2019 TEACHING & LEARNING SYMPOSIUM

May 6 - 10, 2019

Welcome to Capilano University's 2019 Teaching & Learning Symposium. This year's symposium is filled with opportunities to explore new ideas on teaching and learning, share and reflect on teaching challenges and successes, engage with colleagues from across disciplines, and build faculty networks. We have a full week planned with 30+ sessions and over 50 presenters. We hope that the week provides stimulating and engaging sessions to contribute to the further development of your teaching and learning.

Thank you to the facilitators who have volunteered to present these workshops. The Teaching & Learning Symposium could not happen without you! We look forward to seeing you in May.

Dr. Laura MacKay
Director, Centre of Teaching and Learning.

Please register online for all sessions and Monday's lunch.

https://cte.capilanou.ca/symposium

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sḵwx̱wú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish and Tsleil-Waututh Nations.

Keynote speaker: Dr. Gillian Judson

Emotion Matters: Engaging Imagination in Higher Education with Cognitive Tools

Great teaching leaves learners feeling emotionally engaged or connected with content knowledge or skills. Research shows that emotional engagement is required for memory, complex thinking, and decision-making. At all ages, a learner's emotional engagement with subject matter contributes to their motivation, to deep understanding, and the application of learning to real-world contexts. In short, emotion matters. It matters as much in primary school as it does in graduate school. It matters as much in preschool and in K-12 Art, History, Mathematics, Science or Languages classrooms as it does in institutions of Higher Education. Whatever the discipline—Linguistics? Molecular Biology? Electrical Engineering? Liberal Arts? Commerce? MicroEconomics? Curriculum Theory? (you name it)—effective teaching engages the emotional and imaginative lives of students. Of course, educators already know this. We all strive to engage our students meaningfully with our curriculum because we know that's when real learning happens. By engaging our students' emotions in learning and, by extension, their imaginations, one enhances the possibilities for more enjoyable and effective, teaching and learning.

Dr. Gillian Judson is Executive Director of the Centre for Imagination in Research, Culture and Education at Simon Fraser University. She also teaches in the Faculty of Education and supervises programs in Imaginative Education. Her work focuses on the role of imagination in all learning contexts. She is interested in imaginative and ecological teaching practices, educational program design, educational change, educational leadership, online learning, and museum education. Her latest books include *Imagination and the Engaged Learner: Cognitive Tools for the Classroom* (2016), *Engaging Imagination in Ecological Education: Practical Strategies For Teaching* (2015), and *A Walking Curriculum* (2018). Her website: http://ierg.ca/gillianjudson/ and blog: www.educationthatinspires.ca

Learn More & Participate:
The Centre for Imagination in Research, Culture and Education (CIRCE) **www.circesfu.ca**

imaginED: education that inspires (CIRCE's blog): **www.educationthatinspires.ca**

MONDAY, MAY 6

WELCOME AND KEYNOTE

9:00 - 10:15am
CE 148

Welcome Remarks: Dr. Laureen Styles, Vice President Academic and Provost and Dr. Laura Mackay, Director of the Centre for Teaching Excellence

Keynote:
Emotion Matter: Engaging Imagination in Higher Education with Cognitive Tolls Dr. Gillian Judson, Executive Director, Centre for Imagination in Research, Culture and Education (CIRCE)

This presentation introduces Imaginative Education (IE), an approach to teaching that centralizes emotional engagement with the teaching of all subject matter. IE offers a new understanding of how knowledge grows in the mind, and how our imaginations work and change during our lives—including into adulthood. The focus will be on the particular features of the adult learner's imagination and how "cognitive tools" can be employed to support imaginative engagement and learning. Participants will be introduced to easy-to-use learning strategies that will maximize emotional engagement and learning in higher education.

CAPILANO CELEBRATION: TEACHING EXCELLENCE AWARDS & LIGHTNING TALKS

10:30 - 11:30am
LB 322

Awards Presentation: 2018-2019 Teaching Excellence Award recipients.
Reg Johanson, Kym Stewart, Annabella Cant, Seanna McPherson and Bruce Wilson
Lightening Talks (5 Minutes, 5 Slides)

WELCOME LUNCH

11:30 – 1:00 pm
LB321

K-12 CURRICULAR REFORMS

Conrad King
1:00 - 2:30pm
LB 322

What are the changes in the new BC K-12 curriculum and how will they impact Capilano? Join Dr. Conrad King, the CTE's K-16 Connections Faculty Associate, and invited guests from the Ministry of Education and local school districts, in a panel discussion on the recent curricular reforms in BC secondary schools.

ROUNDTABLE DISCUSSION ON K-12 CURRICULAR REFORMS

Conrad King
2:30 - 4:30 pm
LB 322

This second session on K-12 Curricular Reforms is an opportunity for faculty to discuss questions and opportunities around the new K-12 Curricular Reforms with representatives from the Ministry of Education and local school districts.

BRAVE QUEER CONTENT: CREATING POSITIVE SAFE SPACE FOR OUR STUDENTS IN OUR CLASSROOMS

Lori Walker, Ki Wight,
Maureen Bracewell &
Paul McMillan
2:30 - 4:00pm
LB 321

As part of a campus wide effort to make all students feel included and safe, this panel discussion will explore how you might weave LGBTQ2S+ examples, topics and issues into your classroom discussions, lectures and activities. We will discuss how faculty currently do this, the benefits and challenges, and the perceived barriers that many face in tackling potentially sensitive discussions about gender, sexuality and equality. If your experience and vocabulary in this area is limited, or you're just plain nervous, we'll create a safe space for you to explore what queering your course content might look like. We're hoping there will be examples from faculty members in a wide range of courses to share.

TUESDAY, MAY 7

UGLY FEELINGS: A WORKSHOP FOR THOSE WHO DIDN'T WANT TO COME TO WORK TODAY

Reg Johanson
9:00 - 10:30am
LB 321

Anxiety, jealousy, disgust, irritation, paranoia— these are "ugly feelings", as Sianne Ngai calls them, ignoble and difficult to acknowledge, "predicaments posed by a general state of obstructed agency with respect to other human actors or to the social as such." How are these experienced in the context of teaching? What conditions obstruct our agency? A workshop similar to Cards Against Humanity for teachers. Participants will be able to:

- Identify emotional obstacles to excellence in teaching
- Develop strategies for overcoming these obstacles
- Create peer support networks

ROUNDTABLE DISCUSSIONS (Rotate tables every 20 minutes)

11:00 am - 12:00pm
LB 322

Table 1. *Computational Science at Cap* *with Joseph Fall*

"Computational science is now indispensable to the solution of complex problems in every sector, from traditional science and engineering domains to such key areas as national security, public health, and economic innovation." (President's IT Advisory Committee, 2005). In the 14 years since this report, computational science has established itself as the "3rd pillar of scientific inquiry", complimenting theory and experiment. It is an inherently inter-disciplinary endeavour, and well-suited to teaching complex concepts. But what is this "new kind of science"? How is it being applied in your own sphere of interest? Is it being supported and taught at Cap? Could it improve outcomes in your classes? Come out and help us answer these questions and more! Participants will:

- Develop an appreciation for how computation methods can add value when teaching/learning complex concepts
- Identify where these techniques are being applied across a wide range of disciplines
- Suggest ways in which computational methods might be applied within your own curricula

11:00 am - 12:00pm	**Table 2.** *CIRCE Research & Learning at CapU* with Kym Stewart, Annabella Cant & Gillian Judson
LB 322	

You are invited to participate in a gathering of faculty who are interested in the role of imagination in teaching, learning, and research. The goals of the roundtable discussion will be to:

- Share teaching, learning, and research strategies that engage the imagination of instructors and students
- Connect Cap U faculty members with CIRCE experts

This Dialogue is the second in a series and is organized by the SFU's Centre for Imagination in Research Culture and Education (CIRCE) and Capilano University's Centre for Teaching Excellence.

11:00 am - 12:00pm	**Table 3.** *Supported Online Learning: Pilot Project from the kálax-ay Sunshine Coast Campus* with Lydia Watson
LB 322	

A discussion around the supported online model of learning at the SC Campus will take place. This pilot project was started last year in an effort to support students who wanted face-to –face courses, but were only able to take online courses due to the campus being remote. As a result, the Campus Student Success Team was created to support those students in a formalized. There will also be an opportunity to have other instructors share their stories/experiences with students in online courses and what it is like to be a student taking an online course.

EMAIL ZEN

Kristin Wilke
1:00 - 2:30pm
LB 321

Come join CapU's CIO, Kristin Wilkes, for a session on achieving email Zen and taking back control of your Outlook / email inbox. This session will cover a set of easy-to-follow email management principles using Microsoft Outlook to help you achieve the enlightenment of an empty email inbox and manage your email, instead of it managing you.

KATA AT UNIVERSITY: A SCIENTIFIC THINKING PATTERN FOR YOUR CLASSROOM AND BEYOND

Tracy Defoe
1:00 - 2:30pm
LB 322

What habits of thinking do you model and teach? Practicing the Improvement Kata (IK) helps develop creative, scientific-thinking skills which we can all apply to navigate uncertainty and keep improving and adapting. In this hands-on learn-by-doing session, will introduce you to the individualized mentored Improvement Kata/Coaching Kata duo that have crossed over from healthcare, manufacturing STEM and service industry workplaces to K-12 and university classrooms. Come to this session to try it out and reflect on how IK / CK might fit your classroom and influence your teaching regardless of your subject matter or your students. Participants will:

- Be introduced to Improvement Kata and Coaching Kata
- Experience Kata through exercises you can replicate and incorporate in your classes
- Reflect on why and how Kata might fit in your teaching and learning goals

See http://polesante.hec.ca/tkatuniversity and http://www-personal.umich.edu/~mrother/Homepage.html to learn more

INDIGENOUS RESEARCH RESOURCES

Kim Minkus
2:30 - 3:30pm
LB 321

This workshop will provide faculty with the essential tools necessary to conduct their own research on Indigenous topics and also to direct their students to appropriate resources for their research. Discussion points will revolve around the language and controlled vocabulary needed to locate resources through the Library and the sensitivities around some of the terminology. Participants will also be introduced to issues in Indigenous research and participate in discussions concerning decolonizing research methodologies. Participants will:

- Identify resources available through the Library and online that will assist students in their research on Indigenous related topics
- Conduct research on Indigenous related topics using the resources available through Capilano University Library
- Locate educational materials that will provide you and your students the opportunity to further educate yourselves on the history and culture of Indigenous Peoples of Canada and that may also be incorporated into class content.
Name alternate research methodologies as they pertain to the Indigenous Peoples of Canada

MAKING A MARK: THE BENEFITS OF DRAWING FOR NON-ARTISTS

Sandra Seekins
2:30 - 3:30pm
LB 322

Sandra Seekins will share her personal journey with utilizing drawing in some of her classes. She will explain how and why drawing became part of her pedagogy. The session will conclude with drawing exercises for the participants. Participants will learn how drawing can be incorporated into many classes to support student learning

WEDNESDAY, MAY 8

TEACHER AS RESEARCHER: PART 1

Mary Giovannetti & FLC Team
9:00 – 10:30 am
LB 322

Does the title of this workshop, intrigue you, scare you, or excite you? Whatever your response, the presenters guarantee that you will learn from and enjoy the experience of participating in this workshop! Learn about the difference between scholarly teaching and the scholarship of teaching and learning and some research projects and ideas Capilano faculty are currently engaged in. You will also learn about Capilano's Research Approval Process. Come and join us as we learn together! Be sure to stay for Part Two of Teacher as Researcher where we delve into conducting research about teaching and learning.

TEACHER AS A RESEARCHER: PART 2

Mary Giovannetti & FLC Team
10:30 am -12:00pm
LB 322

Are you curious about what the impact of a specific teaching method, course activity, or course material has on students' learning? Are you wondering how you might design an inquiry to examine what that impact might be? Or perhaps you have a question that you have been pondering about your course or program that you would like to explore.

In this interactive session, you will collaborate with workshop participants to create a potential research question, explore methods to investigate your question, collect the data, and analyze it to develop conclusions! This spring's Faculty Learning Community Teacher as Researcher participants will be there to help you!

YOU CAN'T COPY THAT! OR CAN YOU...?

Sabrina Wong
9:00 - 10:00 am
LB 319

Wondering if you can upload that textbook chapter to your course Moodle site? Not sure if you can hand out copies of a reading in class? Thinking about using open educational resources (OER) but not sure if they require attribution? This session will help you figure out how fair dealing applies to your course materials and the Bookstore and Library's responsibilities in ensuring that your course materials are copyright compliant. After a quick primer on copyright and fair dealing, you'll work through some common scenarios in small groups and propose potential solutions.

By the end of this workshop, faculty will be able to:

- Identify what is appropriate use of copyright materials
- Determine what materials can be included in your Moodle course site and course packs
- Identify how copyright applies to open educational resources

WORK-INTEGRATED LEARNING AT CAPILANO: MODELS AND RESOURCES

Aurelea Mahood, Christy Dodds and Andrea Eby
10:30 am -12:00pm
LB 319

Work-integrated learning (WIL) is a model and process of curricular experiential education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences typically include an engaged partnership between an academic institution, a host organization, and a student or students. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning. As interest levels among students, faculty, and funding agencies, including the federal and provincial governments, continues to grow, this panel will share examples of opportunities for work-integrated learning currently supported at Capilano University. The session will include breakout sessions for participants to explore ways in which co-operative education and applied research projects could be adopted at the course and program level by Capilano faculty. Participants will be able to:

- Identify the nine types of work-integrated learning (WIL) endorsed by CEWIL (Co-operative education and work-integrated learning) Canada
- Explore examples of work-integrated learning taking place at Capilano University – e.g. co-operative learning (Tourism) and applied research projects (Directed Studies, Riipen, and CityStudio).
- Assess and explore opportunities for incorporating work-integrated learning options into their own courses and/or programs;
  Identify potential new partners and resources for the development of work-integrated learning.

GO OUTDOORS! INTERPRETIVE WALK IN THE LOWER SEYMOUR VALLEY

Roy Jantzen, Heather MacLeod Williams and Emma Russell

12:15 - 5:00pm
Meet outside the bookstore

Back by popular demand! Last year Cap faculty explored the upper Seymour Valley, this year we intend to venture into the lower. Join Roy Jantzen, naturalist and Tourism and Outdoor Recreation faculty and faculty from the School of Human Kinetics, on an interpretive walk through the temperate forest and along the edge of the river to learn more about the area in which we teach and learn. Connect deeply to the place where our North Van campus is located by learning about the plants and animals of this temperate forest and their interconnections that make up the biodiversity of this ecologically rich area. Share ways in which you can incorporate the place-based learning into your curriculum. You will also learn about the health benefits of being out in nature and have an opportunity to connect with colleagues in a beautiful setting. The Homestead and Fisherman's Trails that link Rice Lake Gate and Riverside Drive will be our route. Weather permitting, lunch will be out on the edge of the Seymour River. **Maximum 20 people.**

RESEARCH IN THE TIME OF FAKE NEWS: BUILDING METALITERACY SKILLS IN THE UNDERGRADUATE CLASSROOM

Alyssa Hamer
1:00 - 2:30pm
LB 319

Students' abilities to conduct effective, thoughtful, and relevant research is becoming more and more challenging in the digital age. With an overwhelming number of resources now freely accessible online, and competing global forces impacting the quality of information available, supporting students to think critically about the information they encounter is more important than ever. This interactive session will provide faculty with an opportunity to consider the information seeking behaviors of students, and to identify specific approaches within their classrooms to guide students to be critical about the information around them and the ways they engage with it. Participants will be able to:

- Explain the relationship between information literacy, metaliteracy, and research proficiency in the undergraduate classroom.
- Understand the 6 frames of the ACRL's Framework for Information Literacy for Higher Education through the lens of one's own discipline.
- Identify one assignment in an existing course where a metaliteracy outcome could be explicitly addressed, and develop a blueprint for incorporating this outcome into the assignment.

COME GET YOUR MOODLE ON! - NEW FEATURES & IMPORTANT CHANGES

Al Hovden & Susan Mangan
2:30 - 3:30pm
LB319

Attention all Moodlers! Come learn about new features and important changes to the system as we introduce you to Moodle 3.5 which will be available in May. Some of the topics that will be covered are:

- Changes to the PDF grading screen
- The Messages block is going away forever – you must now use the Messages interface that was introduced last year – we will have a refresher on this
- Improvements to the Calendar to more easily manage course events
- Easily create bonus marks for an online assignment without restructuring your entire Gradebook
- New mobile notifications now available for the mobile app

This session is intended for anyone currently using Moodle in their teaching who already have a basic understanding. An introduction to Moodle for newbie Moodlers will be held in August.

THURSDAY, MAY 9

CASE STUDIES: WHAT'S THE STORY THERE?

Annie Prud'homme-Genereux
9:00 - 10:30am
LB321

Case studies are stories with a pedagogical objective. The narrative component engages students and helps them apply theoretical knowledge in concrete situations. To solve cases, students must work collaboratively and hypothesize, problem solve, research, evaluate, and make decisions, all skills at higher levels of Bloom's taxonomy. Many free online databases of peer-reviewed cases are available, and cases exist in a variety of different formats (e.g. PBL, case discussion, intimate debate, role play, jigsaw, journal cases, etc.), giving instructors options to best suit their classroom needs. In this workshop, you will experience the case discussion method as a learner, reflect on this pedagogical approach's strengths and weaknesses, and familiarize yourself with some of the tools available to implement it in your classroom, and try your hand at developing a case study. Come prepared to do the intellectual heavy-lifting, and I'll tell you a story... Participants will:

- Experience a discussion case study (in the sciences, but it could be in any discipline) for the point of view of the learner
- Reflect on the experience and its effectiveness for learning
- Discuss choices made by the instructor in facilitating the case and their strengths and weaknesses
- Gain familiarity in some of the resources that can be used to teach with cases

ADAPT OR AUTHOR AN EBOOK WITH PRESSBOOKS

Matt Michaud &
Laura MacKay
9:00 - 10:30am
LB 319

Join Matt Michaud, the CTE's Indigenous Initiative's Faculty Associate, for an introduction to Pressbooks – an open-source, WordPress-based platform for publishing content to a variety of digital formats. Learn how Matt adapted the *"Pulling Together: A Guide for Indigenization of Post-Secondary Institutions"* for the Capilano content. Learn how you can assemble, remix, or reformat open educational resources shared by others, or author your own content.

SMALL TEACHING TIPS FOR YOUR NEXT CLASS

Mary Giovannetti
& Bettina Boyle
10:30 - 12:00pm
LB 319

Join us for a fun-filled, interactive session where you will explore and practice small teaching tips – tips that are easily implementable and guaranteed to enhance your teaching and your students' learning. Small teaching, as described by James M. Lang (2016), is "an approach that seeks to spark positive change in higher education through small but powerful modifications to our course design and teaching practices" (p.5). Expect to leave this session with several practical ideas for your next class – all supported by research in higher education!

STORYMACHINES: WEBSITES AND PORTFOLIOS AS AGGREGATORS AND AMPLIFIERS

Tania Alekson, Sean
Ashley, Christina Lee
Kim Koon, Judy
Snaydon, Sylvia Kind,
Kathleen Kummen
chaired by Aurelea
Mahood
10:30 am – 12:00 pm
LB 321

A digital portfolio, like any other website, is permeable. How we choose to connect with the digital ecosystem beyond the pages of our own sites depends on our individual objectives and the audiences with whom we are interested in sharing our ideas and work. Doing portfolios is not simply "doing" WordPress, or whatever the platform of choice may be. Doing portfolios is storytelling. Using Capilano examples, this workshop will look at the complementary and interconnected ways in which students and faculty can elect to tell their stories, including sharing and showcasing their research, projects, process and experiences, across different digital platforms.

MAKING YOUR ONLINE COURSE MATERIALS READY FOR THE HANDHELD CLASSROOM

Al Hovden – IT
Services
1:00 – 2:00 pm
LB 319

In this presentation, we'll show you some very useful tips to prepare your online course materials for Moodle and the new Moodle mobile app. Find out how to do these and more as we explore some of the latest web developments that you can use to help your course material adapt to the many types of mobile computing devices in use by your students today. Some of the topics that will be covered are:

- How to add video directly into your Moodle course (so that students can view the video without being distracted by a trip to YouTube or Vimeo) as well as make it adapt to different mobile platforms.
- How to make your course videos and pictures "responsive" so they automatically re-size themselves on any computer or mobile device they are viewed on
- Mobile app features and notifications

INCORPORATING MOVEMENT INTO THE ADULT CLASSROOM TO ENHANCE LEARNING

Carey Simpson
1:00 – 2:00 pm,
LB 321

This session will begin with a brief overview of the link between movement, learning and memory and then transition to practical application of movement in the adult based classroom. By the end of the session, instructors should be comfortable to design and incorporate their own 'brain breaks' with the goal of enhancing learning.

NAVIGATING CHALLENGING STUDENT BEHAVIOR

*Lynn Newman &
Keiron Simons*
2:30 – 3:30 pm
LB 321

Instructors often share that they are encounter situations where student behavior in their classes is "disruptive". Through a few case scenarios, we'll discuss strategies for identifying and responding to these challenges, as well as providing suggestions for how to lower the opportunity for conflict or disruption.

FRIDAY, MAY 10

ENGAGE YOUR STUDENTS WITH LIBERATING STRUCTURES

*Enrique Gonzalez
and Bettina Boyle*
9:00 - 10:30am
LB319

Need some new inspiration for how to creatively engage every student in the class room in sharing, analyzing, creating and improving ideas? Curious to try alternative ways to generate deep conversations, collaboration and supportive peer relationships? Come experience the power of Liberating Structures in a safe and welcoming peer environment. Liberating Structures are a selection of 33+ alternative microstructures for facilitating learning, lively conversations and co-creation, which can be used by anyone. Our Liberating Structures practice group has been meeting monthly and we are excited to share some of our favorites with you in this sessions

SUPPORTING STUDENTS WITH EMOTIONAL CHALLENGES

Keith Lam
11:00 - 12:00am
LB309

We all want our students to learn and be successful; but, sometimes personal problems and mental health concerns get in the way. You would like to help but are not sure how to approach the topic. Listening to their concerns get overwhelming. Through examining various scenarios, we will share and discuss concerns in supporting students with mental health issues, recognizing signs, exploring ways to support, balancing being supportive and being fair, asking questions (and getting answers) on "what is this," "what to do," "what if," and other "what," "why," "how" questions. At the end of the workshop, you will be more informed and prepared to support our students. Participants will:

- Increase their awareness and understanding of student mental health concerns (e.g., depression, anxiety, suicidal risk)
- Recognize signs of mental health concern
- Identify plans of action, get tips on handling difficult situation
- Recognize vicarious trauma/compassion fatigue and self-care

ROUNDTABLE DISCUSSIONS ON TEACHING AND LEARNING TOPICS (20 MIN EACH – JOIN ONE OR ALL!)

11:00 - 12:00pm
LB 319

Table 1. *How to Create PowerPoint Slides that Don't Suck* with *Heather Jalbout*

PowerPoint slides can enhance learning by engaging students and focusing their attention on key ideas. Or they can be boring, cluttered, and confusing. Join Heather Jalbout from IDEA to learn more about creating engaging PowerPoint slides.

Table 2 - 4. *Creating Content Rich WordPress Sites* with *Aurelea Mahood, James Neufeld and Alyssa Hammer*

Compelling websites require rich content to attract and retain readers and users. This roundtable session will introduce WordPress users to three ways in which they can easily strengthen the visual appeal and navigability of their WordPress portfolios, websites, and/or microsites. Participants will be able to:

Table 2: *Copyright free and open source resources for portfolios and websites*

Table 3: *Using tags and categories on WordPress sites*

Table 4*: Introduction to WordPress page editors*

HOWZAT! IT'S NOT REALLY CRICKET.

David Geary,
Emma Russell &
Majid Raja
1:00 - 2:30pm
LB319

How can you use sport to engage people and teach anything? We will show examples from our own work/teaching/learning then get the participants to share their own sports/learning/teaching stories, and finish playing cricket!
We will step up to the plate and kick off with metaphors and literary devices used in sports commentary and coaching; dive into politics, history , business and ideologies through the development of the Olympics and professional sport; and then play cricket to demonstrates aspects of Fair play/Ethics & Cheating, from which lessons can be learnt for life and academic pursuits.

ACCESSIBLE CURRICULUM

Shelby Jenkins &
Corrie Playford
2:30 - 3:30pm
LB 316

An interactive workshop on creating accessible course materials, featuring hands-on demonstrations to create accessible word documents, pdf files, presentation, and/or audiovisual material. We will explore examples of what to do and what not to do and discuss how to guide students to resources available via the library.

Teaching and Learning Symposium 2019
May 6-10, 2019

	Monday May 6		Tuesday May 7		Wednesday May 8		Thursday May 9		Friday May 10
9:00	Welcome from VP Academic & Director, CTE — Keynote: **Emotions Matter: Engaging Imagination in Higher Education with Cognitive Tools** Dr. Gillian Judson, Executive Director, The Centre for Imagination in Research, Culture & Education **CE148**		**LB321** Ugly Feelings: A Workshop for Those Who Didn't Want to Come to Work Today (90 min) Reg Johanson	**LB322**	**LB319** You Can't Copy That! Or Can You...? (60 min) Sabrina Wong	**LB322** Teacher as Researcher: Part 1 (90 min) Mary Giovannetti & FLC team	**LB319** Adapt or Author Open Texts and Resources with Pressbooks (90 min) Matt Michaud & Laura MacKay	**LB321** Case Studies: What's the Story There? (90 min) Annie Prud'homme-Genereux	**LB319** Engage your Students with Liberating Structures (90 min) Enrique Gonzalez & Bettina Boyle
10:30	Capilano Celebration: Teaching Excellence Awards & Lightening Talks — This session features our 2019 Teaching Award faculty and others sharing teaching and learning ideas. **LB322**			Roundtable Discussions (60 min) - Joseph Fall - Gillian Judson, Kym Stewart & Annabella Cant -Lydia Watson	Work-Integrated Learning at Capilano: Models and Resources (90 min) Andrea Eby, Aurelea Mahood & Christy Dodds	Teacher as Researcher: Part 2 (90 min) Mary Giovannetti & FLC team	Small Teaching: Tips for your Next Class (90 min) Mary Giovannetti & Bettina Boyle	Storymachines: Websites and Portfolios as Aggregators and Amplifiers (90 min) Tania Alekson, Sean Ashley, Christina Lee Kim Koon, Judy Snaydon, Sylvia Kind and Kathleen Kummen & Aurelea Mahood	Roundtable Discussions (60 min) - Aurelea and Team - Heather Jalbout **LB309** Supporting Students with Emotional Challenges (60 min) Keith Lam
12:00	Lunch provided LB321 11:30 AM – 1:00 PM		12:00 – 1:00 =====L U N C H o n y o u r o w n =====						
1:00	**LB321**	**LB322** K-12 Curricular Reforms (90min) Conrad King	**LB321** E-mail Zen (90 min.) Kristin Wilkes	**LB322** Kata at University: A Scientific Thinking Pattern for your Classroom and Beyond (90 min) Tracy Defoe	**LB319** Research in the Time of Fake News: Building Metaliteracy Skills in the Undergraduate Classroom (90 min) Alyssa Hamer	Go Outdoors! Interpretive Walk in the Lower Seymour Valley! 12:15 - 5:00pm (meet in front of Bookstore) Roy Jantzen, Heather MacLeod Williams and Emma Russell	**LB319** Making Your Online Course Materials Ready for The Handheld Classroom (60 min) Al Hovden – IT Services	**LB321** Incorporating Movement into the Adult Classroom to Enhance Learning (60 min) Carey Simpson	**LB319** Howzat! It's not Really Cricket (90 min) David Geary, Emma Russell, & Majid Raja
2:30	Brave Queer Content: Creating Positive Safe Space for Our Students in our Classrooms (90 min) Lori Walker, Ki Wight, Maureen Bracewell & Paul McMillan	Roundtable Discussion: K-12 Curricular Reforms (60 min) Conrad King	Indigenous Research Resources (60min) Kim Minkus	Making a Mark: The Benefits of Drawing for Non-Artists (60min) Sandra Seekins	Come get your Moodle on! - New Features & Important Changes (90 min) Al Hovden & Susan Mangan – IT Services			Navigating Challenging Student Behavior (60 min) Lynn Newman & Keiron Simon	**LB316** Accessible Curriculum: The Why & How! (60min) Corrie Playford & Shelby Jenkins

Roundtable Mon: Conrad - K-12 Curricular reform

Roundtable Tue: Joseph-computational Science at Cap/Kym, Annabella and Gillian – CIRC Research and Learning at Cap/Lydia Watson - Supported Online Learning: Pilot Project from the kálax-ay Sunshine Coast Campus

Roundtable Fri: Keith – Supporting a student with emotional challenge/Aurelea, James and Sabrina – Creating content Rich WordPress Site/Heather Jaalbout - How to Create PowerPoint Slides that Don't Suck

Cricket Workshop: 1hr in the classroom/30min in the courtyard