

Capilano University Teaching and Learning Symposium 2024 – Long Program

Wednesday, April 24 (online, Zoom)
9:30 am Opening Keynote – <i>Ecosystems that nurture socially just care in learning spaces in the age of Generative AI</i> Summary: Maha Bali keynote at 2024 Teaching and Learning Symposium Centre for Teaching Excellence (capilanou.ca)
10:45 am Workshop – <i>Using Team-Based Learning to Foster Community and Facilitate Learning</i> Summary: This session will introduce participants to the basic practices of Team-Based Learning (TBL) pedagogy through an immersive TBL experience and will provide an opportunity to explore how TBL can deepen student learning and foster community formation in a variety of contexts. Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• <i>appreciate the value of Team-Based Learning as a distinct pedagogical approach and high-impact practice.</i>
11:30 am Seeding Session #1: A seeding session is a short (5-min) presentation to introduce the audience to an interesting topic/question, followed by “break-out rooms” to continue any of the specific presentation discussions you find of interest. A. Students as Teaching & Learning Partners Summary: Two students share their experiences of being part of a faculty learning community as Teaching and Learning Partners in the CTE. Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• <i>Walk away with inspiration and ideas for involving students as partners in their teaching and learning activities in class.</i> B. Being Called to Witness Summary: Being called to Witness is an Indigenous practice of listening and recording each class by a student or group of students. Each student group is responsible for taking notes to the degree that another student, who was unable to attend, can refer to the Witness for lesson details. Witnesses are responsible for presenting in the final class three topics of interest from the class they witnessed. This is a similar role to the secretary in board meetings. Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• <i>Recognize the benefits of adding the Witness practice to their courses.</i> C. Grading AI: Sharing Strategies Summary: This session will invite breakout session participants to share ethical strategies for recognizing and responding to student writing that may have been generated (in part or whole) by AI. Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• <i>Begin to implement ethical strategies for recognizing and responding to student writing that may have been generated (in part or whole) by AI.</i> D. Teaching with Case Studies Summary: Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• E. Personal Archive: A creative writing prompt from Vancouver’s WritersFest

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<p>Summary: This short presentation will adapt a creative writing prompt from Vancouver’s WritersFest event titled “UBC Night School.” In particular, poet Sheryda Warren’s poetry prompt titled “Personal Archive” will be offered for participants to experiment with their own personal archive poem.</p> <p>Learning Outcome(s): <i>By the end of this session, participants will:</i></p> <ul style="list-style-type: none">• <i>Write a short poem based on the prompt “Personal Archive”.</i>• <i>Recognize how this prompt moved several ENGL 396 students to write suites of poems in this genre.</i>
<p>1:00 pm</p> <p>Workshop - Miyo-atoskâta: Weaving Métis wisdom into higher education</p> <p>Summary: This session will share the results of undergraduate thesis Miyo-atoskâta: Weaving Métis Wisdom into Higher Education. The stories of four participants guide insights and recommendations for nurturing how Métis ways of knowing can be recognized and empowered in academia. The historical and contemporary experiences of Métis are often homogenized with all Indigenous peoples or superficially discussed. This session aims to share a brief history of Métis and highlight the value of self-exploration assignments among students of the diaspora.</p> <p>Learning Outcome(s): <i>By the end of this session, participants will:</i></p> <ul style="list-style-type: none">• <i>Apply a historical and contemporary understanding of Métis in BC.</i>• <i>Develop self-exploration assignments that foster a sense of identity, and introspection.</i>
<p>2:00 pm</p> <p>Workshop - Teaching with AI</p> <p>Summary: Join us for an interactive workshop with Alan Jenks exploring the integration of Artificial Intelligence (AI) technologies into teaching practices. This session will delve into innovative ways to leverage AI tools to enhance student engagement, personalize learning experiences, and streamline administrative tasks.</p> <p>Learning Outcome(s): <i>By the end of this session, participants will recognize innovative ways to leverage AI tools to:</i></p> <ul style="list-style-type: none">• <i>Enhance student engagement.</i>• <i>Personalize learning experiences.</i>• <i>Streamline administrative tasks.</i>
<p>3:00 pm</p> <p>Seeding Session #2: A seeding session is a short (5-min) presentation to introduce the audience to an interesting topic/question, followed by “break-out rooms” to continue any of the specific presentation discussions you find of interest.</p> <p>A. Supporting Student-led RIL (Research Integrated Learning)</p> <p>Summary: There are many benefits connected to undergraduate students gaining practical, real-world experience in conducting research – including the presentation of research findings at conferences (Petrella & Jung, 2008). In my seeding session I will discuss the experiences I have had this past year supporting the occupational goals of two honours students to present their original research at high impact international conferences. Additionally, I will discuss the financial barriers that currently exist, and explore some ways to ensure that we may continue to support our students with meaningful professional growth opportunities that are imaginative, unique, and life-enhancing (Envisioning 2030, Goal 2).</p> <p>Learning Outcome(s): <i>By the end of this session, participants will:</i></p> <ul style="list-style-type: none">• <i>Understand the academic, professional and personal benefits of active student involvement in research conferences.</i>• <i>Understand the broader benefits for the institution to support active student involvement in research conferences.</i>• <i>Come away knowing some of the specific experiences one of our students had acting as the lead presenter at a conference.</i>• <i>Discuss financial barriers and ways to address these barriers.</i> <p>B. Envisioning Social Change through Community Capacity Building (CCB)</p>

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Summary: The Community Capacity Building program offers students a two-course citation that allows them to work on and develop their understanding of the skills necessary (i.e., grant writing, organizing) to support community development, social justice, and EDI settings. Through partnerships with community-based programs, students have the opportunity to learn the skills needed to grow stronger community connections.

Learning Outcome(s): *By the end of this session, participants will:*

- Gain greater knowledge about the CCB program
- Connect potential students to the CCB program

C. Exploring the BCcampus Digital Literacy Hub

Summary: This session will introduce the concept of Digital Literacy (DL) and its 8 competencies, through BCcampus' new Digital Literacy Hub. Come learn how to find resources to boost your own DL as the instructor, or resources to help you integrate DL into your classroom teaching. Dive into the DL Hub to discover some Open Educational Resources that will make the integration of DL more seamless within your courses.

Learning Outcome(s): *By the end of this session, participants will:*

- Define digital literacy and identify its 8 competencies.
- Recognize how BCcampus' new Digital Literacy Hub can boost an instructor's DL and how instructors can integrate DL into their classroom teaching.

D. Doing Research with Students: Checking Faculty Assumptions

Summary: Simulating atomic liquids on quantum computers seems too challenging a subject for undergraduate students. Through four rounds of CARS funded research in this area, employing 1st and 2nd year CapU students, we have had noteworthy success involving undergraduate students. This session will interrogate the assumptions faculty make about student capabilities.

Learning Outcome(s): *By the end of this session, participants will:*

- Reconsider their assumptions about student capabilities.

E. Using teaching & learning complaints for scholarly inquiry: Identifying research problems & questions

Summary: This conversation will allow you to begin shifting your perspective about faculty complaints toward students, something always prevalent near the end of a long semester. Learn how to recognize the value a complaint might represent regarding an underlying and persistent issue related to the scholarship of teaching and learning (SoTL). Come with your complaints...leave with the genesis for a small research project!

Learning Outcome(s): *By the end of this session, participants will:*

- Identify the utility of reframing common complaints about student learning as the genesis for teaching and learning research projects.

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9:30 am – LB 322 Keynote – <i>Inclusive Spaces: Fostering Belonging and Diversity in the Digital Age</i> Summary: Johanna Sam keynote at 2024 Teaching and Learning Symposium Centre for Teaching Excellence (capilanou.ca)
10:45 am LB 321 Community Conversation – <i>Towards Trauma Aware Teaching</i> Summary: Join us as we continue an ongoing conversation at CapU commenced in Fall 2023 titled <i>A Framework for Trauma-Informed Post-Secondary Education (TIPSE)</i> by Matty Hillman. Whether you are new to this topic or have been teaching with trauma awareness for some time, join this conversation to consider trauma-informed education frameworks, share what you have been doing in your classroom practices, and tell us how you'd like to expand your skills in trauma aware teaching. Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• <i>have co-created a compilation of trauma aware teaching practices.</i> LB 322 Workshop – <i>ShouldAI, CouldAI, WouldAI</i> Summary: Have you found yourself wondering how SHOULD you approach the use of AI in your classes? In this session, you will engage with AI-use cases to develop strategies on what you COULD do by connecting with colleagues and hearing what they WOULD do. Faculty are asked to bring their cases and the related course content/assignment details to the session. Jenny Fitzgerald, CARS grant recipient, will share some of her research findings, focusing on how we can use AI to support student success. Learning Outcome(s): <i>By the end of this session, participants will:</i> <ul style="list-style-type: none">• <i>develop strategies to manage the use of AI in their classrooms ethically and creatively.</i>
11:30 am LB 309 Documentary Viewing – <i>A Panoramic View of Ghana, West Africa</i> Narrated / Moderated by Susan Romeo-Gilbert, Edited into a Documentary format by Sancia Allen (CapU - 4th Film Student) Summary: This documentary sees us immersed in the natural setting of Ghana, West Africa, where we undertook pedagogical and ethnomusicological approaches to music, dance, celebrations, cultural ceremonies, ritual and art-forms. We were exposed to centuries old histories, traditional and indigenous ways of being. We attended concerts; went on field trips - one of which we interacted with native monkeys; visited the “the last bath” and “door of no return” for captured slaves on their way to America and the Caribbean; swam in waterfall pools; drank homemade, fresh palm wine and tasted 150 proof gin!; drank goat soup in a family run restaurant; and much, much, more. Come join us for a summary of this marvelous journey around the southern coastline and eastern boundary of Ghana. It is our hope that you transcend time and space, into the euphoria of it all, as we did! LB 321 Workshop – <i>Cultivating Connections: A Workshop on Crafting Collaborative Course Communities</i> Summary: The way you design the beginning of your course lays the groundwork for successful collaborative learning experiences. When students feel a sense of community, they connect with themselves, explore academic interests, and express ideas confidently. This fosters a safe, respectful environment, encouraging

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meaningful engagement with course content and promoting purposeful exploration and critical thinking in assignments. Whether you teach in person or online, this workshop will introduce and explore intentional strategies and activities that contribute positively to course community.

Learning Outcome(s): *By the end of this session, participants will:*

- *Experience engaging in a community building activity.*
- *Discuss effective community building strategies and activities.*
- *Identify new ideas and skills for creating community building activities.*

LB 322

Panel – *Preparing Diverse Students for Success: How Faculty Members Are Facing the Challenge and Removing Barriers*

Summary: Students join CapU from many areas of the world; and with a multitude of different educational experiences, social identities, abilities and motivations. This panel brings together some of the wonderful instructors and staff who work diligently every day to teach and to learn from our diverse body of students. Come hear how they face the challenges and remove barriers to create space and belonging for all students.

Learning Outcome(s): *By the end of this session, participants will:*

- *Feel inspired by colleagues to implement new strategies and approaches to prepare all students for success*

1:00 pm – LB 322

World Café

A World Cafe is an opportunity to engage with colleagues in 4-5 small table conversations on varied and inspiring approaches and ideas in teaching and learning. The cafe method is built on the assumption that together we have the wisdom and creativity to confront even the most difficult challenges; that the answers we need are available to us. Join us to engage and connect and expect to leave feeling enriched and invigorated by our amazing community.

A. *Hi-lo Fidelity: Testing Ideas in Low Fidelity Forms for Rapid Concept Development*

Summary:

Learning Outcome(s): *By the end of this session, participants will:*

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B. *Reimagining Grading with a Faculty Learning Community*

Summary: Come learn how a group of faculty and students partnered in a Faculty Learning Community (FLC) on the stimulating topic of *Reimagining Grading*. We will share insights from our conversations, surprises, challenges and examples of the work we are doing in class on alternative assessments, grading and ungrading.

Learning Outcome(s): *By the end of this session, participants will:*

- *Identify examples of alternative grading approaches being implemented in classes at CapU*
- *Feel inspired and encouraged to rethink their own assessments*

C. *Optimizing Academic Resilience: Navigating Student Health Challenges and Extension Requests in Higher Education*

Summary: Explore strategies to enhance academic resilience in students facing health challenges and seeking extensions. This session delves into innovative approaches for supporting student well-being, addressing common health issues, and managing extension requests. Drawing on evidence-based insights, we will discuss practical solutions and foster a dialogue on promoting student success amidst health-related obstacles. Join us to navigate the intersection of student health and academic performance, fostering an environment conducive to learning and thriving in higher education.

Learning Outcome(s): *By the end of this session, participants will:*

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- *gain a comprehensive understanding of effective strategies to support students facing health challenges, equipping them with the knowledge and tools to foster academic resilience.*
- *acquire insights into managing extension requests judiciously, promoting a balanced and supportive learning environment for student success in higher education.*

D. Prison to University Pipeline: Centering Voices from a Women's Prison

Summary: Kirsten and Cathee met in a prison-university classroom - one as an instructor and the other as incarcerated student. They have been friends ever since working together to co-present on how we work across differences, what prison-education means to us. Recently, Kirsten and Cathee co-facilitated a 3rd year university course at Capilano University - it was from the perspective of those who have lived-experience knowledge of the prison system; it challenged ideas and stereotypes about women in prison and more generally about the criminal justice system.

Learning Outcome(s): *By the end of this session, participants will:*

- *develop an appreciation for lived experience knowledge, challenge their ideas/stereotypes about who is in prison, and evaluate the value of community members with lived experience in the classroom.*

E. Authentic Assignments: Partnering with Students and Using the Hackathon Method to Solve Real-World Problems

Summary:

Learning Outcome(s): *By the end of this session, participants will:*

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F. Unveiling the Secrets of Honey: A Journey Beyond Chemistry

Summary: We will introduce our research focus on British Columbian honey and explain that our goal is to share the fascinating world of honey without delving too much into complex chemistry. The Sweet Symphony of Honey Bee: We will begin with a short, engaging story about honey – its history, cultural significance, or personal experience. We will showcase visually appealing images of different honey varieties and regions in British Columbia and highlight the diversity of flavours and colours, connecting them to the unique environmental conditions in various regions. The Hidden Treasures within British Columbian Honey: We will share intriguing facts about what makes honey special: its natural composition, nutrients, health benefits and economic advantages. We will discuss the importance of sustainable honey production and its positive impact on the environment, and share how our research aligns with sustainable practices, emphasizing the need for responsible honey production in our communities. Sustainability and Our Communities: We will encourage participants to share their thoughts on sustainable practices and their role in supporting such initiatives.

Learning Outcome(s): *By the end of this session, participants will:*

- *spark curiosity, and critical thinking and generate discussions around honey, making it accessible and enjoyable for everyone at the table.*

G. Co-Teaching

Summary:

Learning Outcome(s): *By the end of this session, participants will:*

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H. Flexible Assessments

Summary: Flexible Assessments is a method of weighting assignments to align with student learning. Research has shown that Flexible Assessments direct students to engage with complex assignments early in the term which promotes better assignment outcomes and higher grades because of this early engagement.

Learning Outcome(s): *By the end of this session, participants will:*

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- *determine if Flexible Assessments are appropriate for your course.*

I. Integrating AI in Economics Education

Summary: This session dives into how AI can be used as a tool in economics education. I will explain how I have developed a new project for ECON 100 course that requires students to work with AI tools such as Microsoft Copilot, ChatGPT-4, etc. The goal is to prepare students for AI-powered careers.

Learning Outcome(s): *By the end of this session, participants will:*

- *identify ways to incorporate AI in their curriculum, and develop new projects based on AI.*

J. Food Insecurity

Summary:

Learning Outcome(s): *By the end of this session, participants will:*

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3:00 pm

LB 321

Workshop – Exploring the Language of Beads

Summary: Communication is a mysterious thing. Not being able to express oneself can be very frustrating and isolating. Come explore a new way to communicate in a very meaningful way that transcends language.

Learning Outcome(s): *By the end of this session, participants will:*

- *Appreciate a new way of experiencing learners whose first language is not English.*
- *Develop a deeper connection to non-verbal communication may connect people where words might fail them.*

LB 322

Workshop – Courageous Dialogues: Entering into Difficult Conversations

Summary: The post-secondary landscape is not immune from the wave of polarization that threatens our politics, our social cohesion, and our social media groups. Polarized conflict leaks into our classrooms. How can we navigate potentially polarizing and divisive topics in the classroom, without avoiding them altogether? How can we discuss different viewpoints openly, yet with sensitivity and skill? The following resource can aid individuals to develop skills and strategies to engage in difficult conversations: <https://sc.arcabc.ca/islandora/object/sc%3A6119>

Learning Outcome(s): *By the end of this session, participants will:*

- *Identify the dynamics of these situations.*
- *Recognize the role they play in these polarizing dynamics (i.e., avoiding difficult conversations).*
- *Practice advanced listening skills utilized to explore core values (i.e., “looping”).*
- *Be relieved to learn there are solutions.*

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9:15 am – LB 322

World Café

A World Cafe is an opportunity to engage with colleagues in 4-5 small table conversations on varied and inspiring approaches and ideas in teaching and learning. The cafe method is built on the assumption that together we have the wisdom and creativity to confront even the most difficult challenges; that the answers we need are available to us. Join us to engage and connect and expect to leave feeling enriched and invigorated by our amazing community.

A. Red Ocean vs Blue Ocean Strategy: Becoming the Shark in the Blue Ocean of Education Through Industry-driven Electives

Summary: Students are increasingly expecting more of the programs they enroll in, and their expectations are correlating with the rapid changes in job opportunities. Opening a new educational market space that evolves with the evolution of the job market creates more competition between universities over students, which is a good thing. Students want to know that the university is changing fast and competing with others to attract and keep them. One way of creating more value is implementing the Blue Ocean Strategy to provide a distinctive industry experience for students through filling in the academia-industry transition skills gap. We propose an experience of shadowing professionals whom students aspire to work with, bounce ideas with, and train under.

Learning Outcome(s): *By the end of this session, participants will:*

- *Map possible programs that offer shadowing experiences for students through the Red Ocean vs Blue Ocean Strategy.*

B. Cultivating Conscientious Citations

Summary: Although we often frame citation as a technical skill to our students, citation can also be thought of as a political engagement with scholarship and knowledge. In our classes, we create syllabuses and reading lists for our students that tell them who to read, whose words are important and worthy. Adapted from an activity by CLEAR, a feminist and anticolonial science laboratory, participants at this table will consider ways to disrupt the canon and discuss strategies for cultivating a conscientious citational practice in the classroom. By applying these practices, we can nurture a rich and inclusive learning space for our students.

Learning Outcome(s): *By the end of this session, participants will:*

- *Describe how citation can both reinforce and resist white supremacy.*
- *Select one strategy for cultivating a conscientious citational practice in the classroom.*

C. Video Series on Imaginative Education at CapU

Summary: We will be sharing our video series on Imaginative Education at Cap U. Come to see this new series and hear about our plan for highlighting instructors, and their use of IE in classrooms, next year.

Learning Outcome(s): *By the end of this session, participants will:*

- *Learn about the video series and also how they can contribute to this series.*

D. Teaching Data Literacy with AI Generated Personalities in a Game of Clue

Summary: I will discuss how we can facilitate data literacy by describing a learning game I'm currently testing in my class on digital evidence. For reference, here is the Clue concept: At the beginning of the semester, they had to make a secret email address through proton; then we used AI to develop their characters. Their identities are secret, so they don't know who in the class they are engaging with. They will continue to generate data over the next few weeks. The key is they can't attach their character to any of their own personal data. After we complete the data process, they will collect their data in a usable format without damaging any of it. Then, once they load it into a platform, they will assess the evidence to solve the case. It will be very clear if students mix their own data with their character's data (which can't happen in real life). Some students were fed random information about the back story, but it keeps unfolding because of the random conversations, so the case gets more bizarre. Students will also look at the evidence (not just their own) to assess its authenticity. There are lots of issues with fake data from chatgpt, etc.

Learning Outcome(s): *By the end of this session, participants will:*

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- *Identify ways they can encourage data literacy (and digital literacy) in their courses; and participate in an extended version of the Clue game.*

E. Using Open Compassionate Spaces to Listen to Students' Voices

Summary: We face a time of disruption in education. Now more than ever, we need faculty and students to come together and trust one another. This session aims to discuss the need for faculty members to show vulnerability: to actively listen to students' voices and acknowledge their own need to be heard in return. Students and faculty need to unite and discuss the following questions: 1. Do faculty members recognize how their position of control might prevent students from speaking up? 2. How can we as faculty be intentional about including all voices, particularly the marginalized? 3. During this difficult time, how can we hold space for compassion for our students, each other, and ourselves?

Learning Outcome(s): *By the end of this session, participants will:*

- *Reflect upon their own ways they include or do not include students' voices in the classroom and identify some new ideas they can use in this context.*

F. Praxis of Betweenness

Summary: In this session, I will facilitate attendees to explore our in between spaces of various roles in our life, locations where we move around, time we spend, and responsibilities that we are expected in society by creating collective poetry.

Learning Outcome(s): *By the end of this session, participants will:*

- *Evaluate and analyze their own social position(s) creatively and imaginatively.*

G. Three micro skills for staff and faculty to help refer students to mental health supports

Summary: Based on findings from my research thesis (Recognizing Mental Health Issues in Higher Education Career Service Sessions, UBC, 2023) I will share three strategies staff and faculty can use to increase their comfort and competence in referring students to mental health supports.

I will discuss findings from my qualitative interview study of staff at various institutions in Western Canada. The focus will be on reducing mental health risks among students and reducing burn-out among staff and faculty. I will focus on 1) The importance of building very close ties with the counselling team; 2) Relationship building micro skills; 3) Active listening micro skills.

Learning Outcome(s): *By the end of this session, participants will:*

- *understand that they are part of a relay team, and they will feel more confident in being able to pass the baton to counselling services for students in distress.*

H. African Diasporic Content Gaps in the Curriculum

Summary:

Learning Outcome(s): *By the end of this session, participants will:*

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I. Learning to Build Bridges: Restoring the Power of Dialogue in Education

Summary: This session is a safe and welcoming environment for educators from diverse backgrounds to reflect upon ways to use dialogue as a theoretical framework that promotes wholesome inclusion. Twiss et al. (2023) have identified myriad ways in which polarized discourses infiltrate and shape society, resulting in an increase in painful divisions. This world café session invites educators from diverse areas and backgrounds to reflect upon myriad divisions (reification of grades versus acquiring helpful skills, teacher authority versus student agency, scientific fact versus cultural belief, etc.), discuss and share strategies to create bridges that utilize dialogue to overcome divisiveness.

Learning Outcome(s): *By the end of this session, participants will:*

- *IDENTIFY key issues that originate dissensus/divisiveness within educational contexts and pedagogical relationships;*

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<p>Friday, April 26 (in-person)</p> <ul style="list-style-type: none">• <i>ADAPT</i> dialogue as a pedagogical framework that allows dissenting views, discourses or educational mechanisms (such as grading, communication, et al.) to be utilized as a means towards consensus-making;• <i>ANALYZE</i> our own biases, perspectives, frameworks, and• <i>CREATE</i> inclusive, wholesome educational places and experiences that may continuously nurture educational practices and relations. <p>J. A Fun Class Story: Clay Creations and Decolonized / Trauma Informed Practice Summary: Learning Outcome(s): <i>By the end of this session, participants will:</i></p> <ul style="list-style-type: none">•
<p>11:15 am – LB 322 Teaching Excellence Award Recipient's Dialogue Summary: Join us for a celebration of teaching with the 2024 Teaching Excellence Award Recipients, whom will lead a robust dialogue about the challenges faced in our classes, and some of the strategies they have found that connect for students.</p>
<p>1:00 pm</p> <p>LB 321 Workshop – The Circle of Courage: How Can a Needs Theory Enhance the Students' Classroom Experience and Create Greater Cognitive Engagement with the Curriculum Summary: The Circle of Courage is a powerful human needs theory that is key to creating safe and inclusive spaces and experiences that encourage good risk taking which leads to greater student engagement and learning. This workshop will explore this idea with the goal of generating novel ideas for classroom activities, highlighting the rationale for these activities, and exploring how the theory can shape the delivery of the curriculum itself. Learning Outcome(s): <i>By the end of this session, participants will:</i></p> <ul style="list-style-type: none">• <i>Reconceptualize the student experience and how curriculum can be re-imagined through the framework of a theory.</i>• <i>Reimagine the educational act through the Circle of Courage should generate an abundance of possibilities for invigorating educational activities, engaging students, and innovative delivery of the curriculum.</i> <p>LB 322 Workshop – Pathways of Promise Summary: Nurturing learning begins with recognizing the learning that students bring with them. We do this informally in our classes, and we are striving to do it more often, across all programs, through a formal assessment of prior learning (PLA). On a concrete, practical level, this requires the matching of lived experience such as job training, volunteer work, self-study, and community involvement to specific course and program learning outcomes. Learn more about best practices in PLA, including Capilano U success stories, in this panel session. Learning Outcome(s): <i>By the end of this session, participants will:</i></p> <ul style="list-style-type: none">• Define Prior Learning Assessment.• Connect to existing and new PLA resources on campus and beyond.• Apply best practices in assessment to individual students seeking to PLA courses at the university.
<p>2:00 pm</p>

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Meet @ Cedar Courtyard (between Library and Cedar buildings)

Walking Tour – Flora & Fauna of CapU

Summary: The Lynnmour campus is set in the middle of a second growth douglas fir, hemlock and cedar forest. The Capilano University horticulture program ran for twenty-five years adding a large variety of botanical specimens to the campus. Our grounds keepers are all Capilano horticulture alumni and proud of the grounds. We are happy to show off the grounds whenever possible.

LB 321

Workshop – Nurturing university and community learners through work-integrated-learning

Summary: We will present a project that partnered non-native English-speaking students with the local community. These are students often not considered for Work Integrated Learning opportunities. This project was created to nurture learning opportunities outside of the classroom, showcase the diverse skills and cultural backgrounds brought by the students, while enriching the community organization. This pilot project offered a distinct university experience that enriched the diversity and accessibility goals of Illuminating 2030. In Fall 2023, students taking EAP 100 + 101 (English for Academic Purposes) participated in a pilot WIL (work-integrated-learning) project by partnering with The Summit, a branch of Intellectual Disabilities Association. These students created and participated in diverse recreational activities while advancing their English communication skills. This presentation will highlight their activities and reflections upon completing this WIL project.

Learning Outcome(s): *By the end of this session, the intended learning outcomes and key message of our presentation:*

- *Showcase WIL applied projects at Capilano University.*
- *Demonstrate how EAP (English as a second language) learners participated in a pilot WIL project with a community organization.*
- *Highlight how these underrepresented students served people with accessibility needs.*
- *Discuss and evaluate the success of this pilot by showing how the students and the community benefitted from this distinct learning experience.*

LB 322

Panel – Educator as Coach

Summary: In this session, we will interweave micro-teaching moments with sharing from experience and application to demonstrate the value that a coach approach has in nurturing learning. We will share best practices to define coaching, support the adoption of a coaching mindset, foster the application of active listening skills, and provide opportunities to ask powerful questions. We will bring direct experience from coaching, industry, education, and administration to share relevant examples and provide participants with two interactive activities to foster awareness of listening levels and support the creation of powerful questions. By the end of the session, participants will enhance their appreciation for coaching and its effect in stimulating awareness, learning, growth, and reflection, both in and beyond the classroom.

Learning Outcome(s): *By the end of this session, participants will:*

- *Describe what coaching is including its relevance to education (i.e., ICF definition, coaching as a teaching method).*
- *Experiment with adopting a coaching mindset (i.e., non-judgmental attitude, partnership with the student, student empowerment).*
- *Apply active listening skills to support the development of learner self-awareness, reflective capacity, and personal growth.*
- *Experiment with crafting and applying “powerful” coaching questions in educational settings.*

3:00 pm – LB 322

Closing Guest Speaker – Nurturing Learning and Enhancing Teaching with Generative AI: Prompt Writing and GenAI-Enhanced Assignments for Creativity & Critical Thinking (bring your laptop, if possible)

Summary: [Lucas Wright to present at 2024 Teaching and Learning Symposium | Centre for Teaching Excellence \(capilanou.ca\)](#)

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4:00 pm – LB 321

Symposium Social – Appetizers, Prizes, and Live Music

Summary: Join the CTE team as they host a Symposium wrap-up social from 4-5pm. Live music will be offered by some of the talented students in the Jazz program.

NOTE: *If you have childcare obligations, please know that children are welcome to attend.*