

University of Waterloo 2024 Teaching and Learning Conference Program

May 2, 2024 | Science Teaching Complex (STC) and Federation Hall (Fed Hall), University of Waterloo

SCHEDULE AT A GLANCE

NOTE: THERE WILL BE A VENUE CHANGE FOR LUNCH – SCHEDULE ACCOUNTS FOR 10-MINUTE TRAVEL TIME BETWEEN STC AND FED HALL.

Time	Details
8:00-8:30 a.m.	Pick up Registration Packages – Coffee and tea sponsored by the Faculty Association of the University of Waterloo Science Teaching Complex (STC) – Main Commons
8:30-10:00 a.m.	<p style="text-align: center;">KEYNOTE ADDRESS - Plenary Session Dr. Jessie Moore, Director of the Center for Engaged Learning, Elon University Introductions by Annik Bilodeau and Brianna Bennett, Conference Chairs, Centre for Teaching Excellence Opening Remarks by Dr. James Rush, Provost, University of Waterloo Thank you by David Porreca, President of the Faculty Association of the University of Waterloo STC 1012</p>
10:00-10:20 a.m.	Breakfast sponsored by the Faculty Association of the University of Waterloo Science Teaching Complex (STC) – Main Commons
10:20-11:20 a.m.	Concurrent Sessions (100) – STC and B2
11:20-11:40 a.m.	Break – STC
11:40 a.m.-12:40 p.m.	Concurrent Sessions (200) – STC and B2
1:00-1:50 p.m.	Lunch at Fed Hall – Main Hall
1:50-2:40 p.m.	<p style="text-align: center;">IGNITING OUR PRACTICE Plenary Session Dr. Suzanne Kearns (Geography and Environmental Management) and Dr. Craig Fortier (Renison University College) Session moderated by Donna Ellis, Centre for Teaching Excellence Fed Hall – Main Hall</p>
3:00-4:00 p.m.	Concurrent Sessions (300) – STC and B2
4:00-4:20 p.m.	Break – STC
4:20-5:20 p.m.	Concurrent Sessions (400) – STC and B2
5:20-6:20 p.m.	<p style="text-align: center;">Poster Session and Reception Crudités and cheese platters sponsored by University of Waterloo Staff Association / Cash Bar Remarks by Yessenia Guerrero, President of the University of Waterloo Staff Association Closing Remarks by David DeVidi, Associate Vice-President Academic STC Main Commons</p>

CONCURRENT SESSIONS 100 (10:20 a.m.-11:20 a.m.)

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

Session 101: Presentations STC 0010	Session 102: Presentations STC 0020	Session 103: Presentations STC 0040	Session 104: Presentations STC 0050	Session 105: Panel STC 0060	Session 106: Panel STC 1012	Session 107: Alternative session STC 2002	Session 108: Alternative Session B2 350
<p>101a: Exploring the Potential of Immersive Technology in the Enhancement of Anatomy Education</p> <p><i>Katelyn Wood (Western), Sean McWatt (Western), Paul Mensink (Western)</i></p> <p>101b: Generative Artificial Intelligence: The Future of Experiential Training in Pharmacy?</p> <p><i>Jeff Nagge (School of Pharmacy)</i></p> <p>101c: Students React to Mycroft, a Course-Aligned, AI-Virtual Teaching Assistant (VTA)</p> <p><i>Jialin Yang (School of Computer Science), Mike Cooper-Stachowsky (Electrical & Computer Engineering), Zille Huma Kamal (School of Computer Science)</i></p>	<p>102a: Engaging the Quiet: Pedagogical Strategies to Encourage Participation Among Students who Experience Social Anxiety</p> <p><i>Kristen Archbell (School of Pharmacy)</i></p> <p>102b: Engaging and Motivating At-Risk Students: Assessing the Impact of an Academic Skills Course *</p> <p><i>Angela Rooke (Student Success Office), Min Huang (Student Success Office), Nada Alshehabi (Student Success Office), Mrittika Dreeshra (Sociology and Legal Studies)</i></p> <p>102c: Supporting Student Engagement with Feedback through Mindfulness</p> <p><i>Erin Isings (Western), Christine E. Bell (Western), Cecilia S. Dong (Western), Samantha Jones (Western), Hugh Samson (Western), Lisa McCorquodale (Western), Thomas Telfer (Western), Tracey Ropp (Western)</i></p>	<p>103a: Waterloo’s Climate Leaders Program: Sparking Student Engagement in Climate Learning and Action</p> <p><i>Michele Martin (Office of Research), Tola Titcombe (Chemical Engineering), Minh Chau Nguyen (Statistics & Actuarial Science)</i></p> <p>103b: Relational Learning: Practices to Deepen Connection with Each Other, Community, Land and Place *</p> <p><i>Ginny Wong (School of Environment, Resources and Sustainability), Steffanie Scott (Geography & Environmental Management)</i></p> <p>103c: Examining Student Engagement and Success between a Remote and Fully Online Course in Earth and Environmental Sciences</p> <p><i>Keith Delaney (Earth Sciences), Kristin Wilson (Psychology), Felicia Pantazi (Centre for Work-Integrated Learning)</i></p>	<p>104a: Exploring Perceptions on Alternative Assessment and Grading in Graduate Anatomy Education</p> <p><i>Emily Dietrich (Western), Sean McWatt (Western)</i></p> <p>104b: Generative AI and Student Engagement: A Study of Two Urban Planning Classes *</p> <p><i>Carrie Mitchell (School of Planning), Katherine Perrott (School of Planning)</i></p> <p>104c: YES! “Critical Thinking” Can be Engaging and Interactive: The Case of an Online Philosophy Course</p> <p><i>Greg Andres (Philosophy), Yasser Abdelaal (Centre for Extended Learning)</i></p>	<p>105: Feminist and Community-Centered Pedagogies: Sparking and Sustaining Collaborative Engagement and Relationship Building *</p> <p><i>Laura Mae Lindo (Philosophy), Kate Mercer (Library), Kim Hong Nguyen (Communication Arts), Katy Fulfer (Philosophy), Craig Fortier (Renison University College)</i></p>	<p>106: Prioritizing Student Perspectives: Building Engagement Through Peer-led Academic Support</p> <p><i>Marcus Chan (Mathematics), Tamara Harbar (Environment), Dragana Kostic (Student Success Office), Katie Plant (Arts), Deanna Rooke (Renison University College), Stephanie Steh (Health), Maša Torbica (Writing and Communication Centre)</i></p>	<p>107: An Auto-Photography Study to Explore Safe Spaces from Campus Housing Black and Racialized Student Resident experiences: Student Engagement Outside of the Classroom Emerges</p> <p><i>Hend Shalan (Campus Housing), Glen Wepler (Campus Housing), Franco Solimano (Campus Housing)</i></p>	<p>108: Engaging our Community with Accessible Teaching Practices: A Candid Conversation Between Waterloo Instructors and Instructional Staff Involved in the Accessible Education Project</p> <p><i>Victoria Feth (Centre for Teaching Excellence), Kyle Scholz (Teaching Innovation Incubator), Rob Hill (Physics), Diana Skrzydlo (Statistics & Actuarial Science), Carol Hulls (Mechanical and Mechatronics Engineering), Matt Justice (Centre for Extended Learning), Jennifer O’Brien (AccessAbility Services), Jason Grove (Chemical Engineering)</i></p>

CONCURRENT SESSIONS 200 (11:40 a.m.-12:40 p.m.)

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Session 201: Presentations STC 0010	Session 202: Presentations STC 0020	Session 203: Presentations STC 0040	Session 204: Presentations STC 0050	Session 205: Workshop STC 0060	Session 206: Panel STC 1012	Session 207: Panel STC 2002	Session 208: Workshop B2 350
<p>201a: Engaging Assessments with Real Data Analysis in Undergraduate Statistics Courses</p> <p><i>Luke Hagar (Statistics & Actuarial Science)</i></p> <p>201b: Modelling with Spreadsheets to Enhance Engagement</p> <p><i>Otto Yung (Toronto)</i></p> <p>201c: Improving Relational Algebra Query Understanding with a Relational Algebra Compiler *</p> <p><i>Paul Ward (Electrical and Computer Engineering)</i></p>	<p>202a: Fostering Student Engagement Through Competency Based Assessment Framework *</p> <p><i>Rania Al-Hammoud (Civil and Environmental Engineering), Richard Li (Centre for Teaching Excellence)</i></p> <p>202b: Authentic Learning: Using Case Competitions to Engage Students and Industry Partners</p> <p><i>Vicki Zhang (Toronto)</i></p> <p>202c: Learning from My ABCs: Assessments Based on Contributions from Students</p> <p><i>Chelsea Uggenti (Statistics & Actuarial Science)</i></p>	<p>203a: Engaging Students, Supporting Academic Integrity, and Pursuing Learning Objectives Through Course-Based GenAI Literacy</p> <p><i>Karen Lothead (Centre for Extended Learning)</i></p> <p>203b: Designing with Virtual Reality: Integrating VR in the Classroom for Design-Based Learning</p> <p><i>Ville Mäkelä (Stratford Programmes), Cayley MacArthur (Stratford Programmes), Daniel Harley (Stratford Programmes)</i></p> <p>203c: 'What's the Point of English?' Leveraging Language to Create Inclusive and Engaging Learning Opportunities for International Students</p> <p><i>Keely Cook (Renison University College), Christine Fabian (Renison University College), Jane Karanassiou (Renison University College), Nela Maluckov (Renison University College)</i></p>	<p>204a: More Than Social Loafing: An Investigation of Factors Affecting Student Engagement in First-Year Student Teams</p> <p><i>Victoria Kerr (Toronto), Patricia Sheridan (Toronto), Emily Moore (Toronto)</i></p> <p>204b: Engagement Methodology for an Introductory Course on Problem Solving</p> <p><i>Sage Hall (Management Science and Engineering), Kenneth N. McKay (Management Science and Engineering)</i></p> <p>204c: Reflections on an Open Forum to Identify Student Engagement Strategies that “Stick” in the Post-Pandemic Era</p> <p><i>Natalie Chow (Centre for Teaching Excellence), Karla Boluk (Recreation & Leisure Studies), Elena Neiterman (School of Public Health Sciences), Michelle Ogrodnik (Kinesiology and Health Sciences)</i></p>	<p>205: Classroom Exploration of GenAI Use and Limitations in Research: GenAI as Brainstorm Buddy and Research Process Pal</p> <p><i>Mike Chee (Library), Jenna Hampshire (Student Success Office), Douglas Peers (History)</i></p>	<p>206: Reflecting on First-Year Student Engagement in an Anxious World</p> <p><i>Stacy Denton (English Language & Literature), Greg Andres (Philosophy), Barbara Bloemhof (Economics), Carmen Celestini (Religious Studies), Onyeka Ezeh (German & Slavic Studies), Noorin Manji (Stratford Programmes)</i></p>	<p>207: Engaging Instructors and Students in Transformative Learning amid Polycrisis</p> <p><i>Tim Alamenciak (School of Environment, Resources, and Sustainability), Steffanie Scott (Geography and Environmental Management)</i></p>	<p>208: Experiencing Resilience Using the LEGO Serious Play Method</p> <p><i>Nadine Ibrahim (Civil and Environmental Engineering)</i></p>

CONCURRENT SESSIONS 300 (3:00 p.m.-4:00 p.m.)

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

Session 301: Presentations STC 0010	Session 302: Presentations STC 0020	Session 303: Presentations STC 0040	Session 304: Presentations STC 0050	Session 305: Workshop STC 0060	Session 306: Panel STC 1012	Session 307: Alternative Session STC 2002	Session 308: Workshop B2 350
<p>301a: Amplifying Voices of Disabled Students: Findings from the Ontario Summit for Students with Disabilities</p> <p><i>Emma Collington (Biology), Samantha Fowler (Human Resources)</i></p> <p>301b: Engagement Through History and Film: The Case of HIST 200 Online Course Redevelopment</p> <p><i>Andrew Hunt (History), Yasser Abdelaal (Centre for Extended Learning)</i></p> <p>301c: OERS and UDL in Recreation Studies: A Careful Waltz or Freestyling Jive *</p> <p><i>Brendan Riffin (Recreation & Leisure Studies), Brandon Dickson (Centre for Teaching Excellence), Donna Kotsopoulos (Western), Boba Samuels (Toronto), Jasmine Nitsotolis (Western)</i></p>	<p>302a: Playful Education: Cultivating Charitability and Fostering Student Engagement</p> <p><i>Marco Tang (Philosophy)</i></p> <p>302b: Engaging Communities from Outside to Inside the Classroom: Co-Design Strategies for Active Learning</p> <p><i>Linda Zhang (School of Architecture)</i></p>	<p>303a: How to Ask Questions so That Students Will Answer</p> <p><i>Alicia Flatt (Co-operative and Experiential Education), Stephanie Bailey (Co-operative and Experiential Education)</i></p> <p>303b: Using Two Stage Testing and Immediate Feedback Assessment Technique Cards to Enhance Engagement and Learning</p> <p><i>Jacqueline MacDonald (Biology), Jason Thompson (Centre for Teaching Excellence)</i></p> <p>303c: Evaluating the Impact of an Online Educational Tool for Fostering Constructive Dialogue in the Classroom *</p> <p><i>Dane Mauer-Vakil (School of Public Health Sciences), Kelly Anthony (School of Public Health Sciences)</i></p>	<p>304a: Engaging Large Classes through Demonstrations</p> <p><i>Matthew Robbins (Physics and Astronomy)</i></p> <p>304b: Strategic student engagement: enhancing courses through pilot testing during development.</p> <p><i>Evana Delay (Centre for Work-Integrated Learning), Felicia Pantazi (Centre for Work-Integrated Learning), Trish Owens (Centre for Work-Integrated Learning)</i></p> <p>304c: Activating Engagement with Simulations and Classroom Experiments</p> <p><i>Barbara Bloemhof (Economics)</i></p>	<p>305: Integrating the SLICC Reflective Framework: How Self-Directed Learning Promotes Student Engagement</p> <p><i>Katherine Lithgow (Centre for Teaching Excellence), Emma McDougall (Political Science)</i></p>	<p>306: Champion Teaching Effectiveness: A Tale of Fostering Engagement Across Six Faculties</p> <p><i>UW Teaching Fellows</i></p> <p><i>Carolyn MacGregor (Systems Design Engineering), Elena Neiterman (School of Public Health Sciences), Diana Skrzydlo (Statistics & Actuarial Science), George Lamont (English Language & Literature), Christine Barbeau (School of Environment, Resources and Sustainability), Robert Hill (Physics and Astronomy)</i></p>	<p>307: Learning to Bounce: Fostering Engagement by Addressing the Emotional Demands of Academics</p> <p><i>Melissa Beacom (Guelph), Tara Embrey (Guelph), Christopher Laursen (Guelph), Aron Fazekas (Guelph)</i></p>	<p>308: Using Self-Evaluation to Spark and Sustain Student Engagement with Transdisciplinary Research *</p> <p><i>Chloé St-Amand (School of Environment, Resources, and Sustainability), Mathieu Feagan (Knowledge Integration)</i></p>

CONCURRENT SESSIONS 400 (4:20p.m.-5:20p.m.)

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

Session 401: Presentations STC 0010	Session 402: Presentations STC 0020	Session 403: Presentations STC 0040	Session 404: Presentations STC 0050	Session 405: Presentations STC 0060	Session 406: Panel STC 1012	Session 407: Alternative Session STC 2002	Session 408: Workshop B2 350
<p>401a: Critical Thinking for Promoting Student Engagement with Their Learning</p> <p><i>Rania Al-Hammoud (Civil and Environmental Engineering), Christine Moresoli (Chemical Engineering), Richard Li (Centre for Teaching Excellence)</i></p> <p>401b: Investigating the Teaching and Learning of Science Communication Skills at Undergraduate Science Programs</p> <p><i>Faraj Haddad (Western), Austin Robertson (Western), Rasbir Marwaha (Western), Karen Huo (Western), Nicole Wieland (Western), Haoming Tang (Western)</i></p> <p>401c: Creating Inclusive Research Opportunities for Biomedical Sciences Undergraduates</p> <p><i>Beverlee Buzon (Toronto), Costin Antonescu (Toronto), Sarah Sabatinos (Toronto)</i></p>	<p>402a: Engaging UW Alumni: Proposing a Value Proposition Based on COVID-19 Lessons Learned</p> <p><i>Karla Boluk (Recreation & Leisure Studies), David Drewery (Work-Learn Institute), Keith Soares (Work-Learn Institute), Katelyn Gordner (Faculty of Health), Anne-Marie Fannon (Work-Learn Institute), Janice Bruin (Co-operative and Experiential Education), Tjihiana Thobani (Faculty of Health)</i></p> <p>402b: Well-Being in Student Education and Research (WiSER)</p> <p><i>Carrie Mitchell (School of Planning), Katie Plaisance (Department of Knowledge Integration), Christine Logel (Renison University College)</i></p> <p>402c: Revitalizing Staff Learning: Maximizing Engagement through Online Learning Communities</p> <p><i>Chun Chih Chen (Organizational & Human Development), John Fedy (Organizational & Human Development)</i></p>	<p>403a: Realistic Family Therapy Training (RFTT) for Psychology and Acting Students: An Experiential Partnership with Theatre and Mental Health *</p> <p><i>Dillon Browne (Psychology), Andrew Houston (Communication Arts), Rebecca Zehr (Recreation & Leisure Studies)</i></p> <p>403b: Supporting Equitable Student Engagement: Challenging Start-Up Culture in the Classroom</p> <p><i>Jennifer Ross (Toronto), Dan Guadagnolo (Toronto), Nicole Laliberté (Toronto), Fiona Rawle (Toronto)</i></p> <p>403c: “We’ve been expecting you”: Exploring UDL in Creating Accessibility and Engagement in Graduate Professional Education</p> <p><i>Lincoln Smith (Toronto), Kara Dymond (Toronto), Kathy Broad (Toronto)</i></p>	<p>404a: First Rule of Engagement - Communication ... Start the Conversation!</p> <p><i>Heidi Engelhardt (Biology)</i></p> <p>404b: Ensuring Science Meets Experience: Barriers to CEL Implementation in STEM</p> <p><i>Oren Princz-Lebel (Western), Anastasios Catanzaro (Western), Hana Abdelmeguid (Western), Sarah McLean (Western)</i></p> <p>404c: Use of Gamification Elements to Increase Student Engagement in a First-Year Science Course</p> <p><i>Felicia Pantazi (Centre for Work-Integrated Learning), Keith Delaney (Earth Sciences)</i></p>	<p>405a: Increasing Student Engagement: Implementing Specifications Grading to Foster Intrinsic Motivation, Encourage Students to Excel, and Enhance Clarity in the Classroom</p> <p><i>Maryam Sheikh (McMaster), Kerry O'Neill (McMaster)</i></p> <p>405b: Anatomy of a Classroom Tech Ethics Experiment</p> <p><i>Marcel O’Gorman (English Language & Literature), Heather A. Love (English Language & Literature), Megan Selinger (English Language & Literature)</i></p>	<p>406: Co-Designing, Co-Teaching, and Co-Learning with Graduate Students: Making Interdisciplinary Teaching of Wicked Problems Work</p> <p><i>Adebusola Adekoya (School of Public Health Sciences), Kevin Bonnell (School of Planning), Serena McDiarmid (Centre for Teaching Excellence), Shahan Salim (School of Public Health Sciences), Kyle Scholz (Teaching Innovation Incubator)</i></p>	<p>407: Meaningful Collaboration for Indigenous Knowledges Inclusion in Course Content</p> <p><i>Savannah Sloat (Faculty of Science), Jane Chomyc (Centre for Extended Learning), George Lamont (English Language & Literature)</i></p>	<p>408: A Novel Resource for Problem-Solving and Peer Evaluation</p> <p><i>Laura Ingram (Chemistry), Robert Hill (Physics and Astronomy)</i></p>

POSTER SESSION 500 (5:20p.m.-6:20p.m.)

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

Number	Poster
501	Capitalizing on Curriculum to Promote Post-Secondary Student Wellness: Preliminary Results from a Study of For-Credit Mindfulness Courses in Two Canadian Universities * <i>Allison Kelly (Psychology), Seonaigh MacPherson (Fraser Valley), Giselle Kraus (Psychology)</i>
502	An Adapted Model of the Student-Led Individually Created Course (SLICC) Model Helps to Sustain Student Engagement * <i>Jennifer Yessis (School of Public Health Sciences), Nada El-Abbar (School of Public Health Sciences), Katherine Lithgow (CTE), Narveen Jandu (School of Public Health Sciences)</i>
503	Instructional Resource Requirements for Accessible Lectures * <i>Jennifer Ellingham (Mechanical and Mechatronics Engineering), Jane Russwurm (Writing and Communication Centre), Carol Hulls (Mechanical and Mechatronics Engineering)</i>
504	Engaging Instructors in Accessibility Through a Post-Secondary Course Accessibility Guide <i>Christine Zaza (Human Resources)</i>
505	The Centre for Extended Learning (CEL) — Agile Development Team — Provides Support for Instructors Who Want to Create Engaging Digital Learning Experiences for Students <i>Matt Justice, Anna Barichello, Daniel Opperwall, Rachael Verbruggen, Tanya Strong, Jana Roberts, David Skoryk (Centre for Extended Learning)</i>
506	Students' Engagement with Learning Skills Support Within and Beyond the Classroom Context: What the Fall 2023 Data Tell Us <i>Jenna Hampshire, Jennifer Ferguson, Kayla Snyder, Min Huang (Student Success Office)</i>
507	Fostering Curiosity and Practical Skills Through Experiential Learning in Statistics Courses: Lessons Learned and Strategies for Success <i>Nathalie Moon (Toronto)</i>
508	Engineering Intuition: Defining and Incorporating Intuitive Problem-Solving in Fluid Mechanics Education <i>Mikaela Lewis (Mechanical and Mechatronics Engineering)</i>
509	Exploring New Educational Frontiers: Enhancing Student Learning in University Classrooms Through Artificial Intelligence <i>Liza Boyar (School of Public Health Sciences), Lauren Elizabeth Winfield-Ward (School of Public Health Sciences)</i>

Number	Poster
510	Engaging with Sustainability in Curriculum: Framework and Toolkit <i>Abigail Loewen (Sustainability Office), Mathew Thijssen (Sustainability Office)</i>
511	Another Tool in the Toolbox: Modulating Student Motivation via Community Engaged Learning <i>Anastasios Catanzaro (Western), Sarah McLean (Western)</i>
512	The Planning & Design Studio Guide: A New Approach to Engaging Students in Technical Learning <i>Katherine Perrott (School of Planning)</i>
513	An Investigation into Engineering Student Participation in Extra-Curricular Activities <i>Chris Rennick (Engineering IDEAs Clinic), Mary Robinson (Engineering), Sophie Nasato (Engineering Outreach), Samantha White (Engineering Outreach)</i>
514	Facilitating In-Class Discussions and Fostering Meaningful Class Participation <i>Mojdeh Shahidi (Classical Studies)</i>
515	Engaging Excellence: Nurturing Research Skills in the Co-operative Education Research Certificate <i>Jenn Czekus (Co-operative and Experiential Education)</i>
516	Using iClicker to Enhance Student's Engagement in a Classroom <i>Sura Ali (Biology)</i>
517	The Student Negotiator: Incorporating Co-Creation into Assessment Strategies <i>Joanna Watkins (Fanshawe College), Darren Johnson (Fanshawe College)</i>