CRUCIAL CONVERSATIONS IN TEACHING AND LEARNING

CONFERENCE PROGRAM

UNIVERSITY OF WINDSOR • MAY 1-2, 2019

www.uwindsor.ca/tlconf #tlconf

Centre for Teaching and Learning

ACKNOWLEDGEMENTS

Thank you...

The Centre for Teaching and Learning acknowledges the in-kind donations and financial support of the Office of the Provost and Vice-President, Academic, as well as the sponsors featured throughout this program. The conference would not have been possible without your generous contributions, and we appreciate your ongoing commitment to this teaching and learning initiative.

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Thank you to our volunteers, without whom this conference would not be possible!

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We're wireless!
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ON-CAMPUS INFORMATION AND RESOURCES

Items marked with an * can be found on the campus map on the back page of the program.

Emergency Services
City of Windsor: Dial 911
Campus Police (Emergency): ext. 911
Campus Police (Non-Emergency): ext. 1234

Computer Facilities
Computers are available in the Leddy Library Main Computer Lab, open Monday through Friday from 8 a.m. to 8 p.m.

Photocopying
The *Print Shop, located in the basement of Chrysler Hall South, provides many copying services, Monday through Friday from 8:30 a.m. to 4:15 p.m. Printing and photocopy machines are also available in the main floor of Leddy Library.

***Bookstore**
The University of Windsor Bookstore is located in the lower level of the CAW Student Centre, and is open Monday through Friday from 9 a.m. to 5 p.m.

Food Services
The Market Place and Tim Horton's self-serve counter are located on the main floor of the CAW Student Centre. Hours are 8:15 a.m. through 4:00 p.m.

Banking Machine
Banking machines are available in the CAW Student Centre.

***Parking**
Visitor parking is $10.00 a day at the university visitor parking lot or $7 at the Assumption Church parking lot. Please see the map on the back cover for locations.

Student Centre Pharmacy
The pharmacy is located in the basement of the CAW Student Centre. Telephone: 519-253-3000 ext: 3644, Monday to Friday 9:00 a.m. to 5:00 p.m.

Visit uwindsor.ca/tlconf for more on- and off-campus information and resources.

JOIN US ON TWITTER!

Search our Twitter conference hashtag - **#tlconf** - to find announcements, interesting takeaways from sessions, and exclusive content. We encourage you to mark your tweets about the conference with the **#tlconf** hashtag.

Twitter is a free, web-based service. If you don't already have an account, the set-up is very simple and takes just a few minutes. If you have concerns about privacy, there are many different levels of access you can set for each of these tools. You can join Twitter at www.twitter.com.

Conference hashtag: **#tlconf**

SCHEDULE AT A GLANCE

May 1 - Conference, Day One

8:30 - 9:00 a.m.	Registration / Continental Breakfast		Alumni Auditorium, CAW Student Centre
9:00 - 9:15 a.m.	Opening Remarks Douglas Kneale, Interim President, University of Windsor		Alumni Auditorium, CAW Student Centre
9:15 - 10:45 a.m.	Keynote *Where the Wild Things Are: Crucial Conversations in Higher Education* Elinor F. Whitmore (Stitt Feld Handy Group) and Marc Spooner (University of Regina)		Alumni Auditorium, CAW Student Centre
10:45 - 11:00 a.m.	Health Break		Alumni Auditorium, CAW Student Centre
11:00 a.m. - 12:30 p.m.	Concurrent Sessions and Facilitated Conversations 1: 11:00 - 11:40 a.m.	Workshops	Dillon Hall
	Concurrent Sessions and Facilitated Conversations 2: 11:50 a.m. - 12:30 p.m.		
12:30 - 1:30 p.m.	Lunch		Alumni Auditorium, CAW Student Centre
1:30 - 3:00 p.m.	Concurrent Sessions and Facilitated Conversations 1: 1:30 - 2:10 p.m.	Workshops	Dillon Hall
	Concurrent Sessions and Facilitated Conversations 2: 2:20 - 3:00 p.m.		
3:00 - 3:15 p.m.	Health Break		Dillon Hall
3:15 - 3:55 p.m.	Concurrent Sessions and Facilitated Conversations		Dillon Hall
4:00 - 6:00 p.m.	Poster Session and Reception		Alumni Auditorium, CAW Student Centre
7:00 - 9:00 p.m.	Provoking Conversation		Green Bean Café Lower Level of UCC, 2320 Wyandotte St W

May 2 - Conference Day Two

8:30 - 9:30 a.m.	Registration / Continental Breakfast		Alumni Auditorium, CAW Student Centre
9:30 - 11:00 a.m.	Concurrent Sessions and Facilitated Conversations 1: 9:30 - 10:10 a.m.	Workshops	Dillon Hall
	Concurrent Sessions and Facilitated Conversations 2: 10:20 - 11:00 a.m.		
11:15 - 11:55 a.m.	Concurrent Sessions and Facilitated Conversations		Dillon Hall
12:00 - 1:15 p.m.	Lunch / Poster Session Award Closing Remarks Jeffrey Berryman, Acting Provost and Vice-President, Academic, University of Windsor		Alumni Auditorium, CAW Student Centre

CONFERENCE: DAY ONE

Wednesday, May 1, 2019

KEYNOTE

Wednesday, May 1, 2019, 9:15 a.m.
Alumni Auditorium, CAW Student Centre

Where the Wild Things Are: Crucial Conversations in Higher Education

In this unique and interactive keynote, Elinor Whitmore and Marc Spooner will lead participants in crucial conversations about the impact of surveillance, accountability, and audit culture on the academy. With close attention to both the substance and process of argument, they will challenge us to think creatively and critically about how best to promote student learning and engaged citizenship, while workshopping skills to help us disagree effectively and productively.

Keynote Speakers

Elinor F. Whitmore, B.A., LL.B., LL.M., C. Med is Vice President of the Stitt Feld Handy Group, a division of ADR Chambers, and is a mediator, facilitator, workplace consultant, and certified professional coach. Prior to joining the Stitt Feld Handy Group, Elinor practiced as a lawyer and mediator.

Elinor's primary focus is to help people deal with issues and resolve conflicts in the workplace. She helps her clients to have difficult conversations, resolve conflicts, and improve workplace functioning, communication and morale. Since 1992, Elinor has mediated all manner of workplace conflicts and has been awarded the designation of Chartered Mediator.

Elinor teaches mediation, conflict resolution and how to deal with difficult people and have difficult conversations. She has taught throughout Canada, the United States, Australia, the Caribbean, and the United Kingdom. Elinor is qualified to administer the Myers-Briggs Type Indicator and has been certified as a professional and personal coach by the Adler School of Professional Coaching.

Marc Spooner is a Professor in the Faculty of Education at the University of Regina. His research interests include: homelessness and poverty, audit culture and the effects of neoliberalization and corporatization on higher education, and social justice, activism, and participatory democracy. He is co-editor, with Dr. James McNinch, of Dissident Knowledge in Higher Education (2018) University of Regina Press.

PROVOKING CONVERSATION

Wednesday, May 1, 2019, 7:00 - 9:00 p.m.
Green Bean Café, 2320 Wyandotte St W

As a special feature this year, we invite you to join us for an evening of conversation as we explore the question "What is the purpose of higher education, and how do we get there?" Knowledgeable provocateurs will speak briefly on this topic to be quickly followed by small and large group audience participation. After the provocateurs have 'provoked', the session will turn into lively small discussions followed by a period of questions and responses. We hope you will join us for an evening of thought and conversation.

Register at: cleo.uwindsor.ca/workshops/121

Wednesday, May 1, 11 a.m. – 11:40 a.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC01	Creating Faculty Rockstars Through Job-Embedded UDL Professional Development	Danielle Wilken Goodwin College	Dillon Hall 256
CC02	Connecting Best Practices for Teaching Linguistically and Culturally-Diverse International Students with International Student Satisfaction and Student Learning	Clayton Smith University of Windsor George Zhou University of Windsor Michael Potter University of Windsor Deena Wang University of Windsor	Dillon Hall 368
CC03	#UWINwithPALS: Promoting Success Through Peer Assisted Learning Sessions	Ashlyne O'Neil University of Windsor Mark Potter University of Windsor Tachelle Ting University of Windsor Nicole Frowley† University of Windsor	Dillon Hall 365
CV01	Welcoming Indigeneity	Daniol Coles University of Windsor	Dillon Hall 359

Creating Faculty Rockstars Through Job-Embedded UDL Professional Development Session CC01

Danielle Wilken Goodwin College

Wednesday, May 1, at 11 a.m.
Dillon Hall 256

In this session, participants will learn about the Goodwin College job-embedded professional program for faculty related to the application of Universal Design for Learning (UDL) to curricula and instruction. The PD has three main goals: (a) increase participants' knowledge and skills related to the implementation of UDL; (b) create a local model of professional development that would effectively meet the students' needs; and (c) increase student engagement and mastery of course-level student-learning outcomes.

The College has trained 28 faculty members, with another 15 currently in training. Participation in the professional learning was voluntary and faculty had to apply to participate. The first two cohorts were launched in May 2017 (n = 15) and in January 2018 (n = 13); a third cohort (n =15) began in January 2019. Each cohort was comprised of full- and part-time faculty representing multiple departments and disciplines, providing for multiple perspectives and sources of knowledge. Faculty members have completed a series of seven to eight face-to-face, three-hour workshops spaced over approximately seven months. Participants will learn about the expected and unexpected benefits, such as the anticipated benefits in the classroom, increased faculty engagement, satisfaction, and scholarship, as well how to create a similar model.

Connecting Best Practices for Teaching Linguistically and Culturally-Diverse International Students with International Student Satisfaction and Student Learning Session CC02

Clayton Smith University of Windsor
George Zhou University of Windsor
Michael Potter University of Windsor
Deena Wang University of Windsor

Wednesday, May 1, at 11 a.m.
Dillon Hall 368

This session explores promising teaching practices for teaching linguistically and culturally diverse international students by identifying the teaching practices that have high levels of international student satisfaction and student learning. A University of Windsor research team will present findings from a Research Ethics Board-approved mixed-methods study conducted during the winter 2018 semester. Research participants included University of Windsor international students from a wide array of countries of origin, study level, program, study time, study stage, and age.

This session will begin with participants developing a mind map to identify the teaching strategies they believe have high levels of student satisfaction and student learning. Building from the mind map elements, the researchers will then present the study and its key findings.

† Marks indicate that the author is not presenting at the specified session.

We will also introduce our International Student Learning Community Project, which is implementing a student-informed research study to learn more about why students have high student satisfaction and perceptions of student learning for selected teaching practices. We will conclude the session by discussing challenges and successes with implementing the identified teaching practices.

Participants should come prepared to speak about one teaching practice they have used that they believe is associated with high levels of student learning and student satisfaction and share challenges they have faced in implementing this practice.

#UWINwithPALS: Promoting Success Through Peer Assisted Learning Sessions Session CC03

Ashlyne O'Neil University of Windsor
Mark Potter University of Windsor
Tachelle Ting University of Windsor
Nicole Frowley† University of Windsor

Wednesday, May 1, at 11 a.m.
Dillon Hall 365

Supplemental Instruction (SI) was introduced in 1973 at the University of Missouri-Kansas City, as a peer-facilitated model of academic support for historically difficult courses (Burmeister, 1996). The model is used by hundreds of thousands of students annually (Martin, 2009), with substantial evidence that it increases student grades and decreases the likelihood of withdrawal (Dawson et al., 2014).

We offered face-to-face and online SI under the name Peer Assisted Learning Sessions (PALS) in four courses, over three semesters, at the University of Windsor. Feedback from students and the instructor, coupled with course data, expert advice, and expanded resources helped us iteratively refine our approaches to both the sessions and program marketing (i.e., attendance management). Preliminary findings suggest similar benefits to students regardless of the session format, and potentially greater benefits for international students. This session will review the first four offerings of our PALS program in Economics, Statistics, and Chemistry, highlighting core findings and emphasizing a new online approach to facilitating such sessions. Discussion will surround the student experience for both leaders and participants, the potential for wider PALS integration at the University of Windsor, and take a critical look at the online facilitation approach.

Welcoming Indigeneity Session CV01

Daniol Coles University of Windsor

Wednesday, May 1, at 11 a.m.
Dillon Hall 359

This interactive, facilitated session will involve participants in self-reflection and respectful, guided conversations to help begin their personal journey of welcoming Indigeneity into their institutional role as student, faculty, or staff of a university in Canada in 2019. The thoughtful facilitation of introductory knowledge sharing and mutual learning conducted within this session will help guide learners towards an ability of understanding of Indigenous worldviews. This may also provide an introductory basis for the conception of Indigenization in higher education curriculum within a progressive institutional environment. The power of reflection, listening, and silence, along with the use of a format based around oral tradition, will gift learners a more experiential basis of understanding Indigenous worldviews for future critical conversations in, and beyond, the classroom.

† Marks indicate that the author is not presenting at the specified session.

Wednesday, May 1, 11 a.m. – 12:30 p.m.
Workshop

Code	Title	Presenters	Location
W01	Teaching for Critical Thinking and Transfer by Integrating Metacognition Instruction	Justin Teeuwen University of Windsor	Dillon Hall 367

Teaching for Critical Thinking and Transfer by Integrating Metacognition Instruction Session W01

Justin Teeuwen University of Windsor

Wednesday, May 1, at 11 a.m.
Dillon Hall 367

Participants will learn of the fundamentals of metacognition and the benefits of integrating metacognitive instruction into any curriculum, particularly for curricula which foster a climate of critical inquiry. A framework of metacognition will be provided to breakdown this complex construct into fundamental elements. Distinctions will be made between beginner skills (e.g., knowledge about the self), and advanced skills (e.g., monitoring the self). Based on literature and recent research, elements of metacognition will be identified as being conducive to both near and far-transfer: metacognitive strategic knowledge (e.g., Hessels-Schlatter et al., 2017), planning (e.g., Mevarech & Amrany, 2008), monitoring (e.g., Kramarski, Weiss & Sharon, 2013), and debugging (Kramarski & Dudai, 2009). Transfer is defined here as the application of knowledge or skills into a situation where context can be perceived as "different", in terms of time, context, and exposure (Salomon & Perkins, 1989). Mindfully abstracting metacognition as a process allows for the possible transfer of metacognitive knowledge and skills to other domains. The focus of this workshop is to share a scaffolded technique for instructing metacognition for the purpose of transfer, with the opportunity to practise the technique in a small-group format. The session will be structured with necessary theoretical foundations and live practice, and will conclude with a consolidating discussion.

† Marks indicate that the author is not presenting at the specified session.

Wednesday, May 1, 11:50 a.m. – 12:30 p.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC04	Wait–Do They Love You Like I Love You? Pre-Service Teachers' Experiences of Concept Mapping	Brandon Sabourin University of Windsor	Dillon Hall 256
CC05	The Choice is Theirs: Do Students Achieve Positive Outcomes When Offered Flexibility in Course Assessment Options?	Sawyer Coulter University of Windsor David Andrews University of Windsor	Dillon Hall 368
CC06	Towards a Multimodal Pedagogy in Italian Language Classes in Canada and in Italy	Giuliana Salvato University of Windsor	Dillon Hall 365
CV02	Exchanging Practices That Drive Cultural Change in Higher Education	Lindsay Shaw Brock University Erika Kustra University of Windsor Jill Grose† Brock University	Dillon Hall 359

Wait–Do They Love You Like I Love You? Pre-Service Teachers' Experiences of Concept Mapping Session CC04

Brandon Sabourin University of Windsor

Wednesday, May 1, at 11:50 a.m.
Dillon Hall 256

Concept mapping is a pedagogical activity designed to engage students in higher-order thinking (Novak, 2010). Unlike traditional content-driven activities designed for memorization of content and recall, concept mapping asks students to design a visual representation of their learning. As a pedagogical tool, concept mapping encourages deep learning, promotes creativity, and promotes the connection between content, theory, and practice.

This session explores the concept mapping activities of pre-service teachers in four courses during the 2017-18 academic year. Students worked in groups to create physical concept maps using paper materials and digital concept maps using a mapping software Mindomo (https://mindomo.com). After completing the concept maps, students submitted individual video reflections using Flipgrid (https://flipgrid.com) explaining (a) their concept mapping experiences in general; (b) their experience working in a group; and (c) the differences they experienced between creating physical concept maps and digital concept maps.

The results of my research identify a preference for digital concept mapping by the majority of pre-service teachers. An overwhelming majority of pre-service teachers found concept mapping to be a meaningful learning activity in a pre-service class and after the experience, suggested that they would use concept mapping in their K-12 classroom in the future.

The Choice is Theirs: Do Students Achieve Positive Outcomes When Offered Flexibility in Course Assessment Options? Session CC05

Sawyer Coulter University of Windsor
David Andrews University of Windsor

Wednesday, May 1, at 11:50 a.m.
Dillon Hall 368

As higher education students continue to evolve, so too should the format, design, and delivery of courses offered by instructors. Research suggests that learning is promoted when students are empowered with choice over course design and assessment methods (Cook, 2001). A group (n=109) of upper year undergraduate students in Kinesiology were asked to select from one of nine possible assessment weighting options, and to choose how many group members they preferred to work with at the start of term. Their choices and resulting grades were evaluated to determine if student perceptions of their relative strengths on the different assessment types were reflected in the grades they received. Offering choice resulted in positive outcomes for many students, including higher grades on the assessment type to which they allocated the most weight. Given that benefits of flexible assessment have been reported within different disciplines and years of study, the approach used in the current study will need to be confirmed on a broader scale. This concurrent session will explore the flexible assessment practices used in the current study and highlight how learning more about flexible assessment strategies for students will help evolve teaching practices to better suit their learning strengths and needs.

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Towards a Multimodal Pedagogy in Italian Language Classes in Canada and in Italy Session CC06

Giuliana Salvato University of Windsor

Wednesday, May 1, at 11:50 a.m.
Dillon Hall 365

Recent studies in second language education are dedicating more attention to nonverbal behavior in the form of body language, hand gestures, eye contact, etc., because it has been found to help explain language learning and use in different contexts and with different learners. Moreover, the increasing number of multilingual speakers in today's language classes compels educators to be alert about the interpretations that these participants make of nonverbal behaviour as a means and as a subject of instruction.

Considering that traditionally language education has focused its attention to speech in particular, we believe that scholars can assist educational institutions and offer guidelines as to how integrate nonverbal behaviour in language classes. In this presentation, we offer an example of an activity where we tried to promote attention to nonverbal behaviour, particularly the body, in classes of Italian in Canada and in Italy. We asked 224 students of Italian and their 16 instructors to react to a questionnaire inquiring about the meanings and functions that they attribute to the body during their Italian class. The purpose of the exercise was to expand Italian pedagogy towards a more inclusive perspective on the modalities that contribute to meaning making in communication.

Exchanging Practices That Drive Cultural Change in Higher Education Session CV02

Lindsay Shaw Brock University
Erika Kustra University of Windsor
Jill Grose† Brock University

Wednesday, May 1, at 11:50 a.m.
Dillon Hall 359

Teaching culture is the embedded patterns, behaviours, shared values, beliefs, and ideologies that prioritize the importance of teaching within an institution (Kezar & Eckel, 2002; Kustra et al., 2014). Researchers from across Canada are developing a repository of effective practices that contribute to an institution's teaching culture, structured based on a framework of six levers. As such, practices in the repository recognize that teaching is highlighted in institutional initiatives and documents (Lever 1); teaching is assessed in a constructive and flexible manner (Lever 2); effective teaching is implemented widely (Lever 3); teaching is supported by infrastructure (Lever 4); teaching is engaged in broadly by staff, faculty, and students (Lever 5); and teaching is awarded and celebrated throughout the institution (Lever 6). Through this facilitated conversation, participants will discuss a wide range of teaching and learning practices that align with the six levers (Hénard & Roseveare, 2012; Paulsen & Feldman, 1995), identify any institutional tensions or barriers around these practices, and explore how these practices can influence cultural change. Participants will also have the opportunity to contribute their own effective practices to the online repository.

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Wednesday, May 1, 1:30 p.m. – 2:10 p.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC07	Empowering Educators in the Discovery of Teaching Case Studies: Solving a Complex Search Task	Jess Dixon University of Windsor Orland Hoeber† University of Regina	Dillon Hall 256
CC08	The Queer Classroom and Creating a Queer Archive	Renee Bondy University of Windsor Scott Cowan University of Windsor	Dillon Hall 368
CV03	As If By Design: Educational Ends Considered as Final Causes	Michael Kurak University of Windsor	Dillon Hall 359
CV04	Bringing Indigenous Pedagogy Into the Classroom: A Facilitated Conversation	Rebecca Major University of Windsor	Dillon Hall 365

Empowering Educators in the Discovery of Teaching Case Studies: Solving a Complex Search Task Session CC07

Jess Dixon University of Windsor
Orland Hoeber† University of Regina

Wednesday, May 1, at 1:30 p.m.
Dillon Hall 256

The origins of the case method in higher education can be traced back to Joseph Octave Maufette at Quebec's Collège St-Joseph in 1880 (Mauffette-Leenders et al., 2005). Historically, the largest barriers to adopting the case method in disciplines outside of medicine and law have been a perceived dearth of published case studies and difficulties locating them (Corey, 1998). Defined as "... a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem, or an issue faced by a person (or persons) in an organization" (Mauffette-Leenders et al., 2005, p. 2), teaching case studies are published in a variety of outlets, including textbooks, journals, and specialized collections. Particularly for those new to the case method, searching for case studies can be a daunting challenge. Without knowing what terms to use, where to look, or how to distinguish cases of disparate quality, this complex search task (White et al., 2006) can discourage instructors from adopting the case method. Using sport management as an example, the purpose of this presentation will be to introduce a tool for empowering educators to discover teaching case studies that may be appropriate to their needs and support desired learning outcomes.

The Queer Classroom and Creating a Queer Archive Session CC08

Renee Bondy University of Windsor
Scott Cowan University of Windsor

Wednesday, May 1, at 1:30 p.m.
Dillon Hall 368

This presentation examines the powerful meanings found at the intersection of classroom, community, and archive. Grounded in classroom experience, feminist/queer pedagogies, and literature on queer archives, this session offers practical strategies for creating a digital archive, reflections on teaching about queer history, and invites discussions about professor-librarian collaboration and the value of queering existing knowledge structures. In the context of a first-year Women's and Gender Studies course on "Queer Activism," our collaboration – that is, between professor and librarian – yielded numerous insights about how the creation of a digital archive allows students to apply classroom learning in ways which facilitate connection between students and the local LGBTQ2+ community. In building the archive, students identify, document, and catalogue past and present queer spaces/places/events/services, and come to realize how this helps build collective queer memory.

As If By Design: Educational Ends Considered as Final Causes Session CV03

Michael Kurak University of Windsor

Wednesday, May 1, at 1:30 p.m.
Dillon Hall 359

The session will introduce participants to the concept of a self-organizing entity and will consider the classroom in light of this concept. One way to explicate the concept is by contrasting it with constructivism. Constructivism views the learner as active, but it does not conceive this activity as being capable of determining itself, except contingently. As a result, constructivism requires setting ends for

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students (e.g. tasks, objectives, learning outcomes). Since these ends are not the student's own, motivating educational activity requires contingently connecting it with an end which is the student's own (i.e., with an incentive). In this way educational ends are reduced to mere means. Overcoming this problem requires setting ends with students. But this possibility is hindered by institutional policies and by mechanistic views of nature, of which constructivism is merely indicative. This session, therefore, explores the possibility that functional educational wholes might also have a causal role to play in the organization of the "parts" which comprise them, without that whole having to be set in advance. In other words, the sessions concerns the possibility of emergent and objective constraint on educational activity. Illustrations of these matters will be provided from my own practice.

Bringing Indigenous Pedagogy Into the Classroom: A Facilitated Conversation Session CV04

Rebecca Major University of Windsor

Wednesday, May 1, at 1:30 p.m.
Dillon Hall 365

Much of my teaching career either involved instructing in northern settings where the majority of my student population was Indigenous, both Métis and First Nations. My urban teaching experience includes instructing in programs for Indigenous students, or Indigenous-based knowledge courses, both in Indigenous studies and Political Sciences. Other work that contributes to my experience is Indigenizing course content. Through these experiences, and being a person that walks in two worlds, I wish to assist participants to create ways to bring Indigenous considerations into the classroom. The content of the facilitated conversation will discuss worldview and ways of understanding to illustrate teaching methods that are inclusive of Indigenous pedagogies. The discussion will open with a brief background about my experience in Indigenizing course content, teaching in metaphors, and providing balance of world-views in instruction. This background is meant to serve as a starting point for brainstorming ideas with participants of how they can apply this to their own classrooms.

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Wednesday, May 1, 1:30 p.m. – 3 p.m.
Workshop

Code	Title	Presenters	Location
W02	Using Ontario's Play Based Model to Inform Information Literacy/Pedagogical Practice (and Ultimately Create Leadership Experiences)	Karen Pillon University of Windsor Shuzhen Zhao University of Windsor	Dillon Hall 367

Using Ontario's Play Based Model to Inform Information Literacy/Pedagogical Practice (and Ultimately Create Leadership Experiences) Session W02

Karen Pillon University of Windsor
Shuzhen Zhao University of Windsor

Wednesday, May 1, at 1:30 p.m.
Dillon Hall 367

Come learn about innovative teaching methods that connect play, leadership skills, and the information literacy (IL) framework! Today, more than ever, experiential learning is valued in the classroom as students try to connect theoretical concepts and practical learning. Furthermore, this model explores how to create a lasting team dynamic in the classroom that mimics the types of teams that they might experience in the workplace. Through play and learning, elements of leadership and team building have been used successfully to teach IL concepts, however, the model can be adapted for other disciplines. Although the Ontario play based model is typically used when children enter the academic system for the first time, many of the pedagogical underpinnings can be adjusted to the University classroom to teach many theoretical concepts and shape leadership and team building skills along the way. Participants will experience how to use experiences through play and connect them to IL/subject specific practice. This will be done by tying in three theoretical frames: the work of Geoffrey Scott's evidence based leadership in higher education, the province of Ontario's play based learning programming, and the Association of College, and Research Libraries' Information Literacy framework.

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Wednesday, May 1, 2:20 p.m. – 3 p.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC09	Challenges and Opportunities: Decolonizing and Indigenizing the Curriculum	Darlene Marshall University of Windsor Mary Duckworth Guelph	Dillon Hall 368
CC10	Encouraging Free Speech in the Classroom: Origins of Ontario's Free (But Not Hate) Speech Policies and Implications for Classroom Instructors	Renan Levine University of Toronto Scarborough	Dillon Hall 256
CV05	Dealing With the Digital: How Can We Bring the Web Back From the Brink?	Bonnie Stewart University of Windsor Dave Cormier Windsor Campus, University of Western	Dillon Hall 359
CV06	The Takeaway From a Service Learning Course With Special Focus on English Language Learners and the Implications to Teaching International and Immigrant Students in Campus Classrooms	Anita Toronyi University of Windsor	Dillon Hall 365

Challenges and Opportunities: Decolonizing and Indigenizing the Curriculum Session CC09

Darlene Marshall University of Windsor
Mary Duckworth Guelph

Wednesday, May 1, at 2:20 p.m.
Dillon Hall 368

Analyzing current curriculum through an Indigenous lens is both a challenge and an opportunity. Educational institutions are a product of colonialism, historically resistant to change, impervious to challenge, and as a result, many Indigenous Peoples view them with trepidation and mistrust.

However, the TRC's Calls to Action presents us educators and administrators with opportunities to change this narrative: to celebrate Canada's true history, to engage local Indigenous communities in a respectful and sensitive ways, and to build advantageous and trusting relationships through experiential and authentic learning opportunities.

Participants will have an opportunity to engage in traditional local Indigenous culture, language and traditional experiences. Interactive conversations and discussions will focus on the TRC Calls to Action, community engagement, language revival and "bagosenim" the Ojibwe word for hope, for the future generations. Examples of Indigenizing curriculum will be highlighted and Indigenizing curriculum ideas generated for future exploration.

Encouraging Free Speech in the Classroom: Origins of Ontario's Free (But Not Hate) Speech Policies and Implications for Classroom Instructors Session CC10

Renan Levine University of Toronto Scarborough

Wednesday, May 1, at 2:20 p.m.
Dillon Hall 256

Can our classrooms become spaces where students can speak their minds even if they think their views are unpopular? In late 2018, the newly elected PC government in Ontario required all colleges and universities to establish clear policies for the protections of free speech on campus. The government claimed that many voters expressed concerns that free speech was being stifled on campuses, and that hate speech was proliferating and must be checked. All Ontario colleges and universities quickly complied. The resulting set of policies, while based on two competing models of speech rules and principles, Chicago and Goldwater, pleased few campus stakeholders. This session will start with a discussion of ongoing research into the original impetus of this government initiative: conservatives who felt that their views were being stifled along with minority groups who felt that hate was directed at them with impunity. Participants will then look at how Windsor and two of its peer Ontario universities rules might apply to specific scenarios. I will then review existing literature that looks at how the stakeholders who advocated for these new rules perceive themselves on campus and how their classroom behavior appears to deviate from peers with views more consistent with their faculty before concluding with a conversation about how instructors can ensure student comfort in expressing a range of views.

† Marks indicate that the author is not presenting at the specified session.

Dealing With the Digital: How Can We Bring the Web Back From the Brink? Session CV05

Bonnie Stewart University of Windsor
Dave Cormier Windsor Campus, University of Western

Wednesday, May 1, at 2:20 p.m.
Dillon Hall 359

How can the academy help build towards digital platforms, policies, and practices that centre the public good? The session explores how the digital systems that shape our contemporary institutions and information ecosystem have been weaponized by the rise of misinformation and datafication. “Digital by default” policies undermine social program participation, while pervasive surveillance and predatory practices are normalized. Trolling and bots are regular features of social landscapes, and scholars are often hesitant to engage online in sharing ideas or fighting the echo chamber. Even concepts of what it means to know in the contemporary sphere are increasingly generated outside the academy, in Silicon Valley AI frameworks. What does this mean for scholars, and for the future of knowledge in a data society? What responsibility does publicly-funded scholarship have to the publics undermined by the rise of big data and platform politics?

This conversation will bring forward the idea of a pro-social web, and frame an alternate logic of open participatory education, grounded in adult education histories and contemporary open practices. This will be a scaffolded and engaged discussion, with opportunities for connecting ideas to practice, and for generating new ideas, understandings, and relationships to the systems we participate in.

The Takeaway From a Service Learning Course With Special Focus on English Language Learners and the Implications to Teaching International and Immigrant Students in Campus Classrooms Session CV06

Anita Toronyi University of Windsor

Wednesday, May 1, at 2:20 p.m.
Dillon Hall 365

The academic success of international and immigrant students not only depends on their inherent motivation, but on the very people who are a representation of their “academic landscape”. Instructors and even classmates can all contribute to a newcomer student’s successes or failures. Under the umbrella of Service Learning Courses a new course has been introduced at the Faculty of Education with special focus on empowering teachers of the 21st century to better serve the needs of the ever-growing student population of English Language Learners (ELLs) in our very own secondary schools whose graduates will most likely choose the University of Windsor as their destination for higher learning. The accommodation practices that teacher candidates have acquired throughout this course can easily be transferred into the pedagogical settings of campus classrooms.

Through small group discussions, attendees will gain an understanding of the concept of acculturation, academic vs. every-day English, and will hear about the first-hand experiences of teacher candidates who have worked with international and immigrant students. A cheat sheet will also be provided that will serve as a quick reference to help participants enhance the inclusiveness of their classroom environment.

† Marks indicate that the author is not presenting at the specified session.

Wednesday, May 1, 3:15 p.m. – 3:55 p.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC11	Using Serious Games to Teach Business Ethics: From Development to Delivery	Michael D. Baumtrog Ryerson University Sahar Ahadi Ryerson University	Dillon Hall 368
CC12	Developing Trust in Higher Education Inquiry-Based Learning Environments	Beth Archer-Kuhn University of Calgary Natalie Beltrano University of Calgary Stacey MacKinnon UPEI	Dillon Hall 256
CV07	Building a Culture of Academic Integrity in Large Graduate Classes of International Students	Lisa Salfi University of Windsor Fouzia Baki University of Windsor	Dillon Hall 359
CV08	Open Educational Practices and Pedagogies: Exploring the Tensions of Being Open in a Closed System	Nicholas Baker University of Windsor	Dillon Hall 365

Using Serious Games to Teach Business Ethics: From Development to Delivery Session CC11

Michael D. Baumtrog Ryerson University
Sahar Ahadi Ryerson University

Wednesday, May 1, at 3:15 p.m.
Dillon Hall 368

In this session, we will discuss our exploratory process of developing and transforming a static, paper-based (business) ethics case into an interactive digital 'serious game' for use in teaching (business) ethics, as well as our research implementing these games into the undergraduate classroom. The cases address an instance of racism and sexual harassment in the workplace respectively. Using the first-person perspective, students/players are invited to make decisions within a narrative and face the consequences, much like a "choose your own adventure" book.

Our talk begins by outlining the motivations for the research and topical selections for the case, before demonstrating how we used open source software to evolve the static cases into playable games. In the second half of the talk, we will discuss the data resulting from the in-class research we conducted pertaining to the games' impacts on affective learning and address some avenues for future research. Conference attendees are encouraged to bring an internet connected device to be able to try the games for themselves.

Developing Trust in Higher Education Inquiry-Based Learning Environments Session CC12

Beth Archer-Kuhn University of Calgary
Natalie Beltrano University of Calgary
Stacey MacKinnon UPEI

Wednesday, May 1, at 3:15 p.m.
Dillon Hall 256

Research on inquiry-based learning (IBL) in post-secondary settings is limited. Unique university circumstances make the quick and meaningful development of trust a necessary condition for taking intellectual risks in the classroom; a key component of the learning process. Research on how to develop trust in higher education settings where students are asked to step outside their comfort zone and engage in IBL is sparse.

The audience will interact with a current study exploring risk/trust in higher education, sharing data collected through four focus groups (phase 1) with Canadian university students and instructors, and international researchers who have shared their experiences of IBL through scholarship. Four themes emerged from the data including: 1) the reciprocity of risk and trust on the learning journey of IBL; 2) shared not equal power facilitates instructor ability to navigate boundaries to overcome barriers of student engagement in their learning; 3) safe spaces invites, encourages, and supports mutual respect among a community of learners who take intellectual risks in an authentic environment; and 4) the speed and depth of trust is relative to the amount of time and level of immersion in the relationships. The audience will consider the data in relation to their course experience with risk/trust.

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Building a Culture of Academic Integrity in Large Graduate Classes of International Students Session CV07

Lisa Salfi University of Windsor
Fouzia Baki University of Windsor

Wednesday, May 1, at 3:15 p.m.
Dillon Hall 359

This facilitated discussion will examine the academic integrity challenges encountered in teaching large graduate classes that are comprised of predominantly international students. Specific challenges related to quantitative and qualitative classes will be categorized. Both intentional and non-intentional cases of plagiarism will be discussed. Members of all faculties and departments are encouraged to attend to discuss the presence of these issues across university campuses. After the session, a set of tools and tips for fostering a culture of academic integrity will be identified and distributed to session participants.

Open Educational Practices and Pedagogies: Exploring the Tensions of Being Open in a Closed System Session CV08

Nicholas Baker University of Windsor

Wednesday, May 1, at 3:15 p.m.
Dillon Hall 365

Open educational practices (OEP) within the academy have been described as potentially transformational forces, leading to greater democratisation of knowledge, widening access and lowering barriers to education, lowering the cost of higher education systems, improving quality, involving students as partners in learning and creation of knowledge, and contextualising teaching and learning. Yet despite these benefits and recent growth in adoption of these practices, engagement within PSE still remains relatively low and poorly understood.

Recently, voices of criticality in open education have emerged and begun to examine some of the challenges that open education both faces and poses in attempting to achieve its transformational potential. Questions of to whom open education is open, which voices are excluded and included, and the potential for neocolonial practices (intentional and unintentional) are all being explored as the global movement starts to mature and challenge its place in the higher education landscape. This session invites a critical conversation about open educational practices, how and where they should be engaged, and how educators can make informed decisions about their own engagement with openness. We will explore the inherent tensions of working openly in an historically closed system.

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POSTER SESSION AND RECEPTION

Wednesday, May 1, 2019, 4:00 - 6:00 p.m.
Alumni Auditorium, CAW Student Centre

The Dr. Wilbert J. McKeachie Poster Competition

The 2019 conference organizing committee is pleased to present the Dr. Wilbert J. McKeachie Poster Competition. The aim of this poster session competition is to promote the importance and value of posters as opportunities to explore effective and innovative teaching and learning practices, and disseminate research results. Presenters have been encouraged to reconceptualize the typical poster session in creative ways to incorporate active learning approaches and interactive engagement with both poster and presenter.

The Dr. Wilbert J. McKeachie Poster Prize

Popular vote based on the poster competition criteria will determine five finalists, from whom the adjudication panel will determine the poster prize recipient. Posters will be judged based on the following criteria:

- **Conceptual Depth and Content** - The poster's originality, conceptual basis, and the relevance and value of its content.
- **Clarity** - The poster's success in communicating a message effectively.
- **Design** - The poster's visual design and use of images and diagrams to effectively reinforce the themes and concepts explored in the poster. The poster's use of text does not exceed what is easily readable in this setting.
- **Potential for Engagement** - The poster's potential to foster active learning. We encourage designs which foster greater and varied interaction between viewer and presenter.

Conference participants are invited to take part in the selection process during the Poster Session on Wednesday, May 1, from 4:00 - 6:00 p.m. Ballots will be handed out at the poster session.

The Dr. Wilbert J. McKeachie Poster Prize will be presented, Thursday, May 2, during the closing remarks in Alumni Auditorium, CAW Student Centre.

Wednesday, May 1, 4 p.m. – 6 p.m.
Poster Session and Reception

Code	Title	Presenters	Location
P01	Development of a Web-Based GIS Learning Module for Community-Asset Mapping to Improve Service Learning in Higher Education	Xue Luo† University of Windsor Wansoo Park University of Windsor Dwayne Barris University of Windsor	Alumni Auditorium
P02	Examining Professional Development Among Faculty Members Across Varying Career Stages	Laura Chittle University of Windsor Sara Santarossa University of Windsor Irene Muir University of Windsor Jess Dixon University of Windsor	Alumni Auditorium
P03	Post-Secondary Institutions Put On Notice: Examining Campus Sexual Assault Policies, Its Implications, and Possible Solutions	Cherlene Cheung University of Windsor Wansoo Park University of Windsor	Alumni Auditorium
P04	Conflicts Experienced at a Canadian University: Voices of Chinese Visiting Scholars	Pinge Ai University of Windsor	Alumni Auditorium
P05	Leveraging Student Employee Learning in Higher-Education: A Collaborative Example	Marlene Sebastian University of Windsor Lorna Stolarchuk University of Windsor Timothy Au-Yeung† University of Windsor Niwit Aryal† University of Windsor	Alumni Auditorium
P06	Universal Design of Instruction (UDI) as a Complement to Legislated Access Requirements	Linda Coltman University of Windsor	Alumni Auditorium
P07	Engaging in Student Partnerships as a Means of Developing and Enhancing Transferable Skills	Jade Roy University of Windsor Laura Chittle University of Windsor Elizabeth Ismail University of Windsor Erika Kustra University of Windsor	Alumni Auditorium
P08	Is This the Real Life or Just Fantasy? Enhancing Learning Spaces With Augmented Reality and HP Reveal	Brandon Sabourin University of Windsor	Alumni Auditorium
P09	Maclean's Magazine University Rankings Analysis 1998-2018	Denise DeBlock University of Windsor Kenneth Cramer † University of Windsor	Alumni Auditorium
P10	Formal and Informal Peer Mentoring of University Students: Findings From Rapid Systematic Review and Exploratory Meta-Analysis	Mavis Odei Boateng University of Windsor Debra Hernandez-Jozefowicz University of Windsor Kevin Gorey University of Windsor	Alumni Auditorium
P11	A Study of Identity Politics as a Factor in Increasing the Level of Confirmation Bias	Roozbeh Hatami University of Windsor	Alumni Auditorium

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Development of a Web-Based GIS Learning Module for Community-Asset Mapping to Improve Service Learning in Higher Education Session P01

Xue Luo† University of Windsor
Wansoo Park University of Windsor
Dwayne Barris University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

In recent years, service learning – a pedagogical approach that integrates learning through service in the community – has gained increasing popularity in higher education as a means to enhance student learning and civic engagement. The benefits of service learning, however, are dependent on successful integration of this pedagogical approach into the classroom. The objective of this poster session is to explore the possibility of using Geographic Information Systems (GIS) and community asset mapping as an integrated tool to promote service learning in higher education. The poster will detail a project initiated at the University of Windsor where a web-based GIS learning module was developed and integrated into two graduate-level social work courses via lectures, assignments, and evaluation. Results of a student survey which was used to assess students' learning experience and learning outcomes after using the module will be presented. This session will help participants to build knowledge about GIS and how such techniques can be integrated into their own teaching while addressing course learning outcomes.

Examining Professional Development Among Faculty Members Across Varying Career Stages Session P02

Laura Chittle University of Windsor
Sara Santarossa University of Windsor
Irene Muir University of Windsor
Jess Dixon University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

Professional success as a faculty member has been described as an integration of inquiry, teaching responsibilities, and service activities (Caffarella & Zinn, 1999). Engaging in professional development (PD) is vital to improve faculty's knowledge (Steinert, 2014), and facilitate institutional change (Jolly, 2014), and encompasses three activities: self-directed learning experiences, formal PD progress, and organizational development strategies (Caffarella & Zinn, 1999). However, PD can be aided or impeded by numerous factors. This study examined PD among faculty members to identify possible barriers and methods to overcome these. Three participants, at different stages in their academic careers (i.e., early, middle, and late career), were recruited to participate in semi-structured interviews. Interviews were guided by Caffarella and Zinn's (1999) PD conceptual framework of barriers and support, which includes four domains: (1) people and interpersonal relationships, (2) institutional structures, (3) personal considerations and commitments, and (4) intellectual and psychosocial characteristics. Barriers to PD included time and expenses, whereas people and interpersonal relationships (e.g., family) were identified as key support systems and coping mechanisms. Furthermore, participants reported mentorship and self-directed learning as important factors for PD. Future research should continue to explore barriers to PD to create resources to better support those in higher education.

Post-Secondary Institutions Put On Notice: Examining Campus Sexual Assault Policies, Its Implications, and Possible Solutions Session P03

Cherlene Cheung University of Windsor
Wansoo Park University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

In response to Bill 132, the media, and student activism, post-secondary institutions across Ontario are mandated to have standalone sexual violence policies. The provincial legislation mandate was well-intentioned, but are they truly meeting student needs? Using the Student for Consent Culture (SFCC) report, Our Turn: National Action Plan to End Campus Sexual Violence, the presentation finds that post-secondary sexual assault policies across the country widely varied. The qualitative data indicates that students may even be better served by a combative and ineffective criminal process instead (Bonnyman, 2017). As such, the presentation explores a set of minimum standards for all university policies to have in order to fulfill the true meaning of the provincial legislation. This approach is prudent as it will fill the gaps in knowledge around the best practices for processes that respond to sexual violence while having students and student survivors leading that conversation. This will then in turn allow viewers to engage in crucial conversations about the impact of campus sexual violence, accountability, and rape culture in the academic environment. As a result, the presentation will challenge us to think critically about how best to promote a safe learning environment for all.

Conflicts Experienced at a Canadian University: Voices of Chinese Visiting Scholars Session P04

Pinge Ai University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

In response to internationalization of higher education, an increasing number of Chinese visiting scholars travel abroad to gain overseas experience and explore opportunities for academic collaboration. In order to qualify for financial sponsorship from the China Scholarship

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Council, these visitors need to pass an English proficiency test, and some attend a pre-departure training. However, during their visit, they experience a variety of conflicts. Interview data were collected from fifteen Chinese visiting scholars coming from different types of higher education institutes in China, who represent a diversity of academic discipline, professional experience, gender, and age range. It is indicated that besides language barrier, factors that may cause conflicts include understanding of academic integrity, institutional culture, difference between the expectations of host and visitor, etc. Based on the findings, some possible solutions are discussed.

Leveraging Student Employee Learning in Higher-Education: A Collaborative Example Session P05

Marlene Sebastian University of Windsor
Lorna Stolarchuk University of Windsor
Timothy Au-Yeung† University of Windsor
Niwit Aryal† University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

On-campus student employment in higher education has been found to have a positive impact on student success, specifically as it relates to student retention, academic achievement, and securing post-college employment (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). However, the literature is scarce when identifying how on-campus student employment is leveraged to assist student learning and professional development.

This poster session aims to describe the University of Windsor's Centre for Teaching and Learning's (CTL) Blackboard orientation site for CTL student employees, which was developed in partnership with students using high-impact teaching practices such as collaboration and experiential learning. This poster also aims to initiate conversations amongst future student employment stakeholders and how they can re-envision their onboarding to help students make connections between their work, academics, and future careers. Elements of the course site that contribute to the student employee's learning and professional development include: the literature on experiential learning that informs the course design (Kolb, 2014; Lindsey & Berger, 2009); collaboration with the goals of learning and solving problems with others (Kuh, 2008); student-to-student mentorship; and micro-credentialing for motivation and engagement (Copenhaver & Pritchard, 2017).

This project has been deployed and next steps include evaluation from the intended audience.

Universal Design of Instruction (UDI) as a Complement to Legislated Access Requirements Session P06

Linda Coltman University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

Employing a poster format, Universal Design of Instruction/UDI will be showcased as a best practice for providing effective instruction to all students outside of legislated mandates. UDI entails a significant change in institutional efforts to provide equal access to education and is capable of enhancing recruitment and retention of a diverse student body, providing effective instruction to all students, and reducing stigmas associated with disabilities. However, a review of UDI literature indicates that limited student self-advocacy opportunities, technology requirements, training issues, and faculty resistance at research institutions with a basis in faculty rewards systems that value research over teaching, have all been identified as potential weaknesses to the implementation of UDI methods in a post-secondary academic setting. As such, this presentation aims to highlight how UDI can support instructors in creating courses that accommodate a wide spectrum of student needs. An emphasis will be placed on depicting how instructors can benefit from responding to student diversity while maintaining academic standards and autonomy as the designers of their courses and how students, in turn, can benefit from a form of universality of design in higher education flexible enough to be used in multiple ways to enhance their learning.

Engaging in Student Partnerships as a Means of Developing and Enhancing Transferable Skills Session P07

Jade Roy University of Windsor
Laura Chittle University of Windsor
Elizabeth Ismail University of Windsor
Erika Kustra University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

Students as Partners (SaP) has been a conflicting and controversial subject within academic literature (Matthews et al., 2018), with scant research focusing on student partnerships within Centres for Teaching and Learning (CTLs). These partnerships can benefit students by allowing them to develop communication and interpersonal skills as well as increase their employability (Marquis et al., 2019). Students as Partners is a crucial conversation within CTLs as they have a primary goal of enhancing the teaching and learning culture within their institution in order to inspire student learning. The purpose of this study was to better understand student partnerships within a CTL as well as the benefits these partnerships have for students. Interviews were conducted with current and former student partners within a CTL and data was subjected to a thematic analysis. Our poster will highlight the skills student partners were able to develop and/or strengthen

† Marks indicate that the author is not presenting at the specified session.

and how these skills were transferred into other avenues of their professional and/or personal lives. Further, we will explore the lessons learned that may be relevant to others interested in developing student partnerships in their own work.

Is This the Real Life or Just Fantasy? Enhancing Learning Spaces With Augmented Reality and HP Reveal

Session P08

Brandon Sabourin University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

Augmented reality (AR) "allows for combining or 'supplementing' real world objects with virtual objects or superimposed information" (Bacca et al., 2014, p. 133). Once considered a futuristic fad, AR has developed into a tool requiring little more than the smartphones we carry around daily in our pockets. Previous studies about AR identify advantages such as learning gains, motivation, interaction, and collaboration (Bacca et al., 2014). There are limited studies that explore using AR in higher education, the majority are from STEM disciplines which use AR to investigate machinery that is not feasible to bring into the classroom. Limited uses in arts and humanities disciplines exist, though the technology has been tested in language learning settings (Perry, 2015).

This session will highlight tested uses of AR. Students in three pre-service teacher education courses explored the use and setup of AR through the HP Reveal application as a part of an online tutorial. Their interactions online carried into the physical building they occupy daily and engaged them in interactions with everyday objects they take for granted. Ideas were explored, technological skills were practiced, and fun was had by many. Stop by this poster session and experience HP Reveal and AR for yourself!

Maclean's Magazine University Rankings Analysis 1998-2018 Session P09

Denise DeBlock University of Windsor
Kenneth Cramer † University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

Using a protocol of statistical tools and procedures, we provide an empirical examination of Maclean's magazine rankings of Canadian universities for the years 1998-2018 to determine the following: (1) the correlation across all institutions between (a) rank and reputation in a given year, (b) a given year's rank and the previous year's reputation, and (c) a given year's reputation and the previous year's rank; (2) the correlation between rank and reputation for a given institution across all years; and (3) a comparison of variance in rank to reputation for a given institution across all years. Our analyses showed nonsignificant and largely inconsistent relationships across all of the aforementioned categories and while some categories were related, they were not synonymous when we feel they should be. Consequently, Maclean's annual analyses using a rank-based approach to evaluate universities has offered inadequate practical use, different from their continually advertised intentions, for over twenty years.

Formal and Informal Peer Mentoring of University Students: Findings From Rapid Systematic Review and Exploratory Meta-Analysis Session P10

Mavis Odei Boateng University of Windsor
Debra Hernandez-Jozefowicz University of Windsor
Kevin Gorey University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

In this poster, we present results of a systematic review and meta-analysis of formal and informal peer mentoring programs and their effect on first-year university students. Research literature were accessed from multiple search engines including ProQuest's Social Service Abstracts, Social Work abstracts, CINAHL, ERIC, Education Source, and Google Scholar for the period January 1, 2008 to October 31, 2018. A total of 10 articles were included in the final analysis; this consisted of nine formal mentoring studies and one that focused on informal mentoring. Research synthesis and meta-analysis results of Cohen's d and U3 showed that formal and informal peer mentoring had a significant effect on psychosocial well-being, academic performance, and university community integration for first-year students. Formal mentoring was found to be more effective as it was more structured, funded, and regulated by universities. Theoretical and policy implications are discussed.

Objective: 1) To facilitate crucial conversations in teaching and learning on formal and informal peer mentoring for university students; 2) to discuss with participants the differences between formal and informal peer mentoring and its relevance to the university community; and 3) to present results of a systematic review and meta-analysis of peer mentoring programs and their effect on first-year university students

A Study of Identity Politics as a Factor in Increasing the Level of Confirmation Bias Session P11

Roozbeh Hatami University of Windsor

Wednesday, May 1, at 4 p.m.
Alumni Auditorium

Studying confirmation bias has become increasingly important since social media not only enables users to access the content, but also allows them to generate and re-post content produced by others. The more public access social media is, the greater the likelihood of

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increasing confirmation bias. These days, the need for confirmation is also strengthened by another phenomenon. Identity politics reinforce the need for recognition and confirmation of the social dignity of individuals. Scholars like Mark Lilla and Francis Fukuyama argued that social movements' search for social dignity strengthens the sense of vulnerability among different groups of people and mobilizes them around a certain identity. In a post-truth era, promoting identity politics which emphasizes personal subjectivity and emotional feelings, especially vulnerability, can potentially exacerbate confirmation bias. The purpose of this study is to conduct a literature review to find the various ways in which identity politics can exacerbate confirmation bias. This study will be a major part of the literature review of a doctoral dissertation that will focus on how should critical media literacy intervenes to reduce the level confirmation bias among the undergraduate students of Education in one of the universities in Southern Ontario.

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CONFERENCE: DAY TWO

Thursday, May 2, 2019

Thursday, May 2, 9:30 a.m. – 10:10 a.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC13	Troublesome Topics: Teaching Controversial Subjects in the Classroom	John Cappucci University of Windsor	Dillon Hall 365
CC14	A Critical Look at Critique: Engaging in Effective Feedback	Veronika Mogyorody University of Windsor Jason Grossi University of Windsor	Dillon Hall 256
CV09	High Impact Practices: Promises and Pitfalls	Tranum Kaur University of Windsor Judy Bornais University of Windsor Allyson Skene University of Windsor Anna Galka University of Windsor	Dillon Hall 359

Troublesome Topics: Teaching Controversial Subjects in the Classroom Session CC13

John Cappucci University of Windsor

Thursday, May 2, at 9:30 a.m.
Dillon Hall 365

In the course of their academic careers, instructors may be required to teach subjects that are politically, socially, or morally contentious. In many cases, instructors may decide to avoid such provocative discussions in order to prevent conflict in the classroom. This approach may seem prudent, but does a disservice to students who should be exposed to the major debates being discussed in contemporary society. For instructors that do pursue these discussions and debates, there are several possible scenarios that could happen from losing their neutrality as facilitator to being unable to maintain control of the classroom. The presentation will begin by addressing the various reasons why instructors tend to avoid discussing contentious issues in a classroom setting. This presentation will move to outline the strategies teachers can use in order to teach subjects that are inherently controversial while preserving a respectful learning environment. In addition, learners will discover ways to navigate classroom discussions by reviewing cases where instructors successfully taught or facilitated debate on a controversial subject.

A Critical Look at Critique: Engaging in Effective Feedback Session CC14

Veronika Mogyorody University of Windsor
Jason Grossi University of Windsor

Thursday, May 2, at 9:30 a.m.
Dillon Hall 256

Studio classes lie at the core of design education, and Critique is its signature pedagogy. Students work on projects, learning to provide solutions to hypothetical problems, and are evaluated through a series of presentations. Critiques are where the bulk of teaching, learning, and assessments occur. They are a dialogue, the active engagement of students discussing their work and process with others. Critiques function as both learning activity and assessment tool. Through the presentation process with feedback, students reflect on solutions, personal skills, strengths, and weaknesses.

As illustration, we outline the practices used in conducting Critiques, highlighting lessons learned in the Visual Arts and the Built Environment (VABE) program. We will discuss how Critiques foster communication, analytical and evaluation skills, and community, encouraging students to learn from others and develop critical awareness. Through group exercises, session participants will explore how reflection enables deeper engagement, and appropriate Critique etiquette facilitates balanced discussion. Planning for Critiques, developing critiquing strategies, and identifying useful models will be reviewed from a range of disciplines. We will discuss the strengths and weakness of the Critique method, uncovering less frequently articulated stories and suggesting best practices for instructors in preparing this pedagogical approach.

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High Impact Practices: Promises and Pitfalls Session CV09

Tranum Kaur University of Windsor
Judy Bornais University of Windsor
Allyson Skene University of Windsor
Anna Galka University of Windsor

Thursday, May 2, at 9:30 a.m.
Dillon Hall 359

High Impact Practices (HIPs) in higher education are described as “enriching educational experiences that can be life-changing” and, according to NSSE director George Kuh, institutions should aspire to have students participate in at least two HIPs over the course of their undergraduate experience (NSSE, 2018). Strategic Mandate Agreements (SMAs) across Ontario have embraced Kuh’s recommendation, and faculty are under pressure to implement HIPs in their classrooms. Despite the fanfare, there are significant challenges to HIPs, including questions about their efficacy in improving learning and graduation rates (Johnson & Stage, 2018), and important ethical discussions about who participates in HIPs and whether some students are unfairly excluded (Finley & McNair, 2013; NSSE, 2016).

In this interactive session, participants will first explore what HIPs are, and then using small round-table discussions, examine selected HIPs (e.g., Writing-Intensive Courses, e-Portfolios, Co-ops/Internships etc.) in more depth. Do these HIPs really benefit student learning? Are HIPs worth the time and effort faculty must invest to make them successful? Are there useful strategies for overcoming these challenges? At the conclusion of the session, participants will take away a richer understanding of HIPs and useful tips and resources to help ensure HIPs are effectively implemented.

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Thursday, May 2, 9:30 a.m. – 11 a.m.
Workshop

Code	Title	Presenters	Location
W03	Ethical Behaviour as Leadership in Education	Pierre Boulos University of Windsor	Dillon Hall 367

Ethical Behaviour as Leadership in Education Session W03

Pierre Boulos University of Windsor

Thursday, May 2, at 9:30 a.m.
Dillon Hall 367

What does it mean to be a professional? Engineers, physicians, and others would be able to refer to professional codes of conduct in answering this question. To what can we refer as university teachers? Despite the absence of a well-defined and regulating code of ethical (teaching) conduct, university teachers, regardless of academic discipline, do face or are part of complex ethical issues regularly. Although there is a growing body of literature pertaining to "best" practices in teaching, surprisingly there is very little pertaining to the ethics in teaching.

In this workshop, simple ethical principles will be introduced and used in examining ethically relevant teaching scenarios. Questions addressed include: What covert lessons do students draw from our practices? How could we help students develop lives of disciplined integrity even when "integrity" is not what we teach? How can we avoid teaching in ways that make us feel as though we've "sold out"? How can we demonstrate ethical leadership in the light of issues that may arise in class?

By the end of this presentation, participants will be able to articulate ethical principles underlying teaching and apply ethical principles in analyzing cases in teaching in higher education.

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Thursday, May 2, 10:20 a.m. – 11 a.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC15	Supporting International Students Outside of the Classroom to Enhance Academic Success: Whose Job is it Anyway?	Stephanie Dupley University of Windsor Deena Wang University of Windsor	Dillon Hall 365
CC16	Effective and Sustainable Feedback Practices in Large University Classes	Lisa Salfi University of Windsor	Dillon Hall 256
CV10	Do You Get What You Pay For? Exploring Free, Open Textbooks as Alternatives to Commercial Textbooks	Nobuko Fujita University of Windsor	Dillon Hall 359

Supporting International Students Outside of the Classroom to Enhance Academic Success: Whose Job is it Anyway? Session CC15

Stephanie Dupley University of Windsor
Deena Wang University of Windsor

Thursday, May 2, at 10:20 a.m.
Dillon Hall 365

A recent survey was distributed to UWindsor faculty and staff to understand their knowledge of supporting and referring international students. Survey results revealed that faculty and staff identified non-academic issues (isolation from home and family, English language support, sense of belonging, and financial assistance/support) as being the top challenges of international students. The prevalence of these non-academic issues have been echoed in the literature, as many researchers have shown that cultural integration and adaption issues are the biggest challenges for international students (CBIE, 2015, 2018; Ortiz & Choudaha, 2014; Zhou & Zhang, 2014).

With a panel of international students, and a discussion on some of their challenges and experiences, this session will explore the following main questions: Can these non-academic challenges affect academic performance? Is it the responsibility of faculty and staff to help international students with these challenges? How can faculty/staff support international students with these challenges?

Participants will hear from a panel of international students to learn first-hand about the unique challenges they face during their time at the University and will have the opportunity to ask questions and interact with them. Students and participants will discuss the challenges and best practices for supporting international students' non-academic challenges to gain a better understanding of who's role it is to offer support and what this support looks like.

Effective and Sustainable Feedback Practices in Large University Classes Session CC16

Lisa Salfi University of Windsor

Thursday, May 2, at 10:20 a.m.
Dillon Hall 256

Effective feedback is a critical factor in student learning. However, time and resource constraints create a gap between the literature on feedback and the reality faced by instructors of large classes. Specifically, increasing class sizes impede instructors' ability to provide thorough, frequent, and timely feedback to each student, especially in qualitative courses; this results in either reduced pedagogical quality or exhausted and discouraged instructors. With a focus on assessment as/of/for learning, this interactive session will examine the challenge of providing effective feedback to students in a manageable and sustainable way when scaling to large classes. Examples of effective assessment strategies will be presented, and participants will be invited to share their own feedback-related insights and experiences.

Do You Get What You Pay For? Exploring Free, Open Textbooks as Alternatives to Commercial Textbooks

Session CV10

Nobuko Fujita University of Windsor

Thursday, May 2, at 10:20 a.m.
Dillon Hall 359

Textbooks are a crucial part of higher education. High-quality textbooks authored by experts provide a coherent curriculum for teaching and learning. However, the increasingly high cost of commercial textbooks is a serious problem. Many students cannot afford to buy expensive required textbooks. Faculty and administrators concur that high cost is the primary reason that not all students have access to

† Marks indicate that the author is not presenting at the specified session.

course materials. Increasingly, studies show that using free, open textbooks can be as good or better than commercial textbooks, but there are opposing opinions and strong emotional reactions to open textbook adoption, adaptation, and creation. In this facilitated conversation, participants will engage in a crucial conversation about open textbooks that is inclusive of diverse perspectives and works towards deeper understanding of this controversial topic. Through an interactive roundtable discussion format, participants will discuss: What forces are driving change in the post-secondary sector towards open textbook use? Do open textbooks exist or suit your teaching contexts? What tensions result when we are asked to change our existing pedagogical approaches and technologies? Are they worth the extra time and effort to make them successful?

† Marks indicate that the author is not presenting at the specified session.

Thursday, May 2, 11:15 a.m. – 11:55 a.m.
Concurrent Sessions and Facilitated Conversations

Code	Title	Presenters	Location
CC17	How Many Profs Does It Take to Stir Up Engagement in Large Classes? Lessons from a Faculty Learning Community	Dora Cavallo-Medved University of Windsor David Andrews University of Windsor Judy Bornais University of Windsor Don Bourne University of Windsor Mark Lubrick University of Windsor Melanie Renaud University of Windsor Clayton Smith University of Windsor Danielle Soulliere University of Windsor Jacqueline Stagner University of Windsor	Dillon Hall 256
CC18	And the Teaching Award Goes To: Sessional Teaching Excellence Through a Review of University-Level Teaching Awards in Ontario	Brandon Sabourin University of Windsor	Dillon Hall Hall 365
CC19	Transforming Confirmation Bias to Generate Curiosity and Critical Consciousness in Social Science Courses	James Wittebols University of Windsor	Dillon Hall 367
CV11	Indigenization of Curriculum	Valarie Waboose University of Windsor	Dillon Hall 359

How Many Profs Does It Take to Stir Up Engagement in Large Classes? Lessons from a Faculty Learning Community Session CC17

Dora Cavallo-Medved University of Windsor
David Andrews University of Windsor
Judy Bornais University of Windsor
Don Bourne University of Windsor
Mark Lubrick University of Windsor
Melanie Renaud University of Windsor
Clayton Smith University of Windsor
Danielle Soulliere University of Windsor
Jacqueline Stagner University of Windsor

Thursday, May 2, at 11:15 a.m.
Dillon Hall 256

A faculty learning community (FLC) is an organization of cross-disciplinary faculty, trainees, and staff who share common interests and are collaboratively engaged in enhancing teaching practices, developing curriculum, and participating in the scholarship of teaching and learning. In this session, we will demonstrate how we established a FLC model consisting of seven faculty from various disciplines who share a common interest in exploring and addressing key challenges associated with teaching and learning in large-enrolment classes. We will also discuss how our FLC identified common challenges associated with student engagement in large classes, devised a plan of action to address these challenges, and worked collaboratively to meet our goals. Preliminary results of a study we conducted will be shared on the effectiveness of various engagement tools centred on individual, group, and technology-based activities, and general strategies to increase student engagement in large-enrolment classes. We anticipate that our session will generate discussion on how instructors can create a more engaging learning environment in large classes. Moreover, our FLC may serve as a model to effectively build and sustain other collaborative and supportive networks on campus that discuss, design, test, implement, and evaluate new pedagogical ideas.

And the Teaching Award Goes To: Sessional Teaching Excellence Through a Review of University-Level Teaching Awards in Ontario Session CC18

Brandon Sabourin University of Windsor

Thursday, May 2, at 11:15 a.m.
Dillon Hall Hall 365

Are there any excellent sessional instructors? How do we acknowledge them? This study explored the public acknowledgement of sessional teaching excellence through analyzing university-level teaching awards awarded to recipients in Ontario from 2013-2018. For this study, I documented teaching award information and recipient information to identify who is receiving public recognition for good teaching, and who may not be. My analysis explored national-, provincial-, institutional-, departmental-, and association-level teaching awards to identify: (a) what teaching awards exist; (b) those who are eligible to receive these awards; (c) those who actually receive teaching awards; and (d) if there are patterns seen in the demographics of award recipients which may suggest inherent acceptance or disposition toward acknowledging non-tenure-track faculty as distinguished educators. Overall. . . well, you'll have to come to the presentation to find out!

This research ultimately encourages institutions, departments, student groups, and award committees to consider how the power they possess to publicly acknowledge good teaching affects precarious educators. To this end, the effectiveness of teaching awards can be further clarified, debated, and justified.

Transforming Confirmation Bias to Generate Curiosity and Critical Consciousness in Social Science Courses Session CC19

James Wittebols University of Windsor

Thursday, May 2, at 11:15 a.m.
Dillon Hall 367

This session will discuss the results of a synthesis of theory and research in three areas: confirmation bias (CB), curiosity, and media and information literacy education. The objective of this synthesis is to understand how helping students critique their tendency to engage in confirmation bias helps to spur curiosity and critical consciousness about learning. Helping students confront their tendency to engage in confirmation bias enables them to better check themselves when they engage in it. Curiosity about the self is provoked when people realize their CB tendencies. Curiosity about the larger social world is emerges when students learn how CB affects the way they look at the world. Drawing on the work of Paulo Friere's ideas about critical consciousness, media and information literacy education should be experiential with faculty playing a facilitating, rather than an "expert" role. This approach reflects constructivist and self-directed learning approaches. These practices may find broader application across the social sciences and humanities.

Indigenization of Curriculum Session CV11

Valarie Waboose University of Windsor

Thursday, May 2, at 11:15 a.m.
Dillon Hall 359

This facilitated conversation will be set up as a Talking Circle. The overall objective of this workshop is to introduce faculty, sessionals, and administrative staff to the topic of indigenization of curriculum. Since the release of the Truth and Reconciliation Commissions final report in 2015, the law school has been moving forward to indigenize law school curriculum and provide culturally appropriate classroom instruction and services to law students. This workshop will be facilitated by Indigenous faculty from Windsor Law and provide an example of what the Law school has done to indigenize the curriculum.

† Marks indicate that the author is not presenting at the specified session.

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WORD SEARCH

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O S R N O L P E T O O L E A R N I N G A
N S Z G U E E S E M N D I M P A C T D D
V E V A J A D E A M S Z I X V V P W U A
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A R W P E R F O R M A N C E O C D J H W
P M G C C U R R I C U L U M S H T X X W

Indigenization
Interaction
Evaluation
Engagement
Learning
Teaching
Conflict
Neoliberalism
Controversy
Innovation
Outcomes
Education
Students
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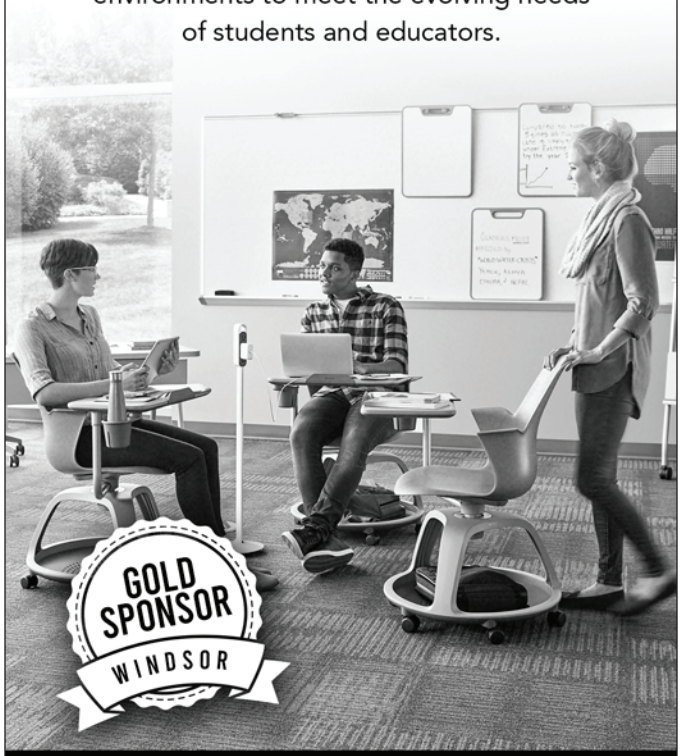

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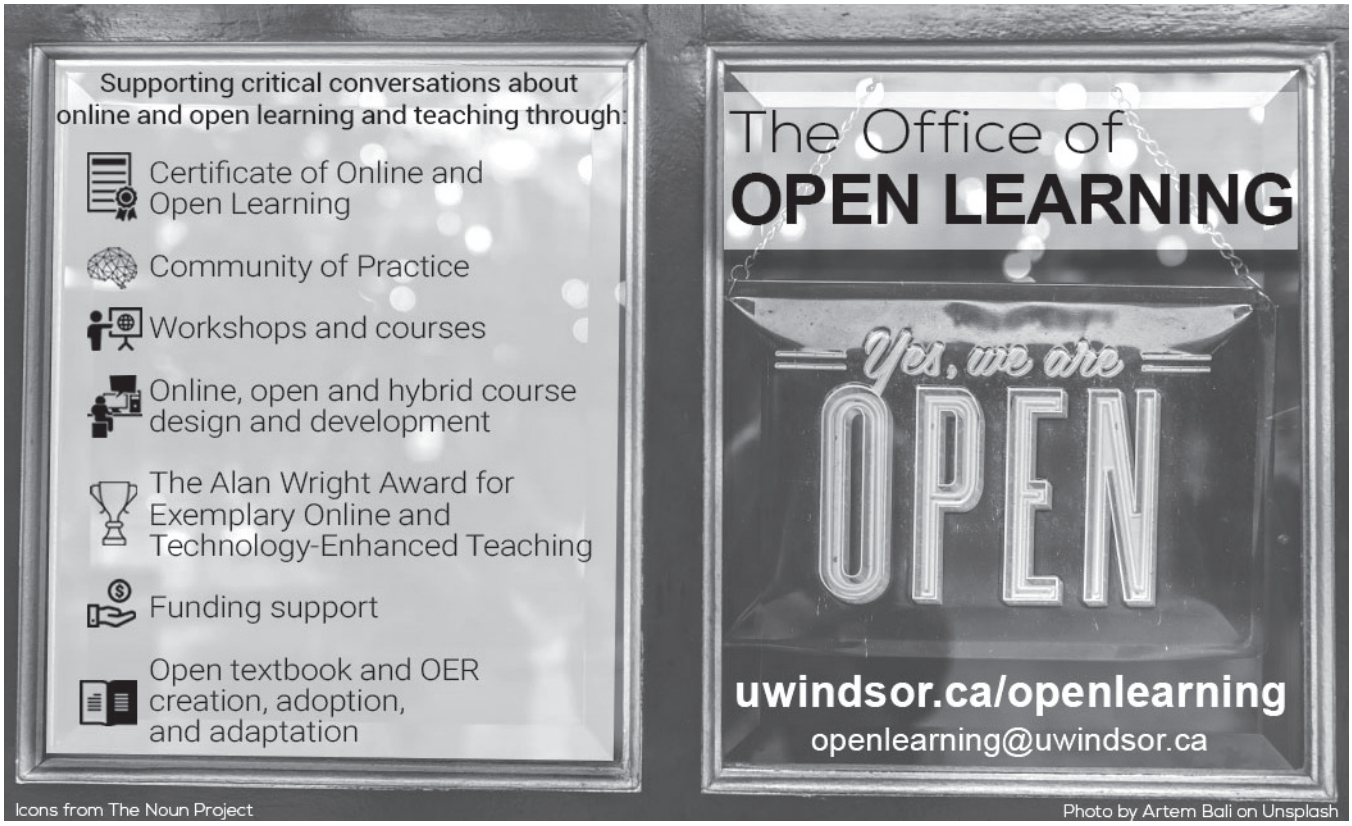

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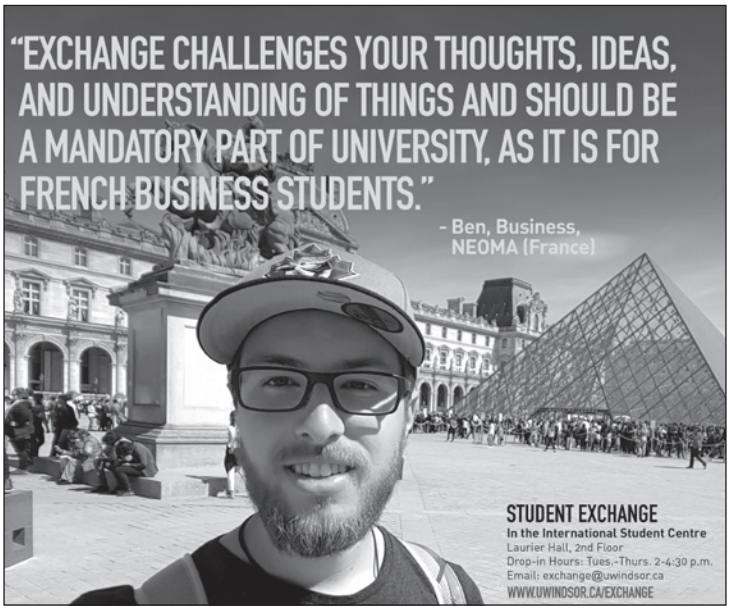

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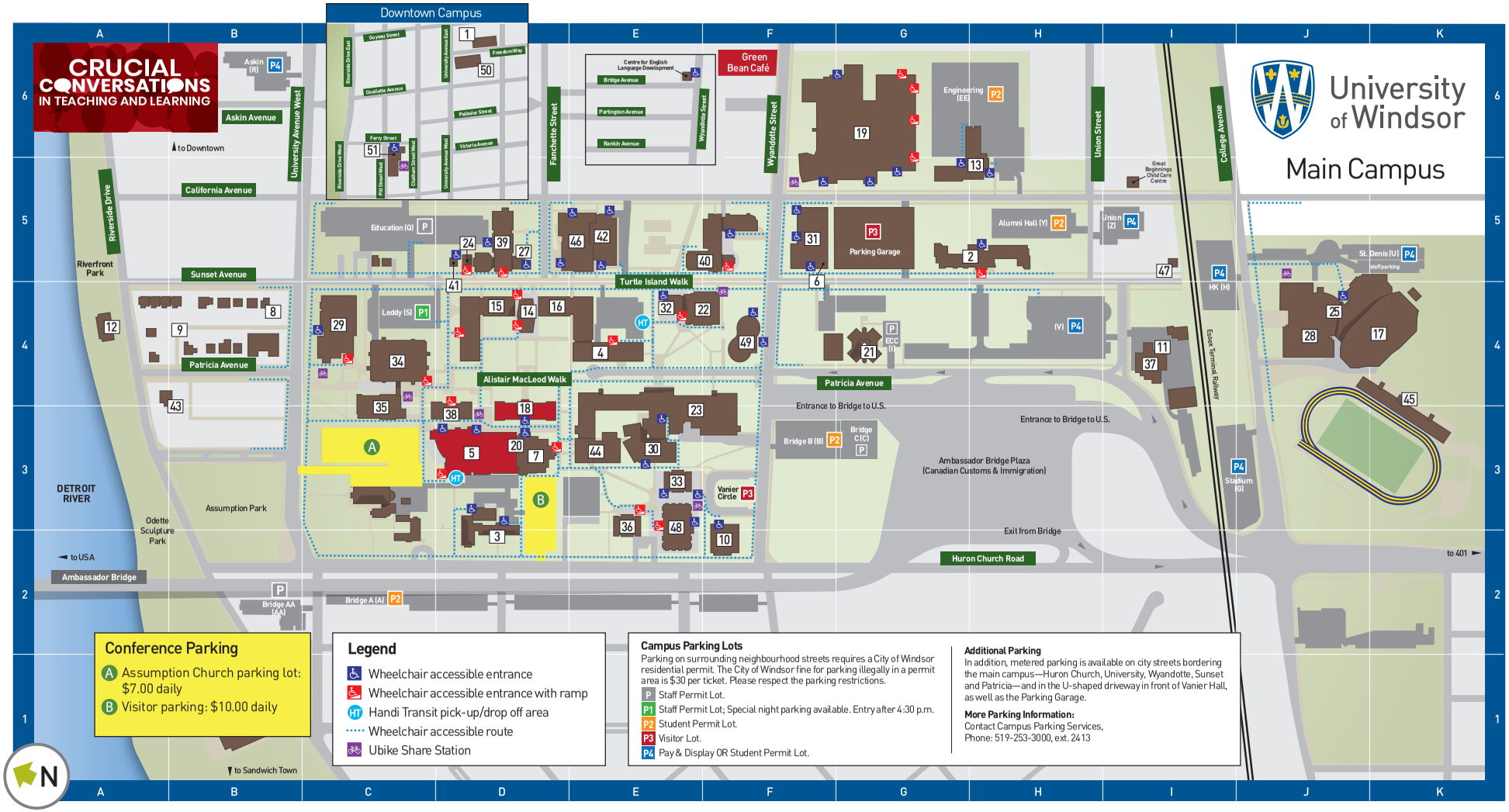

Campus Buildings

Accessible washrooms: Men's washroom or stall · Women's washroom or stall · Universal washroom · B/1 — Floor number(s) · B - Basement

1 Alan Wildeman Centre for Creative Arts . . . D6
2 Alumni Hall and Conference Centre . . . G5/H5 — 1/2/3/4/5 — 1/2/3/4/5
3 Assumption Hall . . . D2/D3 — 1/2/3 — 1/2/3
4 Biology . . . E4 — B — 3
5 CAW Student Centre . . . D3 — 1/2 — 1/2
6 Campus Community Police Services . . . F5
7 Campus Computer Centre/IT Services . . . D3 — 1 — 1
8 Canterbury College . . . A4/B4
9 Canterbury College Administration . . . B4
10 Cartier Hall . . . F2 — 1 — 1
11 Central Receiving . . . I4
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13 Centre for Automotive Research & Education (CARE) . . . G5/H6 — 1 — 1
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18 Dillon Hall . . . D3 — B/1/2 — B/1/2 — B/1/2
19 Ed Lumley Centre for Engineering Innovation . . . F5/F6/G5/G6 — 1/2 — 1/2
20 Education Gym . . . D3 — B — B — B
21 Energy Conversion Centre . . . G4
22 Erie Hall . . . E4/F4
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Bookstore - CAW Student Centre, Lower Level . . . D3
Career and Employment Services - The Joyce Entrepreneurship Centre . . . F5
Cashiers - Chrysler Hall North, 1st floor . . . D4
Chemical Control Centre - Essex Hall, basement . . . E3/F3
Educational Development Centre - Dillon Hall . . . D3
Student Recruitment (Campus Tours) - Welcome Centre, 1st Floor. . . . F4
International Student Centre - Laurier Hall, 2nd floor. . . . E3
Registrar's Office - Chrysler Hall North, 1st floor . . . D4
Student Awards and Financial Aid - Education, 1st floor . . . D5
Student Disability Services - Dillon Hall, ground floor. . . . D3
Student Health Services - CAW Student Centre, 2nd floor . . . D3