Wednesday, July 12

All sessions are in the Somerville House ("SH") unless otherwise indicated.

	1: SH 2355	2: SH 3315	3: SH 3317	4: SH 3345
8:30-9:00	Opening welcome: *Belonging at WCSE 2023!* (**SH 3345**)			
9:00-10:00	Plenary address: *Liane Chen,* Promoting sex and gender inclusivity in the classroom: A re-evaluation of discipline norms (**SH 3345**)			
10:00-11:00	Reflective Break (**Thames Hall Atrium**)			
11:00-11:30	Debate: Recording live lectures: The pros, cons, and everything in-between (*Uggenti*)	Workshop: A new assessment of graph construction competency for undergraduate biology students (*Meir*)	Learner conceptions of biological processes in a content and language integrated learning (CLIL) context (*Liu*)	Assessments that foster belonging in the science classroom (*Elkhoury*)
11:30-12:00			Show and Share: A STEAM game-based learning framework: Maximizing integrated and immersive learning in the classroom (*Turco*)	Enhancing student learning and engagement of scientific concepts through case studies in integrated science (*Kochbar*)
12:00-13:00	Lunch Break (**Thames Hall Atrium**)			**12:30-13:00 in SH 2355**: Show and Share: Affordable active learning for intro bio (*Meir*, SimBio)
13:00-13:30	Workshop: Using free teaching resources from HHMI BioInteractive to map out the richness of the scientific process or plan a scientific investigation (*Prud'homme-Genereux*)	Unpacking how instructors' past experiences influence pedagogical decisions (*Mellary*)	Are we offering science students sufficient authentic assessments? (*Ritchie*)	Cultivating a questioning mind: Student-led question composition in large courses (*Levy-Strumpf*)
13:30-14:00		Who does better in person or online, males or females? Gender differences in academic performance of undergraduate sciences students at the University of Ottawa (*AlBardan*)	Rethinking norms in educational practices to promote appreciation of variation: Lessons from human anatomy (*Vieno*)	Student-centred pedagogical practices to support undergraduate student mental health (*McCullough*)
14:00-14:30	Workshop: Creating a sense of belonging for all students using science storytelling (*Larocque*)	Furthering decolonization and reconciliation via a portable planetarium (*Cockcroft*)	When well-meaning simplifications are potentially harmful: Lessons from pedigree analysis in biology (*Kalas*)	Academic influencers: teaching faculty as potential departmental change agents for inclusive pedagogy (*Grunspan*)
14:30-15:00				
15:00-15:30	Refreshment Break (**Thames Hall Atrium**)			
15:30-16:30	Plenary: *Asil N. El Galad,* Re-thinking flexibility in higher education: A shared responsibility of students and educators (**SH 3345**)			
16:30-18:00	Free time			
18:00-20:00	WCSE 2023 Community Dinner, *sponsored by SimBio* (**Ontario Hall, main lounge**)			

Thursday, July 13

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	1: SH 2355	2: SH 3315	3: SH 3317	4: SH 3345
8:30-9:00	Day 2 welcome and updates (**SH 3345**)			
9:00-10:00	Plenary address: *Derek McLachlin,* How can we incorporate Indigenous perspectives into science courses? (**SH 3345**)			
10:00-10:30	Refreshment Break (**Thames Hall Atrium**)			
10:30-11:00	Workshop: Adjusting teaching loads to recognize the new reality of teaching (*Kelly*)	Do I Belong? Impostorism in science students (*Ménard*)	A novel resource for problem-solving and peer evaluation (*Ingram*)	Students' perceptions of research projects in a first-year integrated science program (*McNutt*)
11:00-11:30		Show and Share: Box of Lessons: an OER for exploring biomolecular structural data to learn biology (*Pettit*)	Show and Share: Integrating learning spaces: engaging students in-person and online (*Levy-Strumpf*)	Show and Share: Enhancing geological skills through tactile learning with interactive multi-layered three-dimensional printed geological models of southern Ontario (*Johnston*)
11:30-12:00	Panel: Discipline-based educational development: examples from four Canadian universities (*Barrette-Ng*)	Pilot mentorship project promotes equity and diversity in STEM (*Arnott*)	Facilitating a "Last Class Workshop" – A tool for course evaluation and evolution (*Tourlakis*)	Adopting open educational resources and universal design for learning principles in undergraduate nursing education in mental health (*Smith*)
12:00-12:30		Create your own degree: Empowering students to find belonging in science (*Lyons*)	Large science class WITH group work WITH creativity WITH painless grading - Impossible you say? I say possible! (*Reid*)	Creating a waste free tomorrow: Assessing waste literacy and behaviour change in grade 5 students (*Gutierrez*)
12:30-14:00	BBQ Lunch Break (**Thames Hall Atrium**)			
14:00-15:00	Plenary: *Poh C. Tan,* Fostering Community and Belonging in Diverse Science Backgrounds through Reflective Writing (**SH 3345**)			
15:00-15:30	Refreshment Break (**Thames Hall Atrium**)			
15:30-16:00	Workshop: The art of the *engaging* video in science education (*Jeffery*)	Workshop: A deep dive beyond the syllabus: Classification of cognitive processes & knowledge domains in post-secondary science courses (*Jandu*)	A stroke of genius: Teamwork makes dreamwork (*Casserly*)	Why do we get cancer? Using the example of breast cancer to help students learn fundamental introductory biology concepts and processes (*White*)
16:00-16:30			Cultivating career ready skills: weaving Experiential learning opportunities throughout the curriculum (*Levy-Strumpf*)	How is ChatGPT perceived in a post-secondary education? (*Rajabi*)
16:30-18:00	Wine and Cheese Poster Reception (**Thames Hall Atrium**)			
18:00-	Suggested Social Events			

Wine and Cheese Poster Reception

The Poster Reception will begin with a 1-minute "elevator pitch" by each poster presenter to grab your interest. Enjoy some light snacks and refreshments as you view and speak with the poster presenters!

The geology of southern Ontario: An ArcGIS StoryMap used as a tool for open source education & science communication (*Hamid*)

A discipline-specific R manual improves students' skills and confidence in their chosen field (*Raster*)

Authentic assessment design in human physiology using the students-as-partners model (*Rocha*)

Increasing assessment authenticity in fourth-year nutritional science education using a students as partners model: from assessment re-design to the implementation and impact on student experience (*Monk*)

Investigating how undergraduates process their e-mail inbox (*Mascarenhas*)

Unpacking how undergraduate students form beliefs about undergraduate teaching (*Mellary*)

Do students' attitudes toward active learning in science affect buy-in? (*Mastroianni*)

Perspectives and effects of crib sheets on anxiety and learning strategies (*Bhalerao*)

Impacts of pre/post examination metacognition prompts on study strategies and predicting grades (*Doran*)

Understanding the emotional effects of competency-based education (*Sinha*)

Using a data-focused active learning worksheet to improve students' understanding of molecular interactions and conformational change (*Scherle*)

Evolution of a first year Biology course to incorporate flexibility to promote inclusion and equity (*Balaji*)

Sprinkling real life onto pedigrees: Helping students develop a more accurate view of genetics (*Kalas*)

Complexity genetics - determining levels of genetic deterministic thinking of undergraduate biology students (*DaSilva*)

Student perceptions of feedback, mindfulness, and stress (*Bell*)

Friday, July 14

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	1: SH 2355	2: SH 3315	3: SH 3317	4: SH 3345
8:30-9:00	Day 3 welcome and updates (**SH 3345**)			
9:00-10:00	Plenary address: *Emanuel Istrate*, Cultivating a belonging in the science community through "Little-C" creativity (**SH 3345**)			
10:00-10:30	Refreshment Break (**Thames Hall Atrium**)			
10:30-11:00	Workshop: Unlocking the power of Zotero: Innovative case studies from the University of Waterloo (*Ireland*)	Sharing resources and experiences in growing soft-skills in large enrollment undergraduate classes (*Pinheiro*)	A mentoring community in STEM: Fostering STEM identity within universities (*Booker*)	Using music in science class: A bassist dishes the low-down (*Stone*)
11:00-11:30		Designing an in inquiry-based semester theme that integrates data science and bioinformatics methods (*Amtul*)	The Canadian Consortium of Science Equity Scholars – a multi-institutional approach to improving equity and sense of belonging in the classroom (*Cantin*)	
11:30-12:00	Workshop: Building community in undergraduate laboratory courses (*Zukowski*)	A team-based model that catalyzes sustained department-wide change (*Wise*)	Who won the battle of the microbiology video sketch? (*Beaulieu*)	Integrating team-based problem-solving modules into a large, undergraduate science class to promote belonging and learning (*Nemtsov*)
12:00-12:30		Geographies of kindness: Understanding and mapping the borders of pedagogical kindness (*Ju*)	Embracing the authentic complexity of phenotypes to enhance belonging (*Da Sylva*)	
12:30-13:00	Closing Remarks (**Thames Hall Atrium**)			
13:00-	Lunch to Go (**Thames Hall Atrium**)			