></p>	<p>405a: Creating an inclusive culture in first year engineering students</p> <p><i>David Wang, Electrical and Computer Engineering</i></p> <p>405b: Closing the collaborative skills gap: Assessing the effectiveness of a university-wide course designed to teach students how to collaborate in diverse groups*</p> <p><i>Kathryn Plaisance, Knowledge Integration; Christopher Lok, Psychology; Christine Logel, Renison University College</i></p> <p>405c: Reflections from planning and executing a pilot project designing pedagogical activities for students across borders</p> <p><i>Ekaterina McKnight and Elena Neiterman, School of Public Health and Health Systems; Karla Boluk, Recreation and Leisure Studies; Raushan Alibekova, Nazarbayev University</i></p>

POSTER SESSION (5:10-6:00PM)

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Poster Number	Poster Titles and Authors
501	The art of anatomy: Body painting as a tool for teaching and learning <i>(Cindy Wei and Tamara Maciel, Kinesiology)</i>
502	The science library project: (Re)designing for diverse learners to promote and sustain inclusivity in non-major STEM courses <i>(Sarah Ruffell, University of Pittsburgh at Bradford; Tommy Mayberry, University of Guelph)</i>
503	Priors and posteriors: Teaching Bayesian reasoning to learners varying in knowledge of probability <i>(Yichu Zhou and Colin MacLeod, Psychology)</i>
504	Identifying training needs and approaches for student team effectiveness in on-campus teams* <i>(Roxy Merkand and John Michela, Psychology)</i>
505	Multi-modal teaching & learning – An engineering experience* <i>(Rania Al-Hammoud, Civil and Environmental Engineering; Samar Mohamed, Centre for Teaching Excellence)</i>