

Fall Perspectives on Teaching Conference

Thursday, August 27, 2026

Spencer Engineering Bldg. (1200/2200/2202)/Schmeichel Bldg./Zoom

9:00 a.m. – 9:20 a.m. Opening Remarks & Land Acknowledgement (SEB 2200/Zoom)

Susan Lewis (Vice-Provost, Academic Programs)

9:20 a.m. – 10:30 a.m. Keynote (SEB 2200/Zoom)

What do students need from us in a world of changing expectations?

Nicole Campbell (Physiology and Pharmacology; Western Teaching Fellow)

Ryan Matti (Medical Sciences)

Higher education is changing rapidly, yet many of the assumptions embedded within our courses have remained remarkably consistent. As student experiences, educational pathways, and future career opportunities evolve, educators are increasingly challenged to reconsider not only what they teach, but also the often-unspoken skills, norms, and expectations that shape student success. Inspired by Western's *Future of Teaching and Learning Plan*, this interactive session invites participants to reflect on what students need from us in a world of changing expectations. Through reflection, discussion, and practical examples, participants will explore how empathy, transparency, and intentional skill development can help create learning environments where students are better equipped to recognize, develop, and apply the competencies needed for future success. Participants will leave with renewed perspectives on what students need from us today, along with practical, sustainable ideas they can adapt to their own teaching contexts.

This session was co-developed with Ryan Matti, a recent Medical Sciences graduate, whose insights as a student helped shape the ideas and reflections shared throughout the presentation.

10:30 a.m. – 10:50 a.m. Refreshment Break (outside SEB 2200)

10:50 a.m. – 12:00 p.m. Panel (SEB 2200/Zoom)

Embedding EDIDA in Teaching and Learning

Moderator: Aisha Haque (Centre for Teaching and Learning)

Panellists:

Charys Martin (Anatomy and Cell Biology)

Pam McKenzie (Faculty of Information and Media Studies)

Safeyyah Raji & Ashley McKeown (School of Nursing)

This series of short 15-minute presentations from instructors at Western will highlight curricular projects designed to enhance equity, diversity, inclusion, and accessibility in meaningful ways. Presentations will be followed by time for Q&A so participants can gain insight on how to develop similar projects in their own teaching contexts.

Charys Martin	Pam McKenzie	Safeyyah Raji & Ashley McKeown
Anatomy education has long relied on standardized language and visual representation, yet many of these conventions reflect historical assumptions that may not align with the diversity of our population. This presentation explores how the Inclusive Anatomy project uses evidence-informed approaches to terminology, representation, and open-access educational resources to support more inclusive and socially accountable anatomy education.	Pam will share some experiences of incorporating Universal Design for Learning and other equitable and inclusive pedagogical approaches into her required courses in the professional graduate Master of Library and Information Science (MLIS) program. She will touch on how this work contributes to creating a more inclusive online MLIS stream and on how student partnerships have built more inclusive evaluation of her instructional design.	This presentation will share lessons learned from implementing a structured, race-concordant mentorship program that paired Black undergraduate nursing students with Black nurse mentors to support student belonging, well-being, professional development, and transitions into the nursing profession. Drawing on perspectives from mentees, mentors, and faculty leaders, we will explore how the impact of intentional, relational mentorship can extend beyond student outcomes to strengthen mentor leadership, community partnerships, and institutional approaches to supporting the success of equity-deserving students across higher education.

12:00 p.m. – 1:00 p.m. Lunch Break (Schmeichel Bldg., main floor event space)

Lunch is provided.

1:00 p.m. – 2:00 p.m. Showcasing Teaching Innovation: Concurrent Lightning Talks

Join us for a series of 10-minute lightning talks presented by instructors and staff at Western. Talks will be followed by a short Q&A. Each talk is aligned with one of the five themes of Western's Future of Teaching and Learning Action Plan. Learn how your colleagues are implementing practical approaches to teaching at Western.

Concurrent Lightning Talks A: (SEB 1200/Zoom)

Title	Presenter(s)
Transformative Pedagogy Through Creative Co-Design: Advancing Anti-Oppressive Occupational Therapy Education with Equity Deserving Students	Debi Francis, School of Occupational Therapy Aisha Baig & Nik Rajcevic, Occupational Therapists
Navigating Difficult Conversations Through Structured Discussions	Alex Mayhew, Faculty of Information and Media Studies, LIS
Multi-Access Learning: Reduce Barriers and Increase Engagement for All Students	Kim Clark, Anthropology/Social Science

Concurrent Lightning Talks B: (SEB 2200/Zoom)

Title	Presenter(s)
Redefining traditional Lab Evaluations in the era of AI	John Makaran, Mechanical and Materials Engineering
Reimagining Essays in the Age of GenAI	Selma A. Purac, Faculty of Information and Media Studies, Media Studies
Paper Peer Assessment at Scale Using Gradescope	Daniel Servos, Computer Science

Concurrent Lightning Talks C: (SEB 2202/Zoom)

Title	Presenter(s)
Using music to spark student engagement and promote learning	Derek McLachlin, Schulich School of Medicine and Dentistry, Biochemistry
Bridging the Gap: Student-Led Learning Groups for First Year Academic Success	Heather Ellis & Wendy Latimer, Learning Development and Success
Co-Working For Graduate Student Success	Aldean Ellis & Meghan O'Hara, Student Experience

2:10 p.m. – 3:15 p.m. Closing Panel (SEB 2200/Zoom)

Why Go To Class?: Generative AI and Student Engagement

Moderator: Mark Daley (Chief AI Officer, Western University)

Panellists:

Cristina Masciantonio (3rd year, Governance, Leadership, and Ethics and History at Huron)

Luis Nino Garcia (2nd year, Civil Engineering)

Generative AI is revealing tensions that have long existed in higher education. When students choose to delegate work to generative AI, are they avoiding learning? Or are they responding to assignments and learning activities that no longer feel meaningful? In this session, undergraduate student panelists will share how they make decisions about where to invest their time, attention, and effort. Reflecting on their experiences in current learning environments, they will discuss what motivates them to engage deeply with a course, what leads them to disengage, and how they determine whether an academic task is worth doing themselves. Moderated by Dr. Mark Daley, this conversation moves beyond questions of academic integrity to explore what students' choices can teach us about motivation, relevance, belonging, and the design of learning itself.

3:15 p.m. – 3:30 p.m. Closing Remarks (SEB 2200/Zoom)

Aisha Haque (Director, Centre for Teaching and Learning)

Registration is free. Please register at teaching.uwo.ca

Refreshments will be available at 8:45 a.m. and during the 10:30 a.m. break.

Lunch will be provided from 12:00-1:00 p.m. in the Schmeichel Bldg.

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