2026 Graduate Students/Post-docs Teaching in Higher Education: Empowering the Next Generation of Educators Conference Program

All sessions virtually on Zoom. Links will be sent to registrants prior to the conference.

NB: Attend 6 or more individual sessions throughout the conference and write a reflective essay and you will receive a certificate acknowledging your commitment to professional development. The certificate will be emailed to you about three weeks after the conference.

Pacific Time Zone	CHOOSE ONE SESSION PER TIME BLOCK	GSPTHE Program Check your Zoom links, audio, and video connections			
8:00 am - 8:45 am		**Zoom Room A** **Welcome to the Conference** Dr. Cynthia Korpan Director, ITeach: Certification in Higher Ed Inc. **Opening Keynote** **Inhabiting Uncertainty: Digital Embodiment, AI, and What It Means to Learn** Ian Jarvis, PhD Candidate Theatre and Performance Studies, York University			
8:50 am - 9:20 am		ZOOM ROOM A-1 From Coursework to Career: Reflective Practice and the Teaching Dossier as Catalysts for Professional Development in Graduate and Early-Career Academics Linus Mwinkaar	ZOOM ROOM B-1 Humanizing Higher Education: Relational Pedagogy, Identity, and Belonging Kunti Adhikari	ZOOM ROOM C-1 Reclaiming Narrative Agency: A Dialogic Communication Framework for Trauma-Affected Undergraduates Emilienne Akpan	ZOOM ROOM D-1 Learning as collaboration: Empowering students and TAs through bi-directional feedback Hannah Varkey
9:20 am - 9:30 am		Stretch break			
9:30 am - 10:00 am		ZOOM ROOM A-2 Co-constructing confidence through personal, interpersonal, and structural support: Empowering students to speak up in seminars Rachel C. Lin-Yang	ZOOM ROOM B-2 Stick With Me: Making University Tests More Human Britney Vu	ZOOM ROOM C-2 No More Calculators: Shifting from Rote Memorization to Active Problem Solving in Social Science Statistics Angus Chan	ZOOM ROOM D-2/3 60 minutes Grace and Guidance: What 25 years as an elementary and high school teacher taught me about pedagogy Julia Hale
10:05 am - 10:35 am		ZOOM ROOM A-3 Evaluating the impact of a psychology-based online educational tool for fostering constructive	ZOOM ROOM B-3 From black-box AI to learning companion: Teaching research skills	ZOOM ROOM C-3 From Hesitation to Participation: Active Learning and Dialogic Feedback in Higher Education	

		dialogue in a university classroom Dane Mauer-Vakil, Christoffer Dharma, Trevor Fornara, and Kelly Anthony	with interpretable Machine Learning Sangue Oraleou Djandja	Rahil Isar	
10:35 am - 10:45 am		Stretch break			
10:45 am - 11:15 am		ZOOM ROOM A-4 Reading Others to Write the Self: Teaching and Building Empathy Through the Graphic Novel Memoir Anastazia Csegeny	ZOOM ROOM B-4 Bridging the Gap: Using targeted writing prompts to integrate lab and lecture in undergraduate general animal physiology Joseph Candia	ZOOM ROOM C-4 The Pedagogy Project: Break-ing into Lecture Learning Daryll Wilson and Natalie Rae Turecki	ZOOM ROOM D-4/5 Rolling Dice for Engagement: Affect and Learning Through D&D-Inspired Serious Play Barbara Clerihue
11:20 am - 11:50 am		ZOOM ROOM A-5 Decolonizing Art and Design History Through Language and Participation Erick Achig	ZOOM ROOM B-5 I Came to Learn from A Person: Perspectives on Teaching, Trust, and Technology Justine Purcell	ZOOM ROOM C-5 Reducing Test Anxiety and Supporting Self-Efficacy through Universal Design for Learning, Mastery-Based Testing, and Alternative Assessments Bryn Crandles	
11:55 am - 12:55 pm		ZOOM ROOM A-6 **Health and Wellness Symposium** 1. Academic Ableism as Weathering: Epistemological Dimensions of Academic Health Kahlia Roberts 2. Thriving in a Polycrisis: Supporting Student and Instructor Wellness in Complex Classrooms Carolyn McLeod 3. Teaching Health and Well-Being in Graduate Education Victoria Babysheva	ZOOM ROOM B-6 **Professional Development Symposium** 1. Learning to Teach Through Research: Reflections from an Emerging Instructor Johanna Loock 2. Grab and Go: Designing Learning Communities (in a box!) Catherine Maloney and J.T. Cornelius 3. Peer Mentoring Graduate Art Education Candidate Dan Barnard, Michelle Sanchez, and Milan Gregory	ZOOM ROOM C-6 **Diversity and Inclusion Symposium** 1. CIDES Twins: Scientific and cultural exchanges through international mathematical challenges Yanxue Wang and Sinuhé Perea 2. Identity and Care: Implementing a Pedagogy of Care into Field Education Bradlee Wahid Cotton 3. The Passive Curriculum of Higher Education: What Universities Never Explicitly Teach Students Nowreen Sarwar	ZOOM ROOM D-6 **Poster Session** 1. From Research to Classroom: Teaching Global Value Chains Through Real-World Cases Ewa Cieślik 2. Concepts vs. Calculations: Investigating How Structured Review Shapes Student Learning in Mathematically Intensive Engineering Course - CE 214 Statics Shruti Singh 3. Enhanced Use of Assignments in an International Virtual Executive Course Freddy Caceres 4. Prickly Pedagogies and Feral Methods: Teaching Interdisciplinary Practice-Based

					Research on an Art + Anthropology MA Kyriaki Sigala
12:55 pm - 1:05 pm	Stretch break				
1:05 pm - 1:35 pm	ZOOM ROOM A-7 Will TAs Become TAIs? Student Reflections on AI in First-Year Chem Labs Luis Villanueva Sanchez	ZOOM ROOM B-7 The Power of "I Don't Know": First-time professors and the humility of not knowing Benjamin Smith	ZOOM ROOM C-7 The Publishing Playbook - An Insider's Guide Michelle Rossi	ZOOM ROOM D-7/8 Revitalizing Active Learning in Large STEM Groups through Real-Time Response Systems Yanxue Wang and Sinuhé Perea	
1:40 pm - 2:10 pm	ZOOM ROOM A-8 Engagement Strategies for Spanish Language Student Learning Arameh Khadjevand	ZOOM ROOM B-8 Rethinking Assessment and Feedback: Practical Approaches to enhance Learning, Equity, and Engagement Sapna Sharma	ZOOM ROOM C-8 More Than "Just Markers": Building the Teaching Team We All Need for Large-Course Instruction Selena Gignac, Hillary Anderson, Lucas Besen, Z Coltman, and Brittany Melton		
2:10 pm - 2:20 pm	Stretch break				
2:20 pm - 3:20 pm	ZOOM ROOM A-9 From Intention to Action: Practicing Equity in Graduate Teaching Victoria Babysheva	ZOOM ROOM B-9 Critical AI Literacy in Higher Education in Breaking Beyond Fear-Based Teaching Nowreen Sarwar	ZOOM ROOM C-9 Sparking the Conversation: Navigating the Role of GenAI Through Self-Assessment to Support Educators and Learners Lydia Scholle-Cotton, Cheryl Lee-Yow, and Emily Luo	ZOOM ROOM D-9 Recess for Grown-Ups: Gamified Engagement in Higher Ed Matt Durland	
3:25 pm - 3:55 pm	ZOOM ROOM A-10 From Tests to Tasks: Assessing Skills Through Authentic, AI-Resilient Evaluation Ghazale Farjam	ZOOM ROOM B-10 How can SUCCES-Driven Historical Bridges Shape Mastery Orientation in Higher Education? Sanjay Veerasammy	ZOOM ROOM C-10 Towards a reality literacy toolkit Sarah Casey	ZOOM ROOM D-10 From Judgement to Curiosity: Using Socratic Questioning to Expand Students' Frames of Mind Kalapreet Dhaliwal	
4:00 pm - 4:30 pm	ZOOM ROOM A-11 Beyond Revision: Co-Creating Knowledge and Enhancing Student Agency Through In-Class Modular Symposia	ZOOM ROOM B-11 Evolution of Teaching and Learning Mohan Paudel	ZOOM ROOM C-11 Assessing Student Learning in Technology and Computer Science in Light of AI Usage	ZOOM ROOM D-11 Scaffolding Autonomy: Applying Universal Design for Learning to Support	

		Lucie Kotesovska		Andrew Luo	**Diverse Learners in Lab Settings** Joseph Ulasi
4:30 pm - 4:40 pm		Stretch break			
4:40 pm - 5:10 pm		ZOOM ROOM A-12 **No Fear, Big Eyes, and Big Heart: Becoming Confident in Mathematical Thinking** Xiong Wang	ZOOM ROOM B-12 **Two Minutes of Silence Before and After: A Daoist Meditation Approach to Classroom Discussion** Siqi Liu		ZOOM ROOM C-12 **Teaching-Learning Process: Building Attentiveness through Slow Pedagogy and Dialogic Inquiry** Jasreen Grewal Kang
5:15 pm - 6:00 pm		**Closing Plenary** **Applied Understanding for Higher Education: SER Framework** Misha Kaur Lidder **Awards** Dr. Cynthia Korpan Director, ITeach: Certification in Higher Ed Inc.			

Session Descriptions

8:00AM-8:45PM

Zoom Room A
Welcome
Dr. Cynthia Korpan
Director, ITeach: Certification in Higher Ed Inc.

Opening Keynote
Inhabiting Uncertainty: Digital Embodiment, AI, and What It Means to Learn

Ian Jarvis, PhD Candidate, Theatre and Performance Studies
York University, Toronto, Ontario, Canada

Ian Jarvis is a doctoral candidate in Theatre and Performance Studies whose research investigates embodiment, creativity, and human–technology relationships in digital contexts. His dissertation explores how performers learn to work with their digital instrumental systems and what these emerging forms of practice reveal about agency, learning, and creative expression.
As sessional faculty at OCAD University, Ian has taught introductory programming to art and design students, helping learners build technical skills while thinking critically about the tools that increasingly shape how they create and live.
His experiences as a researcher, educator, and live coder have led him to the same set of questions: How do we learn new technologies and habituate to them? How do they change the way we think and create? And what remains human in the process?

What does it mean to learn in digital environments?
What happens when the tools thought to support learning begin to quietly erode it?

This talk is about grappling with teaching, grappling with learning, and grappling with a moment we don't fully understand, and neither do our students.

It is also about genuine excitement. That sense that everything is open, that the tools available are extraordinary, that we sit at a genuinely strange and interesting moment in history.

AI, and the digital infrastructure from which it emerges, doesn't just change how we access knowledge, it changes the conditions under which genuine learning becomes possible. When scale, abstraction, and frictionless access reshape the material ground of knowing, instability isn't a problem to fix, it is the condition from which we are all teaching.

The classroom becomes a laboratory. Intuitions stop being reliable. And the question shifts from – How do we use these tools? – to – How do we help students inhabit uncertainty rather than rush to escape it?

8:50AM-9:20AM

Zoom Room A-1

From Coursework to Career: Reflective Practice and the Teaching Dossier as Catalysts for Professional Development in Graduate and Early-Career Academics

Linus Mwinkaar, PhD Candidate, Education
University of Business and Integrated Development Studies, Wa, Upper West Region, Ghana
Session Focus: Professional Development for Graduate and Post Doc Students

In many institutions, graduate students and early-career scholars receive formal training in pedagogy but often struggle to connect this training with evidence of professional development, portable career artefacts, or long-term changes in their teaching practices. This proposal presents a qualitative analysis of the reflective feedback from participants in a higher education teaching module offered by the Professional Development Mentors at the University of Business and Integrated Development Studies (UBIDS). The module focused on the interplay of three pedagogical structures: reflective activities, a cumulative teaching dossier, and instruction in thematic analysis.

The themes that emerged from participant responses, collected through a structured end-of-module survey, include the following:
(1) a shift from passive content delivery to learner-cantered, active learning;
(2) the use of structured reflection as a diagnostic tool rather than merely a journaling exercise;
(3) the teaching dossier as a portable artifact that redefines learning as part of professional identity formation; and
(4) a growing demand for advanced professional development content, such as the integration of AI in teaching, grant writing, academic publishing, and work-life balance.

This session provides a model that can be adapted for designing graduate-level professional development that promotes practice change and enhances career capital. It concludes with an interactive activity where participants begin sketching their own dossier frameworks.

Zoom Room B-1

Humanizing Higher Education: Relational Pedagogy, Identity, and Belonging

Kunti Adhikari, PhD Student, Teacher Education
Michigan State University, East Lansing, MI, United States
Session Focus: Student Learning

As higher education increasingly engages with questions of technology integration and the ethical use of AI, the relational and human dimensions of teaching risk being overlooked. This oral presentation contends that meaningful learning is not driven solely by innovation and efficiency but is fundamentally rooted in trust, care, belonging, and the affirmation of identity. Drawing on four semesters of experience teaching undergraduate students at a U.S. university, I reflect on how humanizing pedagogical approaches can cultivate inclusive, supportive learning environments

in which students feel recognized, valued, and connected. This presentation highlights practical classroom strategies that center students as whole individuals, including activities such as What's in a Name?, Webs of Identities, and Community Circles. These approaches invite students to engage with and share their cultural, linguistic, and personal identities while fostering a strong sense of community and deepening classroom engagement. Rather than positioning teaching as the mere transmission of content, this session frames teaching as a relational, ethical, and reflective practice that attends to both students' academic development and their broader personal growth.

The discussion is informed by the concept of humanizing pedagogy (Bartolome,1994) and engaged pedagogy (hooks, 2014), both of which foreground dialogue, mutual respect, and the critical importance of valuing learners' lived experiences. Participants will leave with concrete strategies for cultivating more compassionate, identity-affirming classrooms, along with greater confidence in designing instruction that prioritizes connection, inclusion, and student well-being in higher education contexts.

Zoom Room C-1

Reclaiming Narrative Agency: A Dialogic Communication Framework for Trauma-Affected Undergraduates

Emilienne Akpan, PhD Candidate, Communications and Multimedia Design
American University of Nigeria, Yola, Adamawa, Nigeria
Session Focus: Student learning

How can instructors design responsive instructional communication for undergraduates whose learning is shaped by abduction, conflict-related trauma, displacement, and interrupted schooling? This 30-minute oral presentation examines a writing center program that supported women survivors from Chibok, Nigeria, as they transitioned into college coursework. Grounded in Fisher's (1987) Narrative Paradigm and hooks' (1994) engaged pedagogy, this dialogic framework integrates trauma-informed teaching (Bitanihirwe & Imad, 2023; Carello & Butler, 2015), culturally responsive literacy, and language support across reading, listening, writing, and speaking.

Rather than viewing students through a deficit lens or requiring disclosure, the program emphasized choice, relational trust, resonant texts, and low-stakes communication practice (Bailey et al., 2023; Eidum, 2021). Instructors operationalized this framework through accessible readings, turn-taking, oral reflection, word-building, and story cubes, grounding these methods in writing center trauma scholarship (Hargreaves, 2024). These practices invited students to safely connect themes to cultural knowledge, prior learning, or lived experiences while preserving dignity (Kirmayer et al., 2014; Vandi et al., 2023). Communicative competence developed through the co-construction of meaning, peer-supported clarification, and natural self-correction.

The session concludes with transferable strategies for educators working with populations affected by conflict, displacement, or educational exclusion (Thompson & Carello, 2022). Attendees will leave with practical design principles for creating inclusive communication environments that foster narrative agency, academic belonging, and ethical engagement without compelling traumatic disclosure (Brave Heart & DeBruyn, 1998; Imad, 2021).

Zoom Room D-1

Learning as collaboration: Empowering students and TAs through bi-directional feedback

Hannah Varkey, PhD Student, English
York University, Toronto, Ontario, Canada
Session focus: Assessment and Evaluation

Formative feedback and assessment articulated around concrete actionable comments is consistently linked to improved student engagement and learning (Andrade & Heritage, 2018). Recognition that successful feedback is necessarily dialogic has foregrounded the interconnectedness of instructor interventions, student motivation and self-assessment (Johannes & Haase, 2022), underscoring the need for instructors to foster student feedback literacy skills through "related guidance, coaching and modelling" (Yan & Carless, 2022). Nonetheless workload considerations make formative feedback difficult (Asghar, 2012). For TAs, fostering student engagement and learning through formative feedback and assessment can be particularly overwhelming. In this session, I explore how understanding feedback as part of a bi-directional learning relationship and setting up simple but effective mechanisms to reinforce this bidirectionality can be empowering for both students and TAs.

Building on my TA experience in two university literature courses, one asynchronously online, the other in person, I first explore focusing feedback on how students can improve their assignment/paper when revision is possible or use in future assignments. I then consider ways to solicit student feedback on the pedagogical process, including a 'Start, Stop, Continue' quiz to help students think about what they need, what they do not need, and specifically what should be continued. Both directions of feedback reinforce learning as a collaborative process. Seeing growth in students' academic and critical skills is gratifying for both students and TAs, while student feedback can help TAs find more effective ways to engage students and grow as instructors.

9:30AM-10:00AM

Zoom Room A-2

Co-constructing confidence through personal, interpersonal, and structural support: Empowering students to speak up in seminars

Rachel C. Lin-Yang, PhD Candidate, Department of Educational and Counselling Psychology, and Special Education
University of British Columbia, Vancouver, Canada
Session Focus: Student Learning

Student talk has been shown to improve active learning, which can increase student performance (Tanner, 2009; Freeman et al., 2014). Various interpersonal and structural factors, such as student motivation or fear of judgment, can change the likelihood of students feeling confident enough to speak up in a classroom (Severe et al., 2024). Rather than simply incentivizing participation through extrinsic motivators, such as grades, motivational factors need to be considered for authentic participation.

Through qualitative interviews with undergraduate students, Severe et al. (2024) found that barriers and facilitators to student talk fall in line with Expectancy Value Theory (EVT): students have to believe there is value in participation, they can do so successfully, and there is a low cost to participation. In a 4th-year seminar on Human Development within the Faculty of Education, I utilized this knowledge to implement practical solutions to encourage student talk and participation. Furthermore, I embedded key opportunities for students to share personal feedback about what was helping and hindering their classroom participation and set goals for the remainder of the term. This allowed for a classroom discussion of personal, interpersonal, and structural barriers and facilitators to speaking out in class – allowing students to reconceptualize "confidence in speaking out" from a personal trait to a trait that can be supported through certain environmental factors. Practical supports were co-constructed with students to empower them to meet their participation goals. The practical solutions used throughout this seminar will be shared, as well as student testimonials about their participation.

Zoom Room B-2

Stick With Me: Making University Tests More Human

Britney Vu, MA Student, Educational Studies
Concordia University, Montreal, Quebec, Canada
Session Focus: Innovative Teaching Methods

Grading in higher education is often associated with stress, pressure, and formality. This presentation explores how small moments of humour, for example, the use of stickers, puns, and lighthearted comments written on tests can help humanize the education experience for university students. Drawing from personal teaching experiences as a teaching assistant, this session examines how playful interactions within grading and feedback can foster student connection, reduce anxiety, and create a more supportive learning environment without compromising academic rigour.

Through examples of humorous annotations and indirect student responses, participants will consider how seemingly minor acts of encouragement can positively influence classroom culture and student perceptions of assessment. The presentation will also discuss the balance between professionalism and approachability in higher education teaching practices.

Attendees will leave with practical, low-cost strategies for integrating warmth and personality into their teaching and assessment methods, particularly in TA and early-career roles. This session contributes to broader conversations about compassionate and fun pedagogy and student-centred teaching in higher education.

Zoom Room C-2

No More Calculators: Shifting from Rote Memorization to Active Problem Solving in Social Science Statistics

Angus Chan, EdD Student, Education
Western University, London, Ontario, Canada
Session focus: Student Learning

Many post-secondary students entering behavioral data analysis struggle due to severe gaps in foundational mathematics, often relying heavily on calculators for basic integer arithmetic. This technological dependency contributes to an upward trend in characteristic calculation errors and a habit of skipping steps. To bridge these knowledge and skill gaps, this session introduces "Step-by-Step Statistics," a foundational, progress-driven, calculator-free curriculum designed using a DACUM model.

Grounded in the core criteria of backward design by Wiggins and McTighe (2005), this approach explicitly aligns assessment tools with measurable cognitive outcomes through paper-based, structured skill-building worksheets, step-by-step concept applications, and contextual problem-solving scenarios. By incorporating repetitive distributed practice and process modeling (Centre for Teaching Excellence, n.d.), we intentionally unpack the hidden curriculum to foster executive function and critical thinking.

Participants in this 30-minute oral presentation will learn how to transition their curriculum design from passive rote memorization of formula calculations to the active, transferable application of problem solving. Attendees will leave with practical strategies to reduce student cognitive load, disrupt technological dependency, and cultivate lifelong learning competencies directly applicable to both academic research and everyday life.

Centre for Teaching Excellence. (n.d.). Bloom's Taxonomy: Cognitive domain. University of Waterloo.
Wiggins, G., & McTighe, J. (2005). Understanding by design (2nd ed.). Association for Supervision and Curriculum Development.

9:30AM-10:30AM

Zoom Room D-2/3

Grace and Guidance: What 25 years as an elementary and high school teacher taught me about pedagogy

Julia Hale, PhD Student, Education
Queen's University, Kingston, ON, Canada
Session focus: Student Learning

Is teaching children and adolescents the same as teaching in post-secondary? No. Could a lot of the strategies you develop wrangling 4th graders help you find joy in university lecture halls? Yes. As an educator in universities, I have relied heavily on skills built in my 25 years as a primary and secondary classroom teacher. I will talk through how to combine the pure joy of learning and exploring new ideas that only small children can teach, along with the patience and grace that years as a middle and high school teacher trains into you, while still maintaining the high expectations needed for any learner being asked to do their next hard thing. Master pedagogy is transferable to any age or stage. For me, sound pedagogy can be distilled down into two words: **Grace** (honest listening and scaffolding to meet individual needs and realities), alongside

Guidance (measured and intentional pushing outside of comfort zones to stimulate growth in whatever the learning expectations are). Both these mindsets, along with a smattering of joy and humour will keep your students (and yourself) coming back for more.

Feedback from students: *Thank you so much for being such an engaging and compassionate professor. You taught the course with so much enthusiasm and authenticity, and I appreciate all the conversations and individual help you gave me. Thank you for showing us what it is to be an effective and enthusiastic educator who cares about their students and cares about their work.*

10:05AM-10:35AM

Zoom Room A-3

Evaluating the impact of a psychology-based online educational tool for fostering constructive dialogue in a university classroom

Dane Mauer-Vakil, PhD Candidate, Public Health Sciences & Health Evaluation
University of Waterloo, Waterloo, Canada
Christoffer Dharma, PostDoc, Epidemiology
University of Toronto, Toronto, Canada
Trevor Fornara, MS, Leadership and Organizational Development
Colorado State University, Fort Collins, Colorado, United States
Kelly Anthony, Associate Teaching Professor
University of Waterloo, Waterloo, Canada
Session focus: Student Learning

A growing literature demonstrates the impact of university students' self-censoring in the classroom [1]. In a recent survey, students reported fear of making a "mistake" or "saying the wrong thing" when speaking in class [2]. When students are fearful in this way, the foundation of learning is hindered because engagement is reduced.

In this study, we conducted an empirical investigation into the impact of *Perspectives*, an innovative online tool developed by the Constructive Dialogue Institute (CDI), for fostering constructive dialogue and improving student learning experiences. CDI translates behavioural science research into evidence-based, practical, engaging, and scalable educational tools that equip students with skills for constructive communication. Using a pre-post, quasi-experimental design, we collected survey data from students using *Perspectives* in a Canadian undergraduate public health course. Key outcomes included affective polarization, intellectual humility, conflict resolution skills, and self-censorship. Our results suggest that *Perspectives* has strong utility in lowering affective polarization and self-censorship, increasing intellectual humility, and improving conflict resolution skills. Thus, we conclude that *Perspectives* can foster deep learning by helping students cultivate intellectual humility, explore diverse perspectives and worldviews, and manage emotions during challenging conversations.

This work provides educators, researchers, and the broader public with key insight into the impact of Perspectives and its potential for wider implementation in university classroom settings.

References

1] Dea S. On silence: Student refrainment from speech. In: Macfarlane E, editor. Dilemmas of Free Expression. Toronto: University of Toronto Press; 2021. p. 252-68.
2] College Pulse. College free speech rankings. 2021. Available from: https://reports.collegepulse.com/hubfs/2021_SpeechRankings_Report.pdf

Zoom Room B-3

From black-box AI to learning companion: Teaching research skills with interpretable Machine Learning

Sangue Oraleou Djandja, Killam Postdoctoral Fellow
Dalhousie University, Faculty of Agriculture, Truro, Nova Scotia, Canada
Session focus: Innovative Teaching Methods

Artificial intelligence is changing how students search, write, analyze, and make decisions. For graduate students, postdoctoral scholars, teaching assistants, and early-career instructors, the key question is not simply whether AI belongs in higher education, but how it can strengthen student thinking rather than replace it. Informed by UNESCO's AI Competency Framework for Teachers (UNESCO, 2024) and cognitive apprenticeship literature (Collins et al., 1991), this oral presentation introduces the Research Thinking Loop: Question → Evidence → Model → Meaning → Message. The framework helps make research reasoning visible by guiding students to define problems, examine evidence, identify assumptions, interpret model outputs, and communicate uncertainty responsibly. I will draw on my experience as a postdoctoral researcher using interpretable machine learning in chemical engineering and bioresource conversion, as well as my teaching and mentoring in bioresource processing, bioenergy, combustion, and chemical reaction engineering. A simplified example on bio-oil yield prediction will show how students can move from model-based prediction to disciplinary interpretation instead of treating AI as a black-box answer generator. The presentation also connects classroom teaching with digital mentorship through platforms such as Le Progresseur, my educational YouTube channel, where academic guidance can build research confidence beyond formal courses.

Participants will leave with five practical design principles for integrating AI into teaching and mentoring while keeping student judgment, disciplinary reasoning, and human mentorship at the center.

Zoom Room C-3

From Hesitation to Participation: Active Learning and Dialogic Feedback in Higher Education

Rahil Isar, PhD Candidate
City St George's, University of London, United Kingdom
Session focus: Innovative Teaching Methods

This presentation explores how evidence-informed active learning and dialogic feedback strategies can support student confidence, participation, and independent learning in higher education.

Drawing on my experience teaching and supporting learning for undergraduate Clinical Pharmacology students, alongside my PhD at City St George's, University of London, I will discuss approaches used in Drug-Based Learning tutorials, Data and Statistics workshops, and

undergraduate research supervision to support diverse student cohorts. The session will examine practical strategies including enquiry-based learning, think-pair-share, scaffolded questioning, retrieval practice, role-play, and dialogic feedback to encourage critical thinking and the application of knowledge to clinical scenarios.

These approaches are informed by evidence demonstrating the effectiveness of active learning in improving student engagement and performance (Freeman et al., 2014), cooperative learning in promoting inclusivity and critical thinking (Johnson, Johnson and Smith, 2014), and dialogic feedback in supporting learner autonomy (Nicol and Macfarlane-Dick, 2006).

Particular attention will be given to supporting students with varying levels of confidence, quantitative experience, and neurodiverse learning needs. Attendees will leave with practical and adaptable strategies for fostering inclusive participation, strengthening feedback practices, and supporting students to become more confident and self-regulated learners across higher education contexts.

10:45AM-11:15AM

Zoom Room A-4

Reading Others to Write the Self: Teaching and Building Empathy Through the Graphic Novel Memoir

Anastazia Csegeny, PhD Student, Media Studies
Western University, London, Ontario, Canada
Session focus: Innovative Teaching Methods

As a hybrid literary form at the nexus of fine art and media studies, graphic novels support a wide spectrum of contemporary storytelling through word, image, and interdependent verbal-visual conventions. The graphic novel, particularly the autobiographical memoir, has emerged as a key literary site for conveying complex stories of trauma and testimony, importantly dispelling longstanding myths of the comics medium as frivolous, mass-marketed literature. Given the increased popularity of graphic narratives in recent decades, foundational texts, such as Art Spiegelman's Maus (1986) and Alison Bechdel's Fun Home (2006), are now occasionally featured on undergraduate English course syllabi as one-off introductions to word-image storytelling; however, such brief exposure does not promote sustained empathetic reader engagement, nor do students have sufficient opportunity to critically examine the polysemic nature of the form.

To address these issues in the teaching of comics, I designed a media studies course focused on the graphic novel memoir that introduces a contemporary archive of texts and cultivates empathy through active close reading of how word and image co-articulate meaning. This presentation will discuss the course's selection of graphic novels and autobiographical topics, learning objectives, methods of evaluation, and pedagogical strategies that promote critical self-reflection alongside literary critique. My course deploys a multi-pronged pedagogical approach to teach autobiographical storytelling, blending textual analysis with research-creation to orient students' reading of others' experiences with their own and, ultimately, provide them the narrative tools to express their embodied thinking and emotions in verbal-visual forms within the course and beyond.

Zoom Room B-4

Bridging the Gap: Using targeted writing prompts to integrate lab and lecture in undergraduate general animal physiology

Joseph Candia, MSc, Biological Sciences
University of Rhode Island, Kingston, RI, United States
Session focus: Innovative Teaching Methods

Undergraduate students often excel in laboratory settings yet struggle to transfer those experiences to lecture-based conceptual understanding. This presentation describes an innovative, research-informed assignment redesign that integrates lab-lecture bridging prompts and genre-specific writing scaffolds into weekly animal physiology lab reports.

Drawing on literature demonstrating the effectiveness of structured scientific writing instruction (Reynolds et al. 2009, Brownell et al. 2013) and the role of explicit connections in supporting conceptual transfer (Ambrose et al 2010), this project embeds two targeted interventions: (1) a one sentence bridging prompt requiring students to link experimental findings to a named lecture concept, and (2) a brief results-versus-discussion mini-prompt designed to strengthen students' understanding of scientific genres. Implemented across multiple laboratories (e.g. respiration physiology, osmoregulation, electrocardiograms, etc.), the redesigned assignments aim to reduce cognitive load while improving clarity, coherence, and conceptual integration. Previous iterations of this course emphasized scientific communication and received positive student feedback; this redesign extends that foundation by intentionally connecting laboratory experiences to theoretical content. Helping students "see" how physiological concepts underpin experimental questions supports their development as scientists and strengthens their ability to transfer knowledge across contexts.

This session will provide graduate teaching assistants with a replicable model for enhancing scientific communication, supporting conceptual understanding, and aligning assessment with learning goals - without increasing grade burden or assignment length. Attendees will leave with practical strategies for integrating writing-based prompts into laboratory courses to promote deeper learning and more meaningful engagement with course material.

Zoom Room C-4

The Pedagogy Project: Break-ing into Lecture Learning

Daryll Wilson, PhD, Psychological Science
Toronto Metropolitan University, Toronto, Ontario, Canada
Natalie Rae Turecki, MA, Counselling Psychology
Univeristy of Victoria, Victoria, British Columbia, Canada
Session focus: Student Learning

In our presentation, we will be sharing the latest insights from our research on the implementation of a novel and innovative lecture break intervention called consolidation pauses as well as providing a live demonstration of the intervention itself. Consolidation pauses involve short, intentional opportunities for students to review the lecture material and/or engage in peer-peer discussion and are a simple yet effective way to boost students' learning and memory while

also creating a better learning experience (as reported by students) in the inevitable post-secondary lecture environment.

Critically, consolidation pauses have been tested in student populations that include students with learning disabilities and demonstrate effectiveness while also remaining generally inclusive by creating spaces where processing and understanding information becomes more accessible. If something is unclear, there's an opportunity to clarify within a quarter hour as opposed to information becoming unattainable due to lapse in attention or memory (ie, resulting from ADHD, brain injury, etc.). With respect to health and wellness, many students reported feeling less stressed because the consolidation pause helped them to process and understand the lectures information. If students are able to learn better, this reduces the cognitive demands placed on them outside of the lecture hall to remember or relearn material on their own time, opening up more time to devote to fitness, health and wellness habits to support overall function and lasting learning outcomes!

10:45AM-11:45PM

Zoom Room D-4/5

Rolling Dice for Engagement: Affect and Learning Through D&D-Inspired Serious Play

Barbara Clerihue, PhD Candidate, Theatre
University of Victoria, Victoria, British Columbia, Canada
Session focus: Innovative Teaching Methods

Traditional approaches to teaching theatre history often emphasize the transmission of knowledge through lectures, class activities, and readings. While effective for conveying information, these approaches can struggle to generate the engagement, emotional investment, and sense of agency that support deeper learning. This session explores how concepts borrowed from tabletop role-playing games, such as hex-and-counter wargames and Dungeons & Dragons, informed the development of games for an undergraduate theatre history course.

Drawing on Huizinga's conception of play as a fundamental cultural activity, Lazzaro's work on affect and engagement in games, and scholarship on wargaming as a tool for learning and inquiry (Perla; Sabin), the presentation examines how role-play, uncertainty, and meaningful decision-making can help students grapple with complex questions surrounding the theatrical canon. Rather than simply learning about historical plays, students assume the roles of theatre practitioners, board members, and community stakeholders faced with decisions about staging controversial works, responding to concerns about canonical playwrights, balancing artistic and community values, and managing the consequences of their choices.

The session traces the evolution of these games from a simple pedagogical question: how can we teach problematic canonical works in ways that promote critical engagement? through design, implementation, and classroom reflection. Participants will be invited to reflect on how serious play can foster engagement, affective investment, ethical reasoning, and deeper learning, and how methods borrowed from unexpected contexts can enrich teaching in a wide range of educational settings.

11:20AM-11:50AM

Zoom Room A-5

Decolonizing Art and Design History Through Language and Participation

Erick Achig, MFA Student, Media and Design
Ontario College of Art and Design University, Toronto, Ontario, Canada
Session focus: Innovative Teaching Methods

This presentation examines how art and design education shapes not only what students learn, but how they are taught to interpret history. Using my experience as a Teaching Assistant at OCAD University, I reflect on how historical objects, images, and design movements are often introduced through inherited academic lenses that privilege certain geographies, voices, and forms of expertise.

Rather than focusing only on representation, this presentation asks who is given authority to describe, explain, and validate cultural knowledge. When Indigenous, Latin American, BIPOC, or multilingual perspectives are absent from interpretation, histories can be reduced to style, mystery, tourism, or aesthetic category instead of being recognized as design intelligence, material knowledge, and cultural memory.

Through examples from art and design history tutorials, I propose that Teaching Assistants can help shift classroom conversations by asking different questions: Who made this? Who used it? Who collected it? Who gets to interpret it? What knowledge is being ignored? This approach positions language, memory, and lived experience as tools for critical interpretation.

Ultimately, the presentation argues that decolonizing design education requires more than expanding the canon. It requires changing who is allowed to explain history, whose language is trusted, and what forms of knowledge are recognized in the classroom.

Zoom Room B-5

I Came to Learn from A Person: Perspectives on Teaching, Trust, and Technology

Justine Purcell, MA student, Arts Management
Queen's University, Kingston, Ontario, Canada
Session focus: Technology Tools Used in Teaching

Generative AI is rapidly reshaping higher education, but much of the current conversation focuses on academic integrity and student use of AI. Far less attention has been paid to the inverse: how students perceive instructor AI use in the classroom. This presentation offers a reflective account of recognizing AI-generated materials and presentations as a student.

Drawing on scholarship in educator presence and authentic teaching, the session explores how students interpret care, effort, and authenticity in technology-mediated classrooms. Meaningful student–instructor relationships are well established as drivers of engagement, belonging, and learning outcomes (Bovill, 2020; hooks, 1994), while emerging literature on AI in higher education raises questions about transparency, trust, and ethical integration (Chan & Hu, 2023).

How does obvious AI generated class material shape motivation, engagement, and sense of connection in the learning environment?

As both a student and a teacher myself, we will explore the topic through this dual lens as I invite emerging educators to think critically about intentionality, communication, and human connection. What do students still need, depend on, and seek from their educators?

Zoom Room C-5

Reducing Test Anxiety and Supporting Self-Efficacy through Universal Design for Learning, Mastery-Based Testing, and Alternative Assessments

Bryn Crandles, PhD Student, Statistics and Actuarial Science
University of Waterloo, Waterloo, Ontario, Canada
Session focus: Assessment and Evaluation

Test anxiety is a pervasive problem among university students, with some studies reporting that 20-40% of sampled students have experienced test anxiety that impacted their academic performance (Gerwing et al., 2015). Further, there is evidence that test anxiety is negatively associated with academic self-efficacy (Bandura, 1997) and academic performance (von der Embse et al., 2018).

In this session, I discuss the current literature on the role of assessments in mitigating test anxiety and encouraging self-efficacy, with a focus on mathematics and statistics courses. Two main frameworks that will be discussed are Universal Design for Learning (UDL) (Rose et al., 2006) and mastery-based testing (MBT) (Collins et al., 2019), as well as some approaches that do not adhere to either framework (e.g., Kadosh et al., 2023; Kapitanoff & Pandey, 2018). The literature suggests that offering frequent, flexible low-stakes assessments can reduce test anxiety and support self-efficacy. Limitations of the current literature and future directions for research will also be explored.

11:55AM-12:55PM
Health and Wellness

Zoom Room A-6 (20 minutes each)

1. Academic Ableism as Weathering: Epistemological Dimensions of Academic Health

Kahlia Roberts, PhD Candidate, Philosophy
Michigan State University, Lansing, Michigan, United States
Session focus: Health and Wellness for Students

While the majority of work on academic ableism focuses on creating inclusive structures for students and educators who are already disabled (e.g., Jay Timothy Dolmage's Academic Ableism: Disability and Higher Education), there is a growing body of anticolonial disability scholarship that engages the question of how disability is produced or exacerbated by oppressive systems such as coloniality, racism, and cisheteropatriarchy (Meekosha, 2011, Soldatic, 2015). Based on this body of scholarship, I pose the question: How can we understand academic ableism as a mechanism of racial and colonial oppression by considering the ways in which the academy itself produces

disability.

To explore this, I consider the disabling impact of various epistemic violences (e.g., epistemic exclusion [see Settles et al., 2021, 2024], epistemic exploitation [Berenstain, 2016]) through Arlene Geronimus's concept of weathering (2023), or the population-level production of disablement and early death through sustained toxic stress. I make the case that epistemic violences are a source of weathering for members of the academy who experience systemic oppression (e.g., colonial oppression, racial oppression). I call for disciplinary and policy shifts that would offset this weathering process, and I call for coalitions of antiracist and disability scholars to further explore solutions to this.

2. Thriving in a Polycrisis: Supporting Student and Instructor Wellness in Complex Classrooms

Carolyn McLeod, EdD, Education
University of Calgary, Calgary, Alberta, Canada
Session focus: Health and Wellness for Students

Sessional instructors are teaching in the midst of a global "polycrisis," where rising student anxiety, increasing classroom complexity, and limited institutional supports intersect to affect both teaching and learning. This 30-minute presentation examines how instructors can support both their own wellbeing and that of their students in order to foster thriving, engaged classrooms.

Drawing on doctoral research in social-emotional learning (SEL), mindfulness, and biofeedback-informed emotion regulation, as well as qualitative insights from teachers and students, this session presents a holistic framework for understanding wellness in education. Using Integral Theory, wellness is explored across four interconnected dimensions: individual experiences of stress and regulation; collective classroom culture and relationships; the science of stress and learning; and the broader institutional systems shaping educational environments.

Participants will engage with real classroom narratives that highlight common challenges—such as burnout, disengagement, and overwhelm—as well as practical, evidence-informed strategies that have proven effective across contexts. These include brief, adaptable mindfulness practices, SEL-informed approaches to fostering emotional regulation, and relational strategies that build inclusive, connected learning communities.

Special attention will be given to the lived realities of sessional instructors, including precarity, workload, and limited access to resources, with an emphasis on sustainable self-support practices. Participants will leave with concrete tools to integrate wellness into their teaching, a deeper understanding of the relationship between instructor and student wellbeing, and actionable insights for navigating and influencing systemic constraints.

3. Teaching Health and Well-Being in Graduate Education

Victoria Babysheva, PhD Candidate, Public Health Sciences
University of Waterloo, Waterloo, Ontario, Canada
Session focus: Health and Wellness for Students

This presentation focuses on practical teaching strategies for graduate instructors who aim to integrate health and well-being concepts into their teaching in ways that are equity-informed, engaging, and responsive to diverse student experiences. Rather than treating health as a purely biomedical topic, the session frames it as a multidimensional concept shaped by social, cultural, structural, and environmental influences. It draws on the World Health Organization's definition of health (World Health Organization, 1946) alongside critical perspectives that challenge idealized and exclusionary assumptions embedded in traditional understandings of health (Krahn et al., 2021; Schramme, 2023).

The presentation translates these foundations into concrete pedagogical approaches that can be used in graduate classrooms. It introduces strategies that help students distinguish between health and well-being through interactive discussion, applied examples, and reflection grounded in their lived and academic experiences. Well-being is explored using established frameworks that emphasize how individuals feel, function, and evaluate their lives (Michaelson et al., 2012), with emphasis on structured dialogue and guided reflection to connect theory with experience.

A central focus is inclusive and critically engaged teaching practice. This includes case-based learning, structured reflection prompts, and facilitated peer discussion to support engagement with health inequities and social determinants of health. The session also highlights integrating Western models such as the biopsychosocial framework (Borrell-Carrió et al., 2004) with Indigenous perspectives emphasizing relational and community-centred understandings of well-being (Public Health Agency of Canada, 2025).

Professional Development

Zoom Room B-6 (20 minutes each)

1. Learning to Teach Through Research: Reflections from an Emerging Instructor

Johanna Loock, PhD Student, Psychological Science
Toronto Metropolitan University, Toronto, Ontario, Canada
Session focus: Professional Development for Graduate Students and Post-docs

Through my work as a researcher in an educational psychology lab, I have contributed to several studies focused on statistics education for psychology students. In this presentation, I will briefly discuss some key takeaways from three projects: (1) a comparison of student experiences with math-based and conceptual approaches to statistics, (2) an investigation of the effects of a growth mindset intervention on student learning and attitudes, and (3) a large-scale survey examining the attitudes and teaching practices of approximately 200 statistics for psychology instructors across North America.

Drawing on these experiences, I will reflect on how personally engaging in educational research has shaped my development in teaching. It has deepened my understanding of students' learning experiences, helped me identify what approaches are and are not effective, and fostered professional connections. As I prepare to begin my first position as a sessional instructor, I will discuss how I am applying insights from my own research to my teaching practices. The audience will be invited to reflect on ways that they can engage in educational research within their own context.

2. Grab and Go: Designing Learning Communities (in a box!)

Catherine Maloney, PhD Candidate, English; and J.T. Cornelius, PhD Candidate, Health Sciences
Indiana University Bloomington, Bloomington, Indiana, United States
Session focus: Professional Development for Graduate Students and Post Docs

Graduate students rely heavily on professional development to help them navigate an ever-changing academic landscape and job market. Within the Indiana University Center for Innovative Teaching and Learning (CITL), we have begun using design thinking practices when constructing graduate student professional development programming to better address the shifting needs of graduate students. Design thinking creates opportunities to address questions from a community and iteratively work to problem-solve through sustained data collection and analysis (Razzouk and Shute, Lake et al, Purdy, McLaughlin et al., 2024; Valcke et al, 2018). With these principles in mind, we asked ourselves: How can we create equitable materials for future facilitators of graduate student learning communities? How can we create “grab and go” materials that can ease facilitation?

Through this process of creating professional development program content based in community concerns, testing our content with the community, and heartily reflecting on both our work and the feedback from the community members, we have been able to construct sustainable professional development programming that can be used as a resource by any instructional consultant at the CITL. In this presentation, two graduate student instructional consultants will provide brief summaries of their work in the design process of constructing and testing our most recent graduate student learning community (GSLC), “Academic Job Market Preparation: Creating Teaching Portfolios.” Discussion will also center on the creative principles for designing a "GSLC-in-a-box" and how this process can be translated across institution types.

3. Peer Mentoring Graduate Art Education Candidate

Dan Barnard, Michelle Sanchez, and Milan Gregory, Master of Art and Design
Kennesaw State University, Kennesaw, Georgia, United States
Session Focus: Professional Development for Graduate and Post Doc Students

In this presentation, three MA in Art and Design (MAAD) candidates delineate their peer-to-peer (P2P) professional development learning process for potential career advancement in art education. Equity in higher education requires the provision of opportunities, resources, and support systems so that all students—regardless of their backgrounds or identities—can succeed and thrive (Gorski, 2017; Zajda, 2010). The P2P project was developed and informed by the students-as-partners (SaP) (Healey, Flint, and Harrington, 2016) framework as an opportunity for the mentor, who served as a Graduate Research Assistant for a professor of art education at an Southeastern R2 university, to collaborate with fellow candidates specifically seeking career advancement while in the MAAD program. The mentor, a Fine Arts teacher who entered public school education through non-traditional means, guided the mentees as they developed a teaching portfolio for potential new careers within Art Education. The mentor guided the mentees through the necessary of portfolio requirements while providing feedback and support during the process.

Capitalizing on lived experience regarding his own hiring, the mentor advised the mentees on what elements work best for submission. Drawing from practical experience in the classroom allowed for the mentor to better gauge theoretical and practical practices to develop the portfolio materials. Transferrable knowledge from this session includes understanding of the SaP framework within higher education and analysis of collaboration and communication skills operationalized during the process.

Diversity and Inclusion

Zoom Room C-6 (20 minutes each)

1. CIDES Twins: Scientific and cultural exchanges through international mathematical challenges

Yanxue Wang, PhD
HI-ERN, Erlangen, Bayern, Germany
Sinuhé Perea FHEA
UCL, London, England, United Kingdom
University of Burgos, Burgos, Burgos, Spain
Session focus: Diversity and Inclusion

During the Italian Renaissance, mathematical challenges served as public entertainment where contenders challenged other professors to solve complex problems to revalidate their academic positions. This project seeked to relocate this interesting historical heritage into today's university classroom, transforming its competitive nature into a cooperative space that shapes and enriches rather than merely entertains.

Through mathematical challenges presented by and for students in two parallel classrooms, the aim was to share problems, concerns, and experiences, as well as new solutions presented through "twin eyes."

Thus, students from the new mathematics degree took the streets to propose real-world concepts linked to the culture of our institution, Burgos, with economic models, probability and chance, or inequality. Using a CIDES methodology (Connect, Investigate, Discover, Evaluate, & Share), we matched the Burgos classroom with a "twin" located in a developing country so that students can share and contribute new perspectives.

The students from both locations take on the role of professors and are responsible for proposing group mathematical challenges and problems during the first semester. These embed cultural, economic, or social aspects of their city and its business fabric, which they reflect upon to propose a solution model at the beginning of the second semester, starting a conversation with the twin class.

2. Identity and Care: Implementing a Pedagogy of Care into Field Education

Bradlee Wahid Cotton, PhD Candidate, Geosciences
Auburn University, Auburn, Alabama, United States
Session focus: Diversity and Inclusion

Education is not limited to the four walls of a traditional classroom. Within certain STEM disciplines, e.g. geosciences, biology, forestry, etc., learning in the field is an essential element of the curriculum and, as such, comprises a substantial amount of the student experience. Despite this prevalence, field education is often inaccessible, exclusive, and intimidating for many students (Atchison et al., 2019).

To combat this reality, my work explores strategies to implement a Pedagogy of Care (Bali and Zamora, 2022; Mortari, 2016), personal identity, and sense of place into field education. During Spring and Summer 2026, I conducted field trips with small groups of students to learn about river morphology. Though the students (8 total) represented a wide range of backgrounds, prior experiences, and academic interests, they were all complete novices to riverine fieldwork. Through the incorporation of care strategies such as recognizing humanity, lowering barriers of entry, and emphasizing individuality, I attempted to redefine the model of traditional fieldwork.

This presentation will outline the benefits and challenges of using identity-centered care pedagogical practices while in the field. Additionally, I will draw connections for applying and adapting these strategies for traditional and virtual classrooms.

3. The Passive Curriculum of Higher Education: What Universities Never Explicitly Teach Students

Nowreen Sarwar, PhD Candidate, Public Health Sciences
University of Waterloo, Waterloo, Canada
Session focus: Diversity and Inclusion

The “hidden curriculum” of higher education refers to the unspoken academic, social, and institutional expectations that universities often assume students already understand, including how to communicate with professors, navigate office hours, participate in class discussions, seek mentorship, or access institutional resources, especially in immigrant students. While these expectations may appear minor, they can significantly shape students’ confidence, belonging, and academic success, particularly for first-generation, international, racialized, and marginalized students who may lack prior exposure to academic culture (Gable, 2021).

This 30-minute presentation will examine how the hidden curriculum contributes to inequities in higher education and explores practical strategies instructors can use to make implicit expectations more transparent and accessible. Drawing on current scholarship in student belonging, inclusive pedagogy, and higher education transitions, this presentation argues that many student struggles are not individual failures but structural gaps in access to institutional knowledge (Laiduc & Covarrubias, 2022). The presentation will discuss practical teaching approaches such as explicitly modeling academic communication to people from other types of knowledge systems, clarifying participation expectations verbally no matter how 'obvious', scaffolding help-seeking behaviors by operating on 'buddy' system with peers, normalizing uncertainty, and integrating transparent assignment design into courses. Particular attention will be paid to how invisible academic norms shape experiences of imposter syndrome, disengagement, and belonging among students navigating higher education systems for the first time and this will put transparency not as “lowering standards,” but as an equity-oriented

pedagogical practice that helps students navigate academia more confidently while fostering more inclusive and supportive learning environments.

Poster Session

Zoom Room D-6 (15 minutes each)

1. **From Research to Classroom: Teaching Global Value Chains Through Real-World Cases**

Ewa Cieślik, Postdoctoral Fellow, Economics
Poznan University of Economics and Business, Poznan, Poland
Session focus: Innovative Teaching Methods

Global value chains (GVCs) are central to contemporary economic education, yet they are difficult for students to grasp because they require simultaneous reasoning about firms, countries, sectors, data, services, technology and policy. This poster presents a research-led teaching design that translates advanced GVC research into a reusable classroom sequence: Case → Map → Interpret → Decide. Rather than using case studies as illustrations only, each case is converted into a structured analytical task. Students first visualize interdependence, then interpret one simple indicator or trend, and finally produce a short firm- or policy-oriented output.

The poster demonstrates the approach through three cases. The smartphone supply chain helps students distinguish final assembly from value capture. The semiconductor bottleneck case shows how a disruption in a critical input can spread across downstream industries. The case of Chinese ICT services embodied in European manufacturing exports, based on research on Sino-European servicification and technological GVCs, introduces students to less visible service-based value-added linkages. The method combines visual mapping, light-touch data interpretation and short analytical writing, allowing students to engage with economic interdependence without being overwhelmed by technical complexity. The poster offers a practical template that can be adapted to economics, business, political economy and development courses.

2. **Concepts vs. Calculations: Investigating How Structured Review Shapes Student Learning in Mathematically Intensive Engineering Course - CE 214 Statics**

Shruti Singh, PhD Student, Civil Engineering
University of Arizona, Tucson, Arizona, United States
Session focus: Innovative Teaching Methods

Students in mathematically intensive engineering courses often learn to reproduce familiar solution procedures while struggling to approach unfamiliar problems conceptually. Prior research in engineering education identifies this as a persistent “transfer problem,” where procedural fluency does not necessarily translate into conceptual understanding or flexible problem-solving ability (López-Díaz & Peña, 2021; Charalambides et al., 2023). This Teaching-as-Research (TAR) project examined whether a structured conceptual review worksheet could improve student confidence, engagement, and perceived understanding in CE 214 Statics at the University of Arizona.

The project emerged from observations during TA-led recitation sessions that students were comfortable performing calculations once a method was identified but struggled to interpret

physical meaning or transfer knowledge to unfamiliar problems. Guided by active learning and "writing-to-learn" pedagogical approaches (Weimer, 2020; Teaching Tools, 2024), non-graded conceptual revision worksheets were implemented before two midterm examinations. Instead of solving full numerical problems, students recalled formulas from memory, sketched free-body diagrams, and explained conceptual relationships before performing calculations.

Data were collected through pre-surveys, post-session mini-surveys, and qualitative student reflections. Pre-survey responses indicated that two-thirds of students believed they performed well on practiced problems but struggled when problems became unfamiliar. Across both intervention sessions, students described the worksheets as more engaging, conceptually clearer, and more helpful than traditional homework-focused recitation formats. Several students requested that the worksheet structure become a regular part of the course.

The findings suggest that brief, low-cost conceptual interventions can positively influence student confidence, participation, and learning experiences in engineering education.

3. Enhanced Use of Assignments in an International Virtual Executive Course

Freddy Caceres, PhD Student, Education
University of Calgary, Calgary, Canada
Session focus: Assessment and Evaluation

The international virtual executive course ESG and the Energy Transition for the Mining Sector in Argentina was designed to equip senior professionals with the knowledge and competencies required to address environmental, social, and governance (ESG) challenges in a rapidly evolving mining industry. This paper examines the enhanced use of assignments as a pedagogical strategy to strengthen participant engagement, applied learning, and knowledge transfer in a multicultural online learning environment. Assignments were redesigned to incorporate case-based analyses, stakeholder mapping, ESG risk assessments, and energy transition planning exercises directly linked to real-world challenges faced by the Argentine mining sector. The approach was grounded in experiential learning principles, enabling participants to connect theoretical concepts with professional practice through reflection, collaboration, and problem-solving. Findings from participant feedback and course evaluations suggest that structured assignments increased learner participation, improved critical thinking, and facilitated the practical application of ESG frameworks and sustainable energy strategies. Furthermore, the assignments promoted cross-cultural dialogue and peer learning among international participants, enhancing the overall educational experience. The study highlights the value of authentic assessment in executive education and demonstrates how carefully designed assignments can support deeper learning outcomes in virtual professional development programs focused on sustainability and energy transition.

4. Prickly Pedagogies and Feral Methods: Teaching Interdisciplinary Practice-Based Research on an Art + Anthropology MA

Kyriaki Sigala, PhD Student, Art
University of Edinburgh, Edinburgh, United Kingdom
Session focus: Student Learning

In the Art + Anthropology course on the MA Contemporary Art Theory program at Edinburgh College of Art, predominantly international students learn to communicate research that merges art and anthropology through the medium of research posters. This presentation discusses one tutor's innovative approach: rather than merely explaining the conventions, they demonstrate them using their own practice-based project, Vegetal Resistance, which explores prickly pears, ruin, and guerrilla gardening on an abandoned railway in Elefsina, Greece. The displayed poster serves as this multimodal example, with its combination of image, text, and media making the genre accessible across languages and disciplines. Drawing on the New London Group's (1996) pedagogy of multiliteracies and To and Carless's (2016) insights on exemplars, it argues that showcasing the tutor's own work as a live model can help international and interdisciplinary cohorts overcome language and disciplinary barriers, making implicit conventions between contemporary art theory and practice more attainable.

New London Group. 1996. "A Pedagogy of Multiliteracies: Designing Social Futures." Harvard Educational Review 66 (1): 60–92.

To, Jessica, and David Carless. 2016. "Making Productive Use of Exemplars: Peer Discussion and Teacher Guidance for Positive Transfer of Strategies." Journal of Further and Higher Education 40 (6): 746–764.

1:05PM-1:35PM

Zoom Room A-7

Will TAs Become TAIs? Student Reflections on AI in First-Year Chem Labs

Luis Villanueva Sanchez, PhD Candidate, Chemistry and Biochemistry
University of Windsor, Windsor, Ontario, Canada
Session focus: Student Learning

As generative AI becomes increasingly available to undergraduate students, chemistry laboratory educators face urgent questions about academic integrity, assessment, experimental responsibility, and student learning. This presentation describes a TA-led reflective microactivity implemented in CHEM-1103, a first-year general chemistry laboratory course for engineering students. Across an orientation session and eight laboratory experiments, students responded anonymously to short prompts asking how AI might support future chemistry laboratory learning.

The prompts addressed AI-assisted lab writing, calculation-heavy experiments, assessment fairness, data integrity, laboratory redesign, and whether polished AI-supported reports can still serve as reliable evidence of understanding. Rather than positioning AI as a replacement for laboratory work, the activity invited students to critically evaluate where AI could improve learning and experimental experiences while preserving hands-on practice, ethical responsibility, and chemistry-focused reasoning. The activity also encouraged students to consider how humans and AI might coexist and collaborate in future STEM laboratories in ways that are inclusive and aligned with evolving technologies.

This presentation will discuss the design of the microactivity, its relevance for AI literacy in STEM laboratory education, and preliminary pedagogical reflections based on anonymous student responses.

Zoom Room B-7

The Power of "I Don't Know": First-time professors and the humility of not knowing

Benjamin Smith, PhD Candidate, Communications, Education, and American History
University of Waterloo, Waterloo, Ontario, Canada
Session Focus: Student Learning

As a first-time professor last fall, I found myself exhausted in the pursuit of knowing everything that would, should, and could come out of each lesson. On top of lesson planning, I was answer planning--trying to anticipate any and all questions and having descriptive answers to them. Now, with my first year under my belt, my session will discuss the importance of focusing on what matters in your lesson (the content) and having the courage to have your answers match the student's approach: full of curiosity and discovery.

As instructors, by giving ourselves permission to say "I don't know" to a student's question, we meet students where they are at by acknowledging their curiosity and then creating an opportunity to explore the content together to find the answer. Also, by having the "I don't know" response at the ready, the self-doubt to be the smartest person in the room is removed. Instructors will find they know more than they think and actually have the tools, confidence, and the knowledge to answer students in real time. This approach brings honesty, authenticity, and passion back into the centre of teaching and helps build strong connections between instructors and students.

After this session, participants will learn that knowledge is not all encompassing but is a journey of discovery and exploration WITH students. As instructors, once we acknowledge we are not there to show our knowledge but to lead other to it, we free ourselves from much of the "impostor syndrome" of first-time teaching.

Zoom Room C-7

The Publishing Playbook - An Insider's Guide

Michelle Rossi, Postdoctoral Fellow,
University of California Davis, Davis, CA, United States
Session focus: Professional Development of Graduate Students

Navigating scholarly publishing can be challenging for graduate students and postdoctoral scholars who are developing their research agendas and professional identities. Consistent with scholarship highlighting the hidden curriculum and often unspoken expectations of academic success in graduate education (Rossi, 2025; Jehangir, Molengraff, Collins, & Do, 2024), this poster presents a professional development session designed to make the publication and peer review process more transparent and accessible for the next generation of scholars.

Drawing on recent scholarship that examines the hidden curriculum of academic publishing and peer review (Jehangir, Nguyen, & Means, 2025; Jehangir, Ardoin, Brown, & Mitic, 2025), the

session provides practical guidance for identifying publication outlets, interpreting author guidelines, and navigating the review process – from editorial screening and reviewer evaluation to revision and publication decisions.

Participants learn how to evaluate journals based on mission, scope, audience, and impact, while also exploring common submission types, including original research articles, reviews, and commentaries. The session highlights common errors that can delay review or lead to rejection and offers strategies for strengthening manuscripts prior to submission. Participants also benefit from insight into the perspectives of editors and reviewers and learn about opportunities for scholarly service through journal review and editorial roles.

Drawing on my experience as an editorial assistant, the session offers an accessible overview of scholarly publishing and equips participants with knowledge and skills that support academic success, professional growth, and long-term career development.

1:05PM-2:05PM

Zoom Room D-7/8

Revitalizing Active Learning in Large STEM Groups through Real-Time Response Systems

Yanxue Wang, PhD
HI-ERN, Erlangen, Bayern, Germany
Sinuhé Perea FHEA
UCL, London, England, United Kingdom
University of Burgos, Burgos, Burgos, Spain
Session focus: Technology Tools used in Teaching

The transition from traditional blackboard teaching to digital slide-based presentations has increased instructional flexibility but often at the cost of active knowledge construction, leading to decreased student engagement—a phenomenon exacerbated by the shift to remote learning. This study addresses the challenge of monitoring student comprehension and fostering participation in large, introductory Mathematics courses for first- and second-year STEM degrees.

To bridge this gap, we implemented Poll Everywhere (PollEv) to create a "parallel virtual classroom" that serves as both a real-time diagnostic tool and an open discussion forum. By integrating anonymous quizzes and "explicit" rhetorical questions during live sessions, instructors were able to transform passive lectures into active learning environments, identifying conceptual bottlenecks and adapting lesson plans instantaneously.

Our findings suggest that the systematic integration of Immediate Response Systems (IRS) supports a constructivist learning framework. Even in post-pandemic face-to-face settings, these tools mitigate "death by PowerPoint" by revitalizing student-teacher interaction and fostering intrinsic motivation in large-scale academic environments.

1:40PM-2:10PM

Zoom Room A-8

Engagement Strategies for Spanish Language Student Learning

Arameh Khadjevand, PhD Candidate, Hispanic and Latin American Languages, Literatures, and Linguistics
Western University, London, Canada
Session focus: Student Learning

Engagement strategies are a prerequisite to effective learning, especially in the context of language learning, where learning outcomes necessitate active communicative engagement. However, many university language programs in Canada, including Spanish language instruction, fail to effectively engage learners. To ensure effective teaching of languages like Spanish, it is vital to understand the factors influencing student engagement. Drawing on a survey of 533 beginner-, intermediate-, and advanced-level students, this study investigates Spanish as a Foreign Language (SFL) student engagement in the Canadian context. The study investigates the question: What factors impact SFL student engagement? In an examination of the variables of linguistic identity, course level, and class type, against the backdrop of behavioural, cognitive, and psychological engagement, the study finds that course level is the strongest predictor of overall student engagement, while heritage speakers, advanced-level students, and those in tutorial classes demonstrate the highest engagement scores. These findings imply that engagement benefits from identity investment, autonomy, belonging, and inclusion. This study advances empirical research on SFL student engagement, contributing to investigations of both macro and micro factors in advancing understanding of (language) student engagement strategies.

Zoom Room B-8

Rethinking Assessment and Feedback: Practical Approaches to enhance Learning, Equity, and Engagement

Sapna Sharma, Med, Educational Leadership and Administration
Wilfrid Laurier University, Mississauga, ON, Canada
Session focus: Assessment and Evaluation

Assessment is most powerful when it is intentionally designed, transparently communicated, and meaningfully connected to learning. Yet faculty continue to face persistent challenges: unclear criteria, inconsistent feedback practices, overreliance on traditional testing, and increasing pressures related to academic integrity and AI-supported learning. This session offers a practical, research-informed framework for strengthening assessment and feedback in higher education.

Drawing on principles of authentic assessment, constructive alignment, and feedback literacy, participants will explore methods for designing assessments that promote deeper learning, reduce ambiguity, and support diverse learners. The session will highlight strategies such as rubric calibration, low-stakes assessment cycles, feedback that feeds forward, and the use of generative AI as a formative support tool rather than a threat to integrity.

Participants will leave with actionable tools they can apply immediately in their courses, along with a clearer understanding of how thoughtful assessment design enhances student motivation, equity, and overall learning outcomes.

Zoom Room C-8

More Than "Just Markers": Building the Teaching Team We All Need for Large-Course Instruction

Selena Gignac, PhD Student, Library and Information Science; Hillary Anderson, PhD Student, Library and Information Science; Lucas Besen, PhD Candidate, Health Information Science; Z Coltman, PhD Student, Library and Information Science; and Brittany Melton, PhD Candidate, Media Studies
Western University, London, Ontario, Canada
Session focus: Innovative Teaching Methods

Across higher education, increased class sizes, ongoing impacts of the COVID-19 pandemic, and the rapid proliferation of Generative AI are reshaping undergraduate teaching and exposing the limitations of established Graduate Teaching Assistant (GTA) roles (Slack and Pownall, 2023). Introduction to Media and Communication Studies (MediaCom 1020) is the largest course offered by the Faculty of Information and Media Studies at Western University (Ontario, Canada), enrolling approximately 650 first-year students in a full-year course. Over the past five years, enrollment at Western has increased by 18% (Western, 2026), intensifying workloads and creating unsustainable GTA-to-student ratios. As GTAs for this course, we've experienced these pressures firsthand and recognized an urgent need to rethink conventional approaches to large-course instruction (VanNijnatten, 2025).

In response, MediaCom 1020 underwent a radical redesign of its instructional approach; developed collaboratively between instructor, administration, and GTA leadership, and grounded in the understanding of GTAs as critical "change agents in developing integrated teaching teams" (Rolheiser et al., 2013, p. 4). This redesign introduced a layered team model rooted in shared responsibility, responsive pedagogy, peer mentorship, and deepened instructor presence.

We reflect on the pilot year of this model, sharing how restructuring instructional labour changed relationships between instructor, GTAs, and undergraduate learners. We explore both the opportunities and tensions that emerged when GTAs were trusted as pedagogical collaborators, as well as key lessons learned from the pilot. We offer a hopeful and practical example of how rethinking instructional relationships can transform large-course teaching into a more collaborative and sustainable learning environment.

References

Rolheiser, C., Seifert, T., McCloy, C., Gravestock, P., Stewart, G., Greenleaf, E., Burnett, M., Carpenter, S., Pottruff, B., & McKean, S. (2013). Developing Teaching Assistants as Members of the University Teaching Team. Toronto: Higher Education Quality Council of Ontario.

Slack, H. R., & Pownall, M. (2023). 'Treat GTAs as colleagues, rather than spare parts': the identity, agency, and wellbeing of graduate teaching assistants. Journal of Further and Higher Education, 47(9), 1262–1275. https://doi-org.proxy1.lib.uwo.ca/10.1080/0309877X.2023.2241392

VanNijnatten, D. (2025, February 6). Designing a pathway through our post-pandemic

teaching challenges. University Affairs. https://universityaffairs.ca/career-advice/designing-a-pathway-through-our-post-pandemic-teaching-challenges/

Western University. (2026). Student enrolment. Office of Institutional Planning & Budgeting, Western University. https://www.ipb.uwo.ca/db/student-enrolment/

2:20PM-3:20PM

Zoom Room A-9

From Intention to Action: Practicing Equity in Graduate Teaching

Victoria Babysheva, PhD Candidate, Public Health Sciences
University of Waterloo, Waterloo, Ontario, Canada
Session Focus: Diversity and Equity

Graduate students play an important role in teaching in higher education, yet many report uncertainty about how to translate principles of equity into everyday classroom practice. While equity and inclusion are widely emphasized, there remains a gap between conceptual understanding and real-time instructional decision-making (Adler-Jones et al., 2023). This interactive online workshop addresses that gap by focusing on practical strategies for enacting equity in teaching.

Participants will engage in reflective and applied activities, including a brief self-assessment of their teaching practices, a structured reflection on power and positionality using the Wheel of Power (Duckworth, 2020), and scenario-based discussions grounded in common classroom challenges. Scenarios include uneven participation, overlooked student contributions, and language-related barriers, reflecting the complexities of diverse learning environments (Brookfield & Preskill, 2012).

The workshop emphasizes small, actionable teaching practices, such as structuring inclusive discussions, adjusting pacing, and using responsive language to support participation. Participants will also practice responding to challenging classroom moments through peer interaction, developing confidence in addressing inequities as they arise. The session design incorporates strategies for both synchronous and asynchronous engagement to support inclusive online learning environments (Centre for Teaching Excellence, University of Waterloo). Participants will leave with practical tools and language they can immediately apply to foster more equitable and inclusive teaching.

References

Adler-Jones, C., Briscoe, K. L., Moore, C. M., & Ford, J. R. (2023). Yes, teaching and pedagogical practices matter: Graduate students of color's stories in hybrid higher education/student affairs (HESA) graduate programs. The Urban Review, 55(2), 204–223. https://doi.org/10.1007/s11256-022-00645-2
Brookfield, S. D., & Preskill, S. (2012). Discussion as a way of teaching: Tools and techniques for democratic classrooms. Wiley.

Centre for Teaching Excellence, University of Waterloo. Synchronous and asynchronous online learning.
Duckworth, S. (2020). Wheel of Power. Canadian Council for Refugees. Retrieved from https://ccrweb.ca/en/anti-oppression

Zoom Room B-9

Critical AI Literacy in Higher Education in Breaking Beyond Fear-Based Teaching

Nowreen Sarwar, PhD Candidate, Public Health Sciences
University of Waterloo, Waterloo, Canada
Session focus: Technology Tools Used in Teaching

Generative artificial intelligence is rapidly reshaping teaching and learning practices across higher education, and while institutional discussions surrounding AI frequently focus on plagiarism and academic integrity, students are already incorporating AI tools into their everyday academic work, often without formal guidance from instructors.

This interactive Zoom workshop examines how educators can move beyond punitive or avoidance-based approaches and instead foster critical AI literacy through intentional pedagogical design. The workshop is grounded in emerging scholarship on educational technology, active learning, and student-centered pedagogy, this workshop explores both the opportunities and limitations associated with AI use in academic settings. Participants will examine how AI may support accessibility, formative feedback, multilingual learners, and neurodivergent students while also critically engaging with concerns related to algorithmic bias, misinformation, epistemic overreliance, inequitable access to technology, and the potential erosion of foundational critical thinking and writing skills.

Through breakout-room discussions, collaborative case studies, live polling, and reflective activities, participants will engage with practical strategies for responsible AI integration within their own teaching contexts and topics will include process-oriented assessment design, transparent classroom policies surrounding AI use, reflective AI disclosure statements, and approaches that teach students to critically evaluate AI-generated outputs rather than passively accept them. It is vital that rather than framing AI as inherently beneficial or harmful, this workshop positions critical AI literacy as an essential component of contemporary higher education and equips participants with adaptable, evidence-informed teaching strategies that support ethical AI engagement while preserving meaningful student learning.

Zoom Room C-9

Sparking the Conversation: Navigating the Role of GenAI Through Self-Assessment to Support Educators and Learners

Lydia Scholle-Cotton, PhD Student, Education
Cheryl Lee-Yow, PhD Student, Education
Emily Luo, MEd Student
Queen's University, Kingston, Ontario, Canada
Session focus: Student Learning

Educators are still learning how to use generative AI (genAI) while students are already integrating it into their daily activities. This disconnect can make it difficult to talk with learners about how genAI can be used effectively in education, especially when comfort with the technology varies across individuals, roles, and contexts. Recognizing that comfort with genAI is not fixed, this workshop frames comfort as something that can shift as educators and students gain experience, take on different roles, and respond to the rapid pace of technological change. It offers a starting point for reflective, nonjudgmental dialogue about participants' experiences, uncertainties, and questions.

This workshop provides a space to articulate personal comfort with genAI and consider how that comfort can navigate deeper conversations between educators and learners in an educational setting. The purpose is not to find the "right" answer but to support thoughtful, reflective discussions about how comfort influences our decision-making across varied learning settings. Building on frameworks such as the Technology Acceptance Model (Davis, 1989) and UTAUT (Venkatesh et al., 2003, 2012, 2016), the session starts with completing an educator-focused survey that provides a "genAI-dentity" spark, followed by an introduction to a learner-focused survey, and ending with interactive scenarios to help highlight how different factors may influence comfort with genAI. Currently, 873 participants globally have taken our educator-focused survey, with the population predominantly being pre-service teachers. This workshop aims to help educators engage in open conversations with learners regarding comfort in using genAI tools in a transparent way.

Zoom Room D-9

Recess for Grown-Ups: Gamified Engagement in Higher Ed

Matt Durland, MFA Student, Acting
Michigan State University, East Lansing, Michigan, United States
Session focus: Innovative Teaching Methods

Our students carry a lot. School, work, family, and the constant pull of everything outside the classroom all compete for their attention before they ever sit down. I see it every semester. Some students are physically in the room but mentally somewhere else, while others lean in and stay there. The difference usually comes down to whether they feel like participants or spectators.

In my classroom, I use gamified tools and techniques that get students engaging with one another critically and reflexively across the themes we explore all semester. The idea is simple: when students play, solve, and compete with the material, they stop waiting to be lectured at and start treating the course as something they own. That sense of ownership is also where presence and well-being live. Students who feel like they belong in the room tend to stay in it.

Think back to how you learned as a kid. You grasped ideas because someone handed them to you as a game or a problem to crack, not a slide to memorize. This session shares practical, low-barrier strategies for bringing that same energy into higher ed, and attendees will leave with concrete approaches they can drop into their own courses right away.

3:25PM-3:55PM

Zoom Room A-10

From Tests to Tasks: Assessing Skills Through Authentic, AI-Resilient Evaluation

Ghazale Farjam, PhD Student
University of Manitoba, Winnipeg, Manitoba, Canada
Session focus: Assessment and Evaluation

Generative AI has exposed a longstanding weakness in higher education assessment: recall-focused tests measure memorization rather than the judgment, reasoning, and real-world capability that education should cultivate [1]. Assessment must instead honour student agency and competency, shifting focus from final products to the learning process itself [1].

Recent literature reflects this shift. Kofinas et al. [5] advocate replacing asynchronous essays with live presentations and oral defenses that reveal students' reasoning beyond content knowledge, aligning with broader calls to prioritize critical thinking, communication, and adaptability [2]. Jarvest et al. [3] demonstrate how redesigning a writing course around a real-world group proposal, written then orally defended, redirects assessment toward problem-solving and personal insight that AI cannot replicate. Khlaif et al. [4] offer a practical decision framework ("Against, Avoid, Adopt, Explore") for calibrating AI integration across assessment contexts.

This presentation examines how teaching assistants and emerging instructors can apply these frameworks to redesign assessments, maintaining integrity while developing skills that matter. Practical strategies include presentations, portfolios, and reflective interviews that require students to articulate their reasoning and demonstrate their process, centering judgment over memorization [2, 5].

References

[1] Bowles, M. (2025). Authentic assessment in the age of generative AI. Working Futures.
[2] Divjak, B., et al. (2025). AI and academic integrity. Lumina Literati Publishing.
[3] Jarvest, G., et al. (2025). AI-proof project-based assessments. Times Higher Education Campus.
[4] Khlaif, Z. N., et al. (2025). Redesigning assessments for AI-enhanced learning. ResearchGate.
[5] Kofinas, A., et al. (2025). Evaluating authentic assessments and academic integrity. BERA.

Zoom Room B-10

How can SUCCES-Driven Historical Bridges Shape Mastery Orientation in Higher Education?

Sanjay Veerasammy, PhD Student, Kinesiology (Biomechanics)
University of Waterloo, Waterloo, Ontario, Canada
Session Focus: Innovative Teaching Methods

Instructors frequently begin lessons with a Bridge, a brief instructional message designed to focus a learner's attention towards meeting the intended learning outcome (ILO) (Yang, 2020). Bridges can enhance long term learning by supporting mastery orientation (Boud & Falchikov, 2006), where learners invest effort into deeply understanding concepts rather than merely meeting course performance requirements (Svinicki, 2005). However, the impact of Bridges can vary, particularly within diverse classrooms where learners' interests and interpretations are shaped by their lived experiences and positionalities (Fasavalu & Reynolds, 2019).

This presentation proposes that instructors can strengthen the impact of Bridges by structuring them within the SUCCES framework (Heath & Heath, 2007), emphasizing simplicity, unexpectedness, concreteness, credibility, emotional resonance, and storytelling. SUCCES-driven Bridges may provide a stable narrative platform that reduces cognitive load by demonstrating direct relevance to real-world challenges and application (Kember et al., 2008; Sweller, 2020). Historical narratives may allow for SUCCES-ful Bridges, forming concrete, credible, and story-rich accounts of how ILOs evolved. Instructors can be enabled to demonstrate the significance of ILOs and connect them to present-day practice (Mcalpine, 2004).

Instructors can cultivate self-reflective learning environments by linking historical narratives, and present-day ILOs, to their own positionality, prompting learners to explore how their own experiences relate to ILOs. While challenges remain in balancing simplicity, emotional resonance, and instructor voice, structuring Bridges within the SUCCES framework can allow instructors to better engage learners using an adaptable process that aligns naturally with the BOPPPS model and may meaningfully strengthen mastery orientation in higher-education classrooms.

Zoom Room C-10

Towards a reality literacy toolkit

Sarah Casey, PhD Student, English
University of Waterloo, Waterloo, Ontario, Canada
Session focus: Innovative Teaching Methods

It is widely held that critical thinking is a core learning objective of post-secondary humanities education and how to achieve this objective is a matter of ongoing interest in the scholarship of teaching and learning (see, for example, Bean 2011). Yet the attention economy of our contemporary moment, with its attendant decrease in deep reading, increased offloading of work to generative AI systems, and rampant "information disorder" has disrupted established instruction and assessment methods and left education with an open question: What do students in a highly mediated, ‘post-truth’ information environment need in order to develop critical thinking?

Castillo and Egginton (2017, 2022) propose "reality literacy" as a teaching method developed in the literary classroom that attends to the “borders between reality and its representation” through activities that analyze “different modes of representation […] and their framing of reality,” and “invite mental oscillations” between complementary and competing framings (2017: 221). This session asks, how can ‘reality literacy’ be extended as a pedagogical method beyond the literary classroom, and what might that look like in practiceWhatat teaching and learning activities could comprise a "reality literacy" toolkit?

Zoom Room D-10

From Judgement to Curiosity: Using Socratic Questioning to Expand Students’ Frames of Mind

Kalapreet Dhaliwal, MSc student, Nursing
University of British Columbia, Vancouver, BC, Canada
Session focus: Student Learning

In many facets of education, educators often “teach as they were taught” and this may include feeling the need to provide answers quickly, correct mistakes immediately and evaluate student performance efficiently. Although there may be a time for that, this approach can unintentionally reinforce fear of failure, limit critical thinking and discourage learners from exploring uncertainty. This session explores how Socratic questioning and genuine curiosity can foster deeper learning, psychological safety and create a more curious student who has a growth mentality.

Drawing from constructivist learning theories, this session examines how educators can shift from evaluative or judgment-based responses toward curiosity driven dialogue. Educators can guide students carefully through structured questioning that encourages reflection, self-discovery and having moments that shift their perspectives. Educators can focus on helping students discover various “frames of mind” and how these can shape learning experiences and how intentional questioning strategies can help students challenge assumptions and ultimately develop greater confidence in their own reasoning process.

Through discussion, practical examples and interactive exercises, attendees will practice techniques for guiding learners toward answers. The workshop will also address a few key points surrounding good judgment and how to support learner wellbeing. The strategies gained from this session can be immediately applied to various teaching environments.

4:00PM-4:30PM

Zoom Room A-11

Beyond Revision: Co-Creating Knowledge and Enhancing Student Agency Through In-Class Modular Symposia

Lucie Kotesovska, PhD
University of Victoria, Victoria, BC, Canada
Session focus: Innovative Teaching Methods

This presentation reflects upon an innovative pedagogical practice—the "review symposium"—introduced into my teaching in Spring 2026. When redesigning the course *Literature and Psychology* at the University of Victoria for its second iteration, I inserted a student-led revision session at the end of each of the five modules. The goal was to enhance students’ retention of the material while fostering a conscious, reflective engagement in their own knowledge-making. This practice has been inspired by Ambrose et al.’s (2010) emphasis on broadening students’ understanding of learning (209) and promoting metacognitive practices (203). My approach has been further informed by student-led recap and retrieval practice as explored by Stavnezer and Lom (2019).

This presentation will focus on the three-part structure of these symposia: individual reflection, peer group interaction, and a whole-class forum. I will demonstrate how the benefits of these sessions far exceed standard content review. Based on qualitative classroom experience, these include an excellent community building opportunity that supports each learner, a "learning for and from life" ethos that encourages students to apply discussed concepts beyond the classroom,

and a timely and consistent way of preparing the class for their final assignment. The presentation will conclude with concrete recommendations regarding optimal group size, pacing, attendance strategies, and makeup assignments, alongside a toolkit of tried-and-tested discussion prompts.

Zoom Room B-11

Evolution of Teaching and Learning

Mohan Paudel, PhD, Postdoctoral Fellow, Chemical and Biomoleculaarl Engineering
Georgia Institute of Technology, Atlanta, GA, United States
Session focus: Student Learning

Methods of passing knowledge from one generation to another have evolved significantly from ancient times to the modern era. Early systems relied heavily on oral traditions such as storytelling, songs, riddles, and elder–youth teaching, which emphasized memorization and repetition. Apprenticeship and hands-on learning were also widely practiced in areas such as craftsmanship, farming, and religious training, where knowledge was gained through observation and direct interaction with a skilled mentor. The development of writing and manuscripts, including clay tablets, papyrus, and parchments, reduced dependence on memory alone and preserved knowledge across generations. Religious and philosophical institutions such as Gurukuls, Buddhist monasteries, and cathedral schools further expanded learning in subjects including philosophy, mathematics, astronomy, and science.

Modern education evolved with the invention of the printing press, which made books affordable and revolutionized access to knowledge. Formal schools and universities introduced structured systems based on classrooms, textbooks, examinations, and degrees. Later, mass media such as newspapers, radio, and television enabled knowledge transfer to large audiences.

The internet further transformed teaching and learning through online libraries, digital journals, and search engines, while social media accelerated the sharing of practical knowledge as well as misinformation. More recently, artificial intelligence and interactive learning technologies have created a new phase of education through AI tutors, language translators, and virtual learning environments. Although teaching methods continue to evolve, traditional approaches such as storytelling, apprenticeships, books, and oral teaching still remain important today.

Zoom Room C-11

Assessing Student Learning in Technology and Computer Science in Light of AI Usage

Andrew Luo, PhD Student, Computer Science
University of Waterloo, Waterloo, Ontario, Canada
Session focus: Assessment and Evaluation

Many educators have witnessed a widening gap between student performance on assignments and exams. This is largely attributed to the unauthorized usage of generative AI tools to offload writing, reasoning, and critical thinking tasks. In response, many departments have shifted away from assignment and project-based evaluations towards traditional exams.

This change greatly impacts disciplines such as Computer Science, which is traditionally a subject that heavily emphasizes learning by doing through project work and the use of technology. This presentation will touch on the challenges of designing effective assessments in the AI era and the need for balancing academic integrity, pedagogical efficacy, and implementation feasibility. Drawing on Reihanian et al.'s (2025) report of GenAI in CS education and Lancaster's (2023) review on academic integrity in CS education, we can analyze the boundaries separating AI and student work to address issues of authenticity. We will also use Alamar et al.'s (2024) empirical evidence on e-assessments in CS as a case-study for integrity issues that have been faced in the past. Finally, we look to the authentic assessment framework proposed by Su et al. (2026) for aligning assessment designs with our current technological reality.

Attendees will gain the necessary knowledge to adapt their course frameworks to the rapid change in this new technology, ensuring it is used for the benefit rather than detriment of student learning.

Zoom Room D-11

Scaffolding Autonomy: Applying Universal Design for Learning to Support Diverse Learners in Lab Settings

Joseph Ulasi, PhD Student, Plant Breeding, Genetics and Biotechnology
Michigan State University, East Lansing, Michigan, United States
Session focus: Student Learning

Graduate Teaching Assistants (GTAs) often face a silent dilemma: how to provide meaningful support to all students without creating dependency or burning out. Drawing on my experience as a GTA for CSS 451 (Application of Biotechnology for Plant Breeding and Genetics), a course with weekly 2-hour lectures and 2-hour labs for 40 undergraduates, I applied Universal Design for Learning (UDL) principles (CAST, 2024) and culturally responsive teaching (Hammond, 2015).

I implemented three UDL-aligned strategies: (1) multiple means of engagement via pre-lab reflection prompts connecting technical skills to students' career goals; (2) multiple means of representation via lab protocols presented in written, verbal, and visual formats; and (3) multiple means of action and expression via student choice in demonstrating mastery (written reports, verbal check-ins, or video demonstrations). Based on my reflective teaching notes and in-class observations, I noted qualitative improvements in student engagement and participation, particularly among previously disengaged learners. Students also expressed appreciation for having flexible options to demonstrate their learning.

Based on this experience, I recommend that GTAs adopt three low-effort, high-impact practices: (1) audit one lab session per semester for UDL alignment; (2) offer at least two formats for key assignments; and (3) collect brief anonymous feedback mid-semester to adjust supports.

4:40PM-5:10PM

Zoom Room A-12

No Fear, Big Eyes, and Big Heart: Becoming Confident in Mathematical Thinking

Xiong Wang, PhD

University of Alberta, Edmonton, Alberta, Canada
Session focus: Innovative Teaching Methods

Becoming confident in mathematical thinking is essential for learners and educators in mathematics education, particularly in today's AI era.

I am an instructor of the IPT (Introductory Professional Term) courses in math education. My students are pre-service teachers who will teach mathematics. Every term, I have students who are actually afraid of mathematics and lack confidence in teaching it in the near future. This reality reshapes my instructional focus from delivering mathematical content to building their mathematical thinking, passion, and confidence in mathematics learning and teaching.

Several strategies have emerged from my classroom teaching that effectively support students in exploring their own ways of learning and teaching mathematics. One strategy I use to encourage students to explore mathematical thinking is using rich tasks that invite all learners to explore mathematics in their own unique ways. Another strategy I use to boost students' confidence in mathematics teaching and learning is fostering a collective learning environment where they are not afraid of making mistakes, exposing confusions, sharing struggles, exploring multiple problem-solving solutions, and seizing learning moments through sharing. A third strategy I use to help students recognize their growth is self-reflection, through which they can understand what they have learned and what that learning means for their mathematical thinking development and their future teaching. These strategies are not only for me to support my students but also for them to support all the learners in their future teaching.

Zoom Room B-12

Two Minutes of Silence Before and After: A Daoist Meditation Approach to Classroom Discussion

Siqi Liu, Post-doctoral Fellow (forthcoming)
King's College London, London, United Kingdom
Session focus: Innovative Teaching Methods

The in-class discussion, whether in small groups or in larger class settings, is widely considered a valuable pedagogical tool to cultivate an interactive and collaborating learning environment. However, a persistent challenge is the disparity in student engagement: while some students contribute frequently to discussion, others (especially introverted individuals or non-native English speakers) remain silent listeners.

This session draws on Daoist meditation practices to proposes an effective intervention. By introducing a two-minute silent period before entering group discussions, it allows all students to immerse themselves in the topic, construct their own thoughts, and generate questions independently. Such a practice not only makes the subsequent conversation more focused and productive but also empowers students to express their thoughts with greater confidence. Moreover, this approach can be extended to the post-whole-class-sharing phase: by introducing another two-minute silent reflection before concluding the class, this period enables students to integrate diverse viewpoints, consolidate their understanding, and transition from debate to insight.

Zoom Room C-12

Teaching-Learning Process: Building Attentiveness through Slow Pedagogy and Dialogic Inquiry

Jasreen Grewal Kang, PhD Student, Educational Theory and Practice: Curriculum and Pedagogy Stream
Simon Fraser University, Burnaby, BC, Canada
Session focus: Innovative Teaching Methods

This presentation proposes dialogic inquiry and slow pedagogy as an innovative teaching practice in undergraduate education courses. Drawing on dialogic approaches to learning and the principles of slow pedagogy, the practice creates classroom spaces where students engage deeply with educational questions through reflection, dialogue, ethical inquiry, and theory-practice connection.

Recently, Bohm's (1990) dialogue has started to resonate deeply with my teaching practices- to enter a dialogic space by suspending all assumptions. It positions teaching and learning as relational processes shaped by attentive listening, care, uncertainty, and shared meaning-making. Rather than prioritizing rapid content coverage, this approach invites students to pause, listen, question, and dwell with complexity. Pinar's (2012) emphasis on lived curriculum is not so much of a pre-planned narrative/discourse but more of an autobiographical journey. Wells' (1999) concept of dialogic inquiry positions learning as a sociocultural process where knowledge is co-created through discussion, inquiry, and shared meaning-making. Similarly, Freire (1970) approaches dialogue to raise critical consciousness, and resist banking models of education. Further, slow pedagogy extends this framework by resisting rushed, performance-based, and assessment-driven models of education. Berg and Seeber (2016) critique the accelerated culture of higher education and Jarvis and de Jager (2024) suggest "slowing down" the learning process to foster critical self-awareness, empathy, and thoughtful engagement. In undergraduate education courses, dialogic inquiry and slow pedagogy can support students in becoming more reflective, aware, and ethically responsive future educators.

5:15PM-6:00PM

Closing Plenary: Applied Understanding for Higher Education: SER Framework

Misha Kaur Lidder, MBA Candidate, Simon Fraser University, Beedie School of Business

Misha Kaur Lidder is an MBA candidate at the SFU Beedie School of Business, currently completing her degree with a specialization in Innovation and Value Creation. She currently serves as the Student President at Beedie, where she leads initiatives focused on student engagement, industry connection, and professional development.

Misha is also the founder of Knowledge Incubator, an education design and consulting company that develops industry-relevant learning experiences, curriculum, and educator training frameworks. Through her work, she collaborates with organizations, educators, and institutions to create impactful and accessible learning environments.

This keynote introduces the SER Framework as a practical approach to advancing applied understanding in higher education. In a rapidly changing educational landscape where information is everywhere but meaningful transformation of information often remains limited, this presentation explores a central question: What is breaking down between learning something and actually leading differently because of it?

Developed through years of teaching in higher education and influenced by emerging conversations across global higher education, the SER Framework draws inspiration from challenge-based learning, authentic learning, lived experiences, and contextual learning (Gallagher & Savage, 2020; Radović et al., 2021; Cope & Kalantzis, 2015). The framework emphasizes on building systems, experimentation, and reflective engagement in ways that make learning meaningful and applicable in real-world contexts.

SER provides individuals with greater control over how they teach and learn, in ways that make learning truly "stick." While the framework maintains core parameters that preserve its integrity, it also offers flexibility across disciplines, allowing educators to adapt it to different teaching styles and subjects. This keynote encourages listeners to move towards transforming classroom experience into a space where theory meaningfully connects with applied understanding, enhancing learners' experience.

References

Bill Cope & Mary Kalantzis (2015). A Pedagogy of Multiliteracies: Learning by Design. London, UK: Palgrave Macmillan.
Silvia Elena Gallagher & Timothy Savage (2020). "Challenge-Based Learning in Higher Education: An Exploratory Literature Review." Teaching in Higher Education.
S. Radović, A. Firssova & M. Hummelstedt-Djedović (2021). "Strengthening the Ties Between Theory and Practice in Higher Education Through Authentic Learning." Studies in Higher Education.

Awards

Dr. Cynthia Korpan
Director, ITeach: Certification in Higher Ed Inc.