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| **SHORT PROGRAM** | **DAY 1**  **Tuesday May 3** | | **DAY 2**  **Wednesday May 4** | | **DAY 3**  **Thursday May 5** | | **DAY 4**  **Friday May 6** |
| **8:30 – 8:50 AM** | **Room: LB 309**  Morning Coffee | | **Room: LB 309**  Morning Coffee  **Room: LB 302**  Land Acknowledgement  Welcome and Warm-up for Day 2 | | **Room: LB 309**  Morning Coffee  **Room: LB 302**  Land Acknowledgement  Welcome and Warm-up for Day 3 | |  |
| **9:00 – 10:30 AM** | **Room: LB 322**  [Land Acknowledgement](https://capilanou1.sharepoint.com/:p:/s/CTETeam457/Eau2GIOqKFtGiA-J2q36OtIBVf7pXXADeOD1eGhChBmpYQ?e=peJZdE)  [Welcome from VP Academic & Provost](https://capilanou1.sharepoint.com/:p:/s/CTETeam457/Eau2GIOqKFtGiA-J2q36OtIBVf7pXXADeOD1eGhChBmpYQ?e=peJZdE)  (Keynote Address)  [Community-engaged Teaching & Learning: An Aspirational Journey](https://capilanou1.sharepoint.com/:v:/s/CTETeam457/EQocLyudHPdJjhOIYf0s9cMBl7_G7jx4i5FbTqvKkpJztQ?e=Y3ZOgw)  *Ruth Simons (Lead, Howe Sound Biosphere Region Initiative Society)* | | **Room: LB 321**  **(Workshop)**  Creating Community in an Asynchronous Classroom: Celebrating our Successes and Growing from our Mistakes  *Lydia Watson (Business)* | **Room: LB 322**  **(Presentation #1)**  Engaging Faculty, Students, and Local & Global Communities through CityStudio and COIL Virtual Exchange Projects  *Natasha Mrkic-Subotic (Business)*  **(Presentation #2)**  Philosophers for Film Café  *Michael Thoma (MOPA)*  *Sheyanne Sundahl (Alumni)*  *Shimon Macheda (Alumni)* | **Room: LB 321**  **(Presentation #1 – bring your laptop)**  [Community-building and the CapU Institutional Repository](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EeErIDI-hV1DqPReiI-DZQwBBpFMM9UJ_tSM-rXireVsnw?e=UaVNgI)  *Sabrina Wong (Library)*  **(Presentation #2)**  [Poetry in the academy: Enlivening curriculum, strengthening identity, and building a common community](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EQevVb_psWVGlBg5B7UQwVAB5L1Y6NuG37NPcENIDYo1tA?e=YdlOcd)  *Adam Vincent (Learning Support Services)* | **Room: LB 322**  **(Workshop)**  Work Integrated Learning - Integrating Client based Projects into the Classroom  *Andrea Eby (Business)* | **NOTE TIME CHANGE:**  **10:00 – 10:15 AM**  **Room: LB 309**  Morning Coffee  **10:15 – 10:40 AM**  **Room: LB 302**  Welcome and Warm-up for Day 4 |
| **10:30–10:45 AM** | **LB 309** *Mid-Morning Break* | | **LB 309** *Mid-Morning Break* | | **LB 309** *Mid-Morning Break* | |
| **10:45 –12:15 PM** | **Room: LB 321**  (**Workshop**)  [Reintegrating Ourselves: Drawing as Collaborative Exploration](https://capilanou1.sharepoint.com/:p:/s/CTETeam457/ETH0OZ1lVs9FuSJ6xupzZl8BtSB0EKk9YcwTkX2qIC5uAA?e=qtXA10)  *Sandra Seekins (Art History)* | **Room: LB 322**  (**Presentation #1 – Mixed Delivery**)  Community Engagement for EAP Students  *Carrie Jung (EAP)*  *Bradley Bates (EAP)*  *Nicholas Jennings (EAP)*  (**Presentation #2**)  Planning, Applying and Evaluating course-specific impacts on community  *Nazmi Kamal (Tourism Management)* | **Room: LB 322**  [2022 Teaching Excellence Award](https://cte.capilanou.ca/studio/awards-grants/):  [Recipients’ Dialogue hosted by the VP Academic & Provost](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EWHhzqZxrjpMoDYdcgo4KGUBYNISU-cDWBC53_IYvknGnw?e=Qfz0lB)  Recipients:  *Kent Lewis (English)*  [*Alaa Al-Musalli*](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EeuDKe4zSP5EiXJTQhUqjywBq_tut74WazsEE0hPLexGaw?e=TLxVSh) *(Communications)*  [*Kevin Kirkland*](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EX2BZwX2tnpAhxwaYd8iqBYBekLw1Tofijr7cVUUPMh_fQ?e=h9IT1O) *(Music Therapy)*  *Christy Goerzen (Arts & Entertainment Management)*  [*Roy Jantzen*](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EcLMBhra6qZDqTHHWHNCH8QB_1cO7fil2MxWDVZfKELg5A?e=1WnW6W) *(Tourism Management)* | | **Room: LB 321**  **(Workshop)**  Otherness & Belonging: Living in and Moving Beyond Anti-Black Racism  *Wayne Dunkley (EDI Advisor, Student Affairs)* | **Room: Fir 210** (Computer Lab)  **(Workshop)**  Direct Connections for Students: Building Course Resource Lists with Talis Aspire  *Michel Castagne (Library)*  *Sabrina Wong (Library)*  *Tania Alekson (Library))* | **10:45 – 12:15 PM**  **Room: LB 322**  **(World Cafe Conversations: Learning from Exemplars of Community Engaged Teaching, Learning & Research)**  **(Exemplar #1)** Challenges and Opportunities working with/in the Community  *Nazmi Kamal (Tourism Management)*  **(Exemplar #2)** Digital Solutions for Creating Multigenerational Community Connection to Support an Aging Population  *Karen Yip (Legal Studies)*  **(Exemplar #3)** How to initiate Mitacs projects with potential business/organization partners (observations from the Tyson Media MITACS initiative)  *Todd Newfield (Business)*  **(Exemplar #4)** Faculty led Student Research Projects: Considerations from "Confucius and Daoist Thoughts and Their Impact on Society"  *Tong Zhang Chow (Interdisciplinary Studies)*  **(Exemplar #5)** Education, Gossip and Social Carcerality: Contesting the Liminal Spaces Between Incarcerated Body and Incarcerated Mind  *Kirsten Mcllveen (Women's & Gender Studies)*  **(Exemplar #6)** Sewllkwe Book: Water and Wastewater App - Marketing Research Plan  *David Kuch (Business)*  **(Exemplar #7)** Re-presenting Afro/Black Hair in 2D Vector Animation: Design & Techniques  *Juan Carlos Lopez (MOPA)* |
| **12:15 – 1:00 PM** | **LB 309**  *Catered lunch courtesy Office of the VP Academic & Provost* | | **LB 309**  *Catered lunch courtesy Office of the VP Academic & Provost* | | **LB 309**  *Catered lunch courtesy the Capilano University Faculty Association* | | **LB 309**  *Catered lunch courtesy the Centre for Teaching Excellence* |

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| **SHORT PROGRAM** | **DAY 1**  **Tuesday May 3** | | **DAY 2**  **Wednesday May 4** | | **DAY 3**  **Thursday May 5** | | **DAY 4**  **Friday May 6** | |
| **1:00 – 2:30 PM** | **Room: LB 321**  **(Workshop)**  Planning a Community-engaged course: Learning from the first offering of "INTS 110: Making Change - Regional Research and Action"  *Sabrina Cornish (STEM)*  *Danielle Wills (STEM)*  *Tong Chow (Humanities)*  *Brian Ganter (MOPA)*  *Cassidy Picken (Interdisciplinary Studies)*  *Ruth Simons (Howe Sound Biosphere Region Initiative Society)*  *Amir Amiraslani (STEM)* | **Room: LB 322**  (**Presentation #1 – Mixed Delivery**)  Welcome to the world of Work Integrated Learning  *Mohna Baichoo (Tourism Management)*  *Dr. Judene Pretti (Co-op and Experiential Education - University of Waterloo)*  (**Presentation #2**)  Work Integrated Learning in the creation of a Kinesiology Degree  *Carey Simpson (Kinesiology)* | **Room: LB 321**  **(Workshop)**  Can I use WIL in my (name of course)? Yes you can!  *Jane Ince (Communications)*  *Carey Simpson (Kinesiology)*  *Christine Sjolander (North American Business Management)*  *Deb Jamison (Legal Studies)*  *Tania Loken (Tourism)*  *Elaine Beltran (Early Childhood Education)* | **Room: LB 322**  (**Presentation #1**)  Community Development and Outreach Department: Learning with the Community since 1997  *Betsy Alkenbrack (CDO)*  *Trudi Diening (CDO)*  *Les Nelson (Elder-in-Residence, Carnegie Community Centre)*  *Ana Fortes (Literacy Outreach Coordinator, North Vancouver)*  *Lucy Alderson (Program Developer, Downtown Eastside)*  *Nicole Bird*  (**Presentation #2 – Mixed Delivery**)  Celebration of Learning  *Jessica Motherwell McFarlane (Psychology) and CapU Learners* | **Room: LB 321**  **(Workshop)**  A meeting of the minds: Networking your way to WIL success  *Mohna Baichoo (Tourism Management)*  *Sue Dritmanis (Communications)* | **Room: LB 322**  (**Presentation #1**)  Working with Átl’ka7tsem/Howe Sound UNESCO Biosphere Region  *Roy Jantzen (Tourism Management)*  *Danielle Wills (Math)*  *Kara Walker (Tourism Management)*  *Jane Raycraft (Business)*  *Ruth Simons (Howe Sound Biosphere Region Initiative Society)*  (**Presentation #2 – Mixed Delivery**)  Open Education: Going Beyond the Classroom  *Cyri Jones (Business)*  *Jessica Motherwell McFarlane (Psychology)*  *Lydia Watson (Business)*  *Sean Ashley (Sociology)*  *Alyssa Hamer (CTE Faculty Associate for Open Education)* |  |  |
| **2:30 – 2:45 PM** | **LB 309** *Mid-Afternoon Break* | | **LB 309** *Mid-Afternoon Break* | | **LB 309** *Mid-Afternoon Break* | |  | |
| **2:45 – 3:30 PM** | **LB 302**  Community-engaged Pedagogy (Speaker):  [**Circles for Teaching and Learning**](https://capilanou1.sharepoint.com/:b:/s/CTETeam457/EQN0EbCRZ_5Lkpmk42gQr64BmGbLDGsoiDRb0NlGCwx08Q?e=AKSJq0)  *Sioned Dyer (Executive Director, North Shore Restorative Justice Society)*  **About Sioned:**  For the past six years Sioned Dyer has been the Executive Director for the North Shore Restorative Justice Society. With over 15 years’ experience in the non-profit sector, Sioned has focused her work on building greater equity in service provision. She is a founding Board Member of the Restorative Justice Association of British Columbia.  Sioned has recently completed a Masters in Urban Studies at Simon Fraser University. Her research was focused on the City of Vancouver and its prioritization of reconciliation as a municipal policy. When not working or researching, Sioned finds her greatest fulfillment with her three young sons. | | **LB 302**  Community-engaged Pedagogy (Speaker):  [**Bite-sized WIL in your Course**](https://capilanou1.sharepoint.com/:p:/s/CTETeam457/EYTg6F7QnRZFvEVj0sLptjYBj7yLV9zNUn6UPi8vXaNEqQ?e=o6i0cx)  *Heather Workman (Work Integrated Learning Abilities Coordinator, Langara College; Past President, Association of Co-operative Education and Work Integrated Learning BC)*  **About Heather:**  Heather Workman (BA, MBA) is a faculty member at Langara College and recipient of the 2018/2019 Teaching Excellence Award. While Department Chair, she expanded the Co-op Office into the Co-op & Career Development Centre managing a dynamic team delivering 7 traditional co-op programs plus 7 new post degree diploma internship options.  Currently demonstrating a Work-Integrated Learning or WIL Abilities Coordinator role, she collaborates across campus with the goal of expanding WIL options so every student has the opportunity to do at least one type of WIL, before they leave Langara. Heather contributes to the broader community volunteering on various committees and board roles with the Association of Co-operative Education and Work Integrated Learning BC (ACE WIL BC) and Co-operative Education and Work Integrated Learning Canada (CEWIL). Heather is the incoming Chair of the BC WIL Council. | |  | |  |  |

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| **LONG PROGRAM** | **DAY 1 – Tuesday May 3** | |
| **8:30 – 8:50 AM** | **Room: LB 309** *Morning Coffee* | |
| **9:00 – 10:30 AM** | **Room: LB 322**  *CTE Host: Bhuvinder Vaid*  Land Acknowledgement  Welcome from VP Academic & Provost  **Keynote Address:** [Community-engaged Teaching & Learning: An Aspirational Journey](https://cte.capilanou.ca/2022/04/01/teaching-and-learning-symposium-2022-keynote-speaker-ruth-simon/)  *Ruth Simons (Lead, Howe Sound Biosphere Region Initiative Society)* | |
| **10:30–10:45 AM** | **LB 309** *Mid-Morning Break* | |
| **10:45 –12:15 PM** | **Room: LB 321 – Workshop**  *CTE Host: Bettina Boyle*  Reintegrating Ourselves: Drawing as Collaborative Exploration  *Sandra Seekins (Art History)*  **By the end of this session, the participant will:**   * work/play/think/dialogue collectively using drawing as their means of exploration.   **Session Summary:**  Is there a way to reintegrate ourselves into communities given the social upheavals of Covid-19? How can drawing facilitate a sense of togetherness, creative exploration and problem-solving? After a brief introduction to this topic, the workshop will engage participants in collaborative drawing exercises that encourage us to expand our perceptions of drawing. | **Room: LB 322**  *CTE Host: Barry Magrill, Frank Fucile*  (**Presentation #1 – Mixed Delivery**) - Community Engagement for EAP Students  *Carrie Jung (EAP), Bradley Bates (EAP), Nicholas Jennings (EAP)*  **By the end of this session, the participant will:**   * gain insight into the diversity of learning opportunities that students in the EAP department engage in. * celebrate the commitment of EAP students to participate in and contribute to their newly-adopted home. * discuss the challenges and benefits that non-native English speaking students experience when encouraged to participate in activities/events outside of their comfort zone. * share ideas with our CE committee and EAP department to further develop CE programs at CapU.   **Session Summary:**  Community Engagement (CE) for non-native English speaking students means opportunities to improve their English language skills, experience Canadian workplace environments, create social and professional networks, and contribute to the community. This workshop will introduce the EAP department's CE program and describe activities and volunteer opportunities our students have participated in both before and during the COVID-pandemic. We will share photos and testimonials from students and highlight the Rick Berwick Community Spirit Award, which recognizes one student annually for their volunteerism. We will also describe future plans and goals, and discuss with participants ways they can develop similar opportunities.  (**Presentation #2**) - Planning, Applying and Evaluating course-specific impacts on community  *Nazmi Kamal (Tourism Management)*  **By the end of this session, the participant will:**   * identify ways in which they can support their communities. * find ways to engage students in creative relationships with the community. * maximize the "social and economic" impacts of their courses.   **Session Summary:**  Over the past two years, I have spent a lot of time with students outside the classroom that has changed my perspective. I am now trying to create intentional impact by embedding specific activities that not only measure student academic achievement, but also, their impacts on community. Donations, volunteering, NGO support, research and field trips, are some of the tools I have used to help me address this area of interest. This presentation will discuss the rationale for these choices and how to successfully embed these types of activities in your courses, with the result being that the instructor and students can benefit by seeing how the classroom extends into the lives and experiences of our community. |
| **12:15 – 1:00 PM** | **LB 309** *Catered lunch courtesy Office of the VP Academic & Provost* | |
| **1:00 – 2:30 PM** | **Room: LB 321 – Workshop**  *CTE Host: Barry Magrill*  Planning a Community-engaged course: Learning from the first offering of "INTS 110: Making Change - Regional Research and Action"  *Sabrina Cornish (STEM), Danielle Wills (STEM), Tong Chow (Humanities), Brian Ganter (MOPA), Cassidy Picken (Interdisciplinary Studies), Ruth Simons (Howe Sound Biosphere Region Initiative Society), Amir Amiraslani (STEM)*  **By the end of this session, the participant will:**   * identify strengths and weaknesses of the proposed approach. * analyze the course through the lens of problem-based learning techniques. * recommend some best practices for the pilot offering of the course. * potentially create courses similar to this one geared towards their own disciplines.   **Session Summary:**  The session will discuss the first (pilot) offering of INTS 110 as an exemplar of a Community-engaged course. This is probably the first course of its kind at CapU whose curriculum revolves around the method of Problem-based Learning (PBL). As a group of colleagues, we plan to brainstorm, and receive feedback and comments from the participants of the session on best practices for offering this pilot and similar courses at CapU.  The current version of the course offers an in-depth look at the balancing acts that define the UNESCO Howe Sound Biosphere Region, an area whose natural beauty and ecological complexity are often in tension with its status as a recreational and industrial hub. Focusing on the town of Squamish and its environs, students will investigate the ecology and history of the area while seeking ways to strike balance between the competing demands of local community members, which include First Nations, recreational users (windsurfers, rock climbers, hikers), and workers in the tourism, shipping, and natural-resource industries. Class activities will involve at least two day-long field trips to the Squamish area, and in the classroom students will learn and apply skills and insights from an interdisciplinary team of scholars who are the panelists of this session. | **Room: LB 322**  *CTE Host: Jacqueline Clarke, Frank Fucile*  (**Presentation #1 – Mixed Delivery**) - Welcome to the world of Work Integrated Learning  *Mohna Baichoo (Tourism Management), Dr. Judene Pretti (Co-op and Experiential Education - University of Waterloo)*  **By the end of this session, the participant will:**   * define WIL. * describe the various forms of WIL. * explain the benefits of WIL for students and instructors. * describe the Co-operative Education and Work Integrated Learning Canada (CEWIL) framework.   **Session Summary:**  This session will help you to understand what Work Integrated Learning is in a university setting. Reference will be made to the Co-operative Education and Work Integrated Learning Canada (CEWIL) framework, and we will answer various questions you might have regarding how to apply this framework.  (**Presentation #2**) - Work Integrated Learning in the creation of a Kinesiology Degree  *Carey Simpson (Kinesiology)*  **By the end of this session, the participant will:**   * understand the need for innovation in curriculum planning. * discuss the necessity for consultation in this process. * consider the opportunities we provide to students, and discuss how to push the status quo.   **Session Summary:**  In 2020 the Bachelor of Kinesiology degree was approved at Capilano University and the 2021/2022 academic year marked the roll out of the new third year courses. Included in these courses were a progression of three courses that we called 'Professional Practice'. These courses encouraged students to examine and enhance themselves as professionals, along with our first Work Integrated Learning course. Now, as the first iteration of these courses come to a close, we aim to share our successes and challenges with the greater CapU community. |
| **2:30 – 2:45 PM** | **LB 309** *Mid-Afternoon Break* | |
| **2:45 – 3:30 PM** | **LB 302**  *CTE Host: Mary Giovannetti*  Community-engaged Pedagogy (Speaker):  **Circles of Teaching and Learning**  *Sioned Dyer (Executive Director, North Shore Restorative Justice Society)*  **About Sioned:**  For the past six years Sioned Dyer has been the Executive Director for the North Shore Restorative Justice Society. With over 15 years’ experience in the non-profit sector, Sioned has focused her work on building greater equity in service provision. She is a founding Board Member of the Restorative Justice Association of British Columbia.  Sioned has recently completed a Masters in Urban Studies at Simon Fraser University. Her research was focused on the City of Vancouver and its prioritization of reconciliation as a municipal policy. When not working or researching, Sioned finds her greatest fulfillment with her three young sons. | |

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| **LONG PROGRAM** | **DAY 2 – Wednesday May 4** | |
| **8:30 – 8:50 AM** | **Room: LB 309** Morning Coffee  **Room: LB 302** *CTE Host: Mary Giovannetti, Brian Ganter*  Land Acknowledgement; Welcome and Warm-up for Day 2 | |
| **9:00 – 10:30 AM** | **Room: LB 321 – Workshop**  *CTE Host: Barry Magrill*  Creating Community in an Asynchronous Classroom: Celebrating our Successes and Growing from our Mistakes  *Lydia Watson (Business)*  **By the end of this session, the participant will:**   * identify evidence-based strategies used to build community in an asynchronous classroom.   **Session Summary:**  The last two years have placed many of us in teaching environments that may have been uncomfortable at first, but then became places of learning and growth. The asynchronous classroom was one of those places, and the quest to create community - a vital component to student learning - has been at the forefront of our experiences. Using current research, my own asynchronous teaching experience, and the participation from other participants; we will dig into this topic and develop a toolkit of practices that we can use in future courses. Participants are invited to share their own experiences (both successes and mistakes) in a safe space that will allow for continued learning, and perhaps a future community of asynchronous instructors at Capilano University. | **Room: LB 322**  *CTE Host: Bettina Boyle*  (**Presentation #1**) – Engaging Faculty, Students, and Local & Global Communities through CityStudio and COIL Virtual Exchange Projects  *Natasha Mrkic-Subotic (Business)*  **By the end of this session, the participant will:**   * understand the applied learning experiences and civic community engagement that CityStudio projects provide to students. * describe Collaborative Online International Learning (COIL) Virtual Exchange. * describe the collaboration between global faculty in the creation of class projects designed to develop equitable intercultural learning outcomes for students and professional development opportunities for faculty. * Identify COIL Virtual Exchange faculty partnership outcomes beyond physical mobility.   **Session Summary:**  Join this session to learn about two applied learning movements for community-engaged teaching and learning: CityStudio and Collaborative Online International Learning (COIL) or Virtual Exchange! CityStudio projects bring together faculty, students, city staff, and community to work on credit course projects that make our cities more sustainable, joyful, and inclusive. These real-life issues allow students to co-create solutions that apply course content, making this a true WIL experience that students can proudly add to their portfolios and resumes. COIL Virtual Exchange fosters global competence through the development of a multicultural learning environment that links classes in different countries through credited joint student projects. Using various communication technologies that enable faculty members from different countries to co-teach, students then complete this shared project. This intentionally fosters global engagement and the development of the intercultural competencies that are required for success in today’s world and workforce. The session will cover COIL Virtual Exchange basics to help you gain an understanding of what is possible. After a short presentation of both approaches, participants will engage in a Q&A and practical discussion of how to implement in your courses.  (**Presentation #2**) - Philosophers for Film Café  *Michael Thoma (MOPA), Sheyanne Sundahl (Alumni), Shimon Macheda (Alumni)*  **By the end of this session, the participant will:**   * consider ways to connect with alumni and develop a community of lifelong learners.   **Session Summary:**  Come hear the story of a long-running community of CapU alumni - The Philosophers for Film Café is celebrating its 10-year anniversary. It started when fourth year students in Motion Picture Arts wanted to create a lunch-time discussion group to pursue topics brought up in MOPA 409 Visual Theory & Practice. After graduation, a few suggested we continue the discussion group. Every other week we’d meet on Saturday mornings at a coffee shop (hence the café), sometimes in the Bosa Centre, and now at the Lonsdale Shipyard. So why sacrifice their Saturday mornings? In their words, the cafes reconnect them to the love of learning and the chance to refresh their artistic aspirations. They started out wanting to make their own movie and now they’re busy making everyone else’s. The café is an opportunity to connect with fellow alumni, to address film history, philosophy and real world events, to share ideas and stories, to negotiate a meaningful path between art and industry. |
| **10:30–10:45 AM** | **LB 309** *Mid-Morning Break* | |
| **10:45 –12:15 PM** | **Room: LB 322**  *CTE Host: Mary Giovannetti, Bhuvinder Vaid*  [**2022 Teaching Excellence Award**](https://cte.capilanou.ca/studio/awards-grants/)**: Recipient’s Dialogue hosted by the VP Academic & Provost**  *Kent Lewis (English), Alaa Al-Musalli (Communications), Christy Goerzen (Arts & Entertainment Management), Kevin Kirkland (Music Therapy), Roy Jantzen (Tourism Management), Laureen Styles (VP Academic & Provost)*  ***Overview:*** *Join us for this facilitated dialogue as we honour the 2022 Teaching Excellence Award Recipients to hear more about their teaching philosophy, and ask questions of each other about their teaching practices.* | |
| **12:15 – 1:00 PM** | **LB 309** *Catered lunch courtesy Office of the VP Academic & Provost*  Join the 2022 Teaching Excellence Award Recipients for lunch and conversation. | |
| **1:00 – 2:30 PM** | **Room: LB 321 – Workshop**  *CTE Host: Jacqueline Clarke*  Can I use WIL in my (name of course)? Yes you can!  *Jane Ince (Communications), Carey Simpson (Kinesiology), Christine Sjolander (North American Business Management), Deb Jamison (Legal Studies), Tania Loken (Tourism), Elaine Beltran (Early Childhood Education)*  **By the end of this session, the participant will:**   * identify the areas at CapU in which WIL is already embedded. * identify which of their courses may be WIL-ready.   **Session Summary:**  Work integrated learning (WIL) can be used across all disciplines. This session will showcase six examples of WIL at CapU, with courses from each faculty. You’ll get up close and personal with CapU “experts” in our musical chairs format during this session. Learn how these experts recruited key community partners and designed instructional activities and assessments to facilitate deep and meaningful student learning using WIL. | **Room: LB 322**  *CTE Host: Barry Magrill, Frank Fucile*  (**Presentation #1**) - Community Development and Outreach Department: Learning with the Community since 1997  *Betsy Alkenbrack (CDO), Trudi Diening (CDO), Les Nelson (Elder-in-Residence, Carnegie Community Centre), Ana Fortes (Literacy Outreach Coordinator, North Vancouver), Lucy Alderson (Program Developer, Downtown Eastside), Nicole Bird*  **By the end of this session, the participant will:**   * connect with the experiences of faculty working in challenging community settings. * value the wisdom, skills and experience that our community partners bring to Capilano. * identify and create new and exciting settings in which community engagement through teaching and learning can emerge.   **Session Summary:**  The Community Development and Outreach Department has been working in community settings throughout Capilano’s catchment area and beyond for over twenty years. We have worked with First Nations bands, community centres, unions, activist organizations, a racetrack, a drop-in for women in the sex trade, libraries and other community-based groups. In this presentation, we will take you on a virtual tour of our programs, with photos, video and voice. Then a panel of learners, community partners and faculty will share stories and answer your questions.  (**Presentation #2 – Mixed Delivery**) - Celebration of Learning  *Jessica Motherwell McFarlane (Psychology) and CapU Learners*  **By the end of this session, the participant will:**   * question the value of traditional final exams. * explore how learners can demonstrate their knowledge of course content and meet UDL (Universal Design of Learning) principles. * appreciate how the Celebration of Learning invites CapU learners to step up as teachers and be of service to our greater community (community service learning). * marvel at learners’ creativity when they choose the modality of their final evaluation.   **Session Summary:**  This presentation is your ticket to attend a Celebration of Learning showcase. Do you wish your learners could teach-back their newly acquired knowledge to the greater community? Discover how learners can far exceed the outcomes of a classic final exam as their family and friends through dance, poetry, storytelling, comics, mini-lectures, and more. |
| **2:30 – 2:45 PM** | **LB 309** *Mid-Afternoon Break* | |
| **2:45 – 3:30 PM** | **LB 302**  *CTE Host: Bhuvinder Vaid*  Community-engaged Pedagogy (Speaker):  **Bite-sized WIL in your Course**  *Heather Workman (Work Integrated Learning Abilities Coordinator, Langara College; Past President, Association of Co-operative Education and Work Integrated Learning BC)*  **About Heather:**  Heather Workman (BA, MBA) is a faculty member at Langara College and recipient of the 2018/2019 Teaching Excellence Award. While Department Chair, she expanded the Co-op Office into the Co-op & Career Development Centre managing a dynamic team delivering 7 traditional co-op programs plus 7 new post degree diploma internship options.  Currently demonstrating a Work-Integrated Learning or WIL Abilities Coordinator role, she collaborates across campus with the goal of expanding WIL options so every student has the opportunity to do at least one type of WIL, before they leave Langara. Heather contributes to the broader community volunteering on various committees and board roles with the Association of Co-operative Education and Work Integrated Learning BC (ACE WIL BC) and Co-operative Education and Work Integrated Learning Canada (CEWIL).  Heather is the incoming Chair of the BC WIL Council. | |

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| **LONG PROGRAM** | **DAY 3 – Thursday May 5** | |
| **8:30 – 8:50 AM** | **Room: LB 309** Morning Coffee  **Room: LB 302** *CTE Host: Mary Giovannetti, Brian Ganter*  Land Acknowledgement; Welcome and Warm-up for Day 3 | |
| **9:00 – 10:30 AM** | **Room: LB 321**  *CTE Host: Bhuvinder Vaid*  **(Presentation #1** – bring your laptop**)** - Community-building and the CapU Institutional Repository  *Sabrina Wong (Library)*  **By the end of this session, the participant will:**   * describe the benefits of providing open access to research through an institutional (research) repository. * navigate the submission process (with consideration of copyright). * share links from the repository with the greater community.   **Session Summary:**  This session will introduce faculty to the CapU's Institutional Repository (<https://capu.arcabc.ca/>) which collects research and project output from faculty, employees and students, and then makes it publicly available to the greater community. By adding your work to this repository, you are contributing to a global open movement that ensures equitable access to research and the knowledge gained from your projects. This open access allows your ideas, projects, and research to live on, be shared with, and grow communities beyond CapU. BRING YOUR LAPTOP and gets a hands-on introduction teaching you how to contribute and then share your work.  **(Presentation #2)** - Poetry in the academy: Enlivening curriculum, strengthening identity, and building a common community  *Adam Vincent (Learning Support Services)*  **By the end of this session, the participant will:**   * identify some of the key tenets of poetic inquiry. * consider ways that they can trial/apply poetic inquiry in their own teaching approaches. * evaluate if poetic inquiry can bring value to their own personal and professional development practices.   **Session Summary:**  As a poet in the academy, I seek to offer an opportunity to ruminate on how we teach, how we craft curriculum and how we conceptualize ourselves. This session introduces major tenets of poetic inquiry and explores ways that poetry can be used to diversify curriculum, enrich teaching approaches, and support identity development processes (for both students and educators alike). Poetic inquiry (Prendergast, 2009; Vincent, 2018) is a qualitative research method/methodology/tool, that uses poetry in data gathering, data processing and/or data dissemination processes, yet its practical and creative applications extend beyond research and into curriculum design. Join this session to learn about this approach and consider ways that it can support your professional and personal development. | **Room: LB 322** – **Workshop**  *CTE Host: Jacqueline Clarke, Barry Magrill*  Work Integrated Learning - Integrating Client based Projects into the Classroom  *Andrea Eby (Business)*  **By the end of this session, the participant will:**   * explain and apply client based project/s related to their course syllabus. * practice utilizing the handbook and related aids/resources. * begin creating a work integrated learning experience through client based project/s in their classroom.   **Session Summary:**  This hands-on session will introduce participants to a handbook and resources created for the Capilano University School of Business WIL stakeholders (Students, Faculty and Industry Partners) to help best manage and integrate client-based projects in courses. By considering how WIL makes your course more engaging and applied, where students can learn business skills they can then apply in industry, participants will consider and practice how they can utilize this handbook in their (non-business) courses. |
| **10:30–10:45 AM** | **LB 309** *Mid-Morning Break* | |
| **10:45 –12:15 PM** | **Room: LB 321 – Workshop**  *CTE Host: Bhuvinder Vaid*  Otherness & Belonging: Living In and Moving Beyond Anti-Black Racism  *Wayne Dunkley (EDI Advisor, Student Affairs)*  **By the end of this session, the participant will:**   * deepen awareness of anti-Black racism and all forms of Othering. * enhance ability to converse on systemic issues of racism and all forms of Othering. * develop individual self-care tools for navigating daily life. * improve critical thought processes on socially challenging topics.   **Session Summary:**  Building community within and beyond the university is fraught with pitfalls. Our societal context has evolved such that issues, once possible for some to ignore, are now at the forefront of society. Alongside an increased recognition of anti-Black racism, socio-economic prejudices, systemic Indigenous oppression and other inequities comes an ennui of isolation, loneliness and feelings of helplessness. We are met by personal and civic challenges daily that threaten to overwhelm our already overwhelmed mental and emotional resources. There is a critical need for alternative approaches for navigating contemporary society and envisioning better futures, a different kind of conversation on racism and all forms of Othering that can allow us to build rewarding learning communities with each other. This session will allow participants to share in Wayne Dunkley's reflections and facilitate a conversation on navigating prejudice and the many forms of Othering that take place in our classrooms, the university, our community, and society. | **Room: Fir 210** (Computer Lab) – **Workshop**  *CTE Host: Barry Magrill*  Direct Connections for Students: Building Course Resource Lists with Talis Aspire  *Michel Castagne (Library), Sabrina Wong (Library), Tania Alekson (Library)*  **By the end of this session, the participant will:**   * identify key elements of a student-friendly resource list. * discuss how we want students to utilize resource lists, versus their reality, for their learning. * explore the capability of Talis Aspire to fulfill those elements.   **Session Summary:**  Faculty spend countless hours developing and then honing our course resource lists, all in the hope of benefiting our students current and future learning. But what good is a course resource list if students can't locate the sources? Talis Aspire is a resource list integration platform that allows Instructors to link required and recommended course resources - articles, eBooks, scanned documents, streaming films - directly in eLearn, making them accessible to students with a simple click. In this hands-on session, we'll unpick the common threads of faculty experience with connecting students to resources, uncover your best-case resource list scenario and test drive Talis, designed to help you and your students minimize the "finding" process and focus on the information and learning itself. |
| **12:15 – 1:00 PM** | **LB 309** *Catered lunch courtesy Capilano University Faculty Association* | |
| **1:00 – 2:30 PM** | **Room: LB 321 – Workshop**  *CTE Host: Jacqueline Clarke*  A meeting of the minds: Networking your way to WIL success  *Mohna Baichoo (Tourism Management), Sue Dritmanis (Communications)*  **By the end of this session, the participant will:**   * build a network of their colleagues engaged with Co-op, Clinical Practicum Placement, Practicum, Internship, Work Experience at CapU. * access resources for implementing and managing a WIL component in a course or a WIL program.   **Session Summary:**  Are you overseeing practicum placements or work integrated learning components at CapU? Or are you hoping to add one to your program? Would you like to learn from your colleagues, build a network of support, contribute some free resources or all the above? Attend this networking session to meet other WIL aficionados, exchange ideas and learn from each other. Bring your business cards. | **Room: LB 322**  *CTE Host: Barry Magrill, Frank Fucile*  (**Presentation #1**) - Working with Átl’ka7tsem/Howe Sound UNESCO Biosphere Region  *Roy Jantzen (Tourism Management), Danielle Wills (Math), Kara Walker (Tourism Management), Jane Raycraft (Business), Ruth Simons (Howe Sound Biosphere Region Initiative Society)*  **By the end of this session, the participant will:**   * promote an understanding of UNESCO Biosphere Reserves, the Átl’ka7tsem/ Howe Sound Biosphere Region and the value of its collaboration with Capilano University. * highlight how the CapU/HSBRIS partnership links to Envisioning 2030 and Illuminating 2030, by connecting faculty and students to community partners. * consider how each unique project exemplifies experiential learning that develops unique University experiences for students. * spotlight and reflect on lessons learned in terms of classroom/student management, teaching and learning and logistics. * provide the opportunity for faculty to learn from the experience of those who have worked with HSBRIS. * inspire faculty to engage in community-engaged learning initiatives.   **Session Summary:**  Capilano University has been pleased to collaborate with the Átl’ka7tsem/Howe Sound Biosphere Region Initiative Society (HSBRIS) on a number of interesting projects since its inception and designation by UNESCO as Canada’s 19th Biosphere Region in September 2021. Biosphere regions are areas for learning, collaboration, and reconciliation; through education of the UN’s Sustainable Development Goals (SDGs), engagement between governments, communities, sectors, and Indigenous peoples. University partnerships are a hallmark of UNESCO Biosphere Regions, with the intension of promoting research and education towards biodiversity conservation, reconciliation, and sustainable development. This session will showcase some of the projects and inspire faculty to undertake new initiatives in the future.  (**Presentation #2 – Mixed Delivery**) - Open Education: Going Beyond the Classroom  *Cyri Jones (Business), Jessica Motherwell McFarlane (Psychology), Lydia Watson (Business), Sean Ashley (Sociology), Alyssa Hamer (CTE Faculty Associate for Open Education)*  **By the end of this session, the participant will:**   * explain the relationship between open education, open educational resources (OERs), and open educational practices (OEPs). * identify strategies for accessing and implementing open educational practices into lessons. * explore how learning “in the open” deepens understanding of course content and activities. * explore how posting assignments “in the open” helps peers teach each other about the course content and improve performance on class activities. * explore how seeing other peers’ work posted in open web spaces builds community and grows delight.   **Session Summary:**  Open educational practices are a natural catalyst for conversation and collaboration across classrooms, campuses, and communities. By providing an opportunity to foster innovation and create transformative experiences in the classroom, open education offers a low-barrier way to expand learning beyond classroom walls. This panel will involve Capilano’s 2021/2022 Open Education Faculty Associates in conversation about the unique initiatives each one has undertaken this year, and the ways these projects facilitate a new type of engagement between learners, content, and broader societal conversations taking place. |
| **2:30 – 2:45 PM** | **LB 309** *Mid-Afternoon Break* | |

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| **LONG PROGRAM** | **DAY 4 – Friday May 6** |
| **8:30 – 8:50 AM** | **Room: LB 309** Morning Coffee  **Room: LB 302** *CTE Host: Mary Giovannetti, Brian Ganter*  Land Acknowledgement; Welcome and Warm-up for Day 4 |
| **9:00 – 10:30 AM** | **Room: Fir 210** (Computer Lab) – **Workshop – Mixed Delivery**  *CTE Host: Barry Magrill, Frank Fucile, Mary Watt, Bhuvinder Vaid*  SPLOT-a-polooza! Using SPLOTs to share learning objects, deepen understanding, and build learning community  *Jessica Motherwell McFarlane (Psychology), Alan Levine (Thompson Rivers University)*  **By the end of this session, the participant will:**   * recognize that SPLOTs are friendly, tame web thingies that can increase engagement and deepen understanding of course content. * practice creating a SPLOT. * practice posting to a SPLOT. * practice commenting on others' posts. * tour the SPLOT dashboard for basic functions. * observe dashboard tricks that make grading learners' SPLOT-a-tivity. * discuss ways to incorporate SPLOT into your course.   **Session Summary:**  BRING YOUR CAMERA PHONE for SPLOT-ology 101. Join us for a hands on step-by-step workshop on building a SPLOT for your course or event. SPLOT noun: An open source website and collaborative tool that especially respects participants' privacy. SPLOT verb (e.g., to SPLOT) (1) To learn -- in the open -- as participants not only post their own learning objects (e.g., comics, audio files, text, must-media files, etc.) but also see and comment on others posts at the same time. (2) To engage in interactional or inter-relational learning as all participants co-create an open education resource. Why would I want to SPLOT? It's fun, engaging, easy, way to help learners benefit from each others’ work -- and last forever. We will begin with seeing three examples of existing SPLOTS used in Research Methods and Intro Psych courses. Then you will be guided step-by-step through creating your own SPLOT for your own course. Advanced SPLOT-ology. If time permits, we will reveal behind the scenes website dashboard tricks that make grading learners' work on SPLOTS even easier. |
| **10:30–10:45 AM** | **LB 309** *Mid-Morning Break* |
| **10:45 –12:15 PM** | **Room: LB 321/322 – Learning from Exemplars of Community Engaged Teaching, Learning & Research**  *CTE Host: Mary Giovannetti, Bettina Boyle*  *Overview: Join the CTE for this world café style discussion of seven Exemplar’s of CapU research projects (funded through the Creative Activity, Research & Scholarship – CARS – Office) which are redefining what community-engaged teaching practices and learning experiences can look like for our students. Get inspired by how these projects provide unique learning opportunities for instructors and students!*  **(Exemplar #1)** Challenges and Opportunities working with/in the Community  *Nazmi Kamal (Tourism Management), Marian Chung (Student Researcher), Ibrahim Chowdhury (Student Researcher)*  **(Exemplar #2)** Digital Solutions for Creating Multigenerational Community Connection to Support an Aging Population  *Karen Yip (Legal Studies), Sophie Kim (Student Researcher), A. Zabir Montazar (Student Researcher)*  **(Exemplar #3 – Mixed Delivery)** How to initiate Mitacs projects with potential business/organization partners (observations from the Tyson Media MITACS initiative)  *Todd Newfield (Business)*  **(Exemplar #4)** Faculty led Student Research Projects: Considerations from "Confucius and Daoist Thoughts and Their Impact on Society"  *Tong Zhang Chow (Interdisciplinary Studies), Svitlana Shapotkina (Student Researcher), Kiyan Mehrazin Homaei (Student Researcher)*  **(Exemplar #5 – Mixed Delivery)** Education, Gossip and Social Carcerality: Contesting the Liminal Spaces Between Incarcerated Body and Incarcerated Mind  *Kirsten Mcllveen (Women's & Gender Studies), Danielle (Student Researcher), Cathee (Guest speaker)*  **(Exemplar #6)** Sewllkwe Book: Water and Wastewater App - Marketing Research Plan  *David Kuch (Business), Laurenn Canofari (Student Researcher), Malik Mazloum (Student Researcher)*  **(Exemplar #7)** Re-presenting Afro/Black Hair in 2D Vector Animation: Design & Techniques  *JoWayne McFarlane (Intern, Student Researcher), Kim Ngo (Line Producer, Atomic Cartoons), Maisha Moore (Art Director, Atomic Cartoons), Juan Carlos Lopez (MOPA)* |
| **12:15 – 1:00 PM** | **LB 309** *Catered lunch courtesy the Centre for Teaching Excellence*  Closing Remarks and Future Commitments  *VP Academic & Provost, CTE Faculty and Staff* |