TPC 2024 Schedule and Abstracts

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TPC 2024 Schedule

This year's theme is **Relationships and kindness in higher education**. The four subthemes are Sustainable and Innovative Practice (SIP), Indigenizing Praxis (IP), Empowering Diverse Voices (EDV), and Openness (O).

Welcome and Panel (3M National Teaching Fellowship Award Winners (8:30am to 10:00am)

- TRU Kamloops: Old Main 3732 (Coffee and Tea scheduled from 8:00 am to 3:00 pm)
- **Teams link to join Welcome and Panel** [link will be emailed to people who register]

8:30 am to 9:00 am   Welcomes

- Elder Leona Thomas
- Dr. Faheem Ahmed, Associate Vice-President Academic (Interim)
- Dr. Brett McCollum, Director of the Centre for Excellence in Learning and Teaching (CELT)
- Tara Lyster, TRUFA President

9:00 am to 10:00 am 3M National Teaching Fellow Panel description

The Teaching Practices Colloquium (TPC) organizing committee is excited to announce that the 20th Annual TRU TPC will be opened with a morning panel discussion moderated by Dr. Brett McCollum, Director of the Centre for Excellence in Learning and Teaching (CELT), and a 2019 3M National Teaching Fellow.

The 2022 3M National Teaching Fellows (NTF) cohort panel will include:

- Dr. Sean Maurice (University of Northern British Columbia)
- Dr. Fiona Rawle (University of Toronto – joining on Teams)
- Dr. Awneet Sivia (University of Fraser Valley)
- Dr. Pamini Thangarajah (Mount Royal University)
- Dr. Naowarat (Ann) Cheeptham, our own TRU first 3M NTF -

Each of the 3M-NTF panelists will reflect and share their thoughts, practices, and philosophies related to kindness and relationships in higher education and within their own teaching practices.

Nutrition Break and Poster Sessions (OM 3rd floor Atrium) 10:00 am to 10:30 am

Muffins, scones, croissants, sausage rolls, fruit platter (Black Salt Catering) TRU, Kamloops

Morning Break Posters

There will be two types of posters: in person and online posters.

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

Note: each title below includes a link to the abstract for that contribution. Click on the Link to Schedule at the top right to return to the schedule.

In Person Posters

- [Empowering Diverse Voices: A TRU Research Coach Project on Imposter Syndrome in Cooperative Education](#). Leanne Mihalicz and Sarah Gibson (EDV)
- [Empowering Diverse Voices: Unveiling the Origins and Impact of KIS Youth Summer Science Camp](#). Anusha Venkataraman, Naowarat Cheeptham, Clara Kong (Kamloops Immigrant Services), Aman Galymov, Keilin Gorman (University of British Columbia), Joey Egeland, Sara Lawrence, Fernando Bouthillier, Naga Bhaskar Mallireddy (EDV)
- [How to teach nursing students about climate change to influence change in the healthcare setting](#). Patricia MacNeill and Shari Caputo (EDV)
- [Impact of Immigration Policy Changes on International University Students in British Columbia](#). Olubukola Osuntade (EDV)
- [Navigating the Software Engineering Landscape: A Career Mentorship Program for Academic-to-Industry](#). Leanne Mihalicz and Sina Keshvadi (SIP)
- [Student Resources for Inclusive Poster Design](#). Melanie Latham and Jamie Drozda (SIP)
- [Tech Stewardship Microcredential: Supporting the journey to shape technology for the benefit of all in Post-Secondary Courses](#). Catherine Tatarniuk (SIP)
- [Universities Rankings and Quality of Education](#). Guillermo Matias Benedit (EDV)
- [Using Course Outline to Promote an Inclusive and Diverse Classroom](#). Gul-e-Rana Mufti (EDV)
- [What's in a Name? Inclusive Teaching Practices and Resources for Name Inclusion](#). Dr. Amie McLean (EDV)

Online Posters [link to follow]

- [A conceptual framework on empowering voices in a Data Science classroom](#). Dr. Ajay Dhruv & Vijal Jain (EDV)
- [Canadian National Institute for the Blind (CNIB) Accessibility Audit of an Open Learning Course](#). Carol Sparkes and Carolyn Teare (EDV)
- [I don't know what I don't know: Confronting Settler Colonial Ignorance](#). Georgann Cope Watson and Jade Victor (IP)
- [In-Community Programming: Taking Learning to the Learners.](#) Christine Miller (SIP)
- [The Makerspace Grant: Adding Innovation into the Classroom](#). Harshita Dhiman (SIP)
- [The Power of sustaining a Community of Practice for Equity, Diversity, and Inclusion Fellows](#). Melba D'Souza (SIP)

Morning Concurrent Sessions

Table 1: Concurrent Session #1 (10:30am to 11:00 am) Ten Minute Tips

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

Note: Click the author(s) name below to read the abstract for that talk. Use "Link to Schedule" to navigate this document.

Room 1 (hybrid) OM3612 [link to follow]	Room 2 (hybrid) OM3632 [link to follow]	Room 3 (hybrid) OM3782 [link to follow]	Room 4 (F2F) OM3732	Room 5 (F2F) OM3741	Room 6 (F2F) OM3772
Why We Digitally Detox. **Brenna Clarke Gray (SIP)** Augmented Reality to develop learning tool for students: Transforming cell phones into flashcards**. Nazlee Sharmin (SIP)** Development of Interactive H5P learning content to supplement didactic lectures. **Nazlee Sharmin (O)**	Metacognitive strategy use in speaking: Bring AI into teaching and learning practice **Jason Ji (EDV)** Developing Indigenous Content for use in BUSN 6070: Project Management and Consulting. **Lorraine Weaver & Stuart Milligan (IP)**	Balancing Act: Creating choices for students in the approaches to assessments and evaluations. **Rhonda McCreight, Dallas Hengstler, Lisa Dyck, Patti Boyd; (Williams Lake) (SIP)** An Inquiry into the Ethics of Care Approach in a Graduate Program. **Dr. Tanya Manning-Lewis (EDV)**	A Sense of Belonging: In and Out of the Classroom. **Mark Zhang (O)** TRU's Career Textbook - An Open Education Resource for All Students. **Jamie Noakes (O)**	Science teaching and learning must include culture, soul, and compassion. **Naowarat Cheeptham (O)** The Missing SENG Course. **Sina Keshvadi, Catherine Tatarniuk, Geoff Fink (EDV)**	Equity and Diversity Practices in the Introductory Classroom. **Jacqueline Kampman (EDV)** Trent's Tickle Trunk: A Tempest of Ten Teaching Tips in a Timely Ten Minutes. **Trent Tucker (SIP)**

11:00-11:15   Time to move between rooms

Table 2: Concurrent Sessions #2 (11:15am to 11:45am)

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

Room 1 (hybrid) OM3612	Room 2 (hybrid) OM3632	Room 3 (hybrid) OM3782	Room 4 (F2F) OM3732	Room 5 (F2F) OM3741	Room 6 (F2F) OM3772
[link to follow] Bring AI into teaching and learning practice. **Ken Monroe, Verena Roberts, Hillary Schmidt** (Hybrid) **(SIP)**	[link to follow] Pedagogies of Community Engagement and Empowerment. **Dr. Robin Westland, Twyla Exner (EDV)**	[link to follow] Openness, flexibility and kindness in Human Service Practice Education. **Tanya Pawliuk (O)**	Decolonized Assessment: The Story of a Quiz. **Christie Fraser** (F2F) **(EDV)**	Analyzing First-Year University Student Plagiarism Cases. **Jim Hu, Anna Li** (F2F) **(O)**	[Late change] Moved to online poster format.

11:45 – 12:00 Time to move between rooms

Interactive Keynote (12:00 to 1:00 pm): Maha Bali "Creating Ecosystems of Socially Just Care in University" OM3732 [Teams link to follow]

In this interactive keynote, we will explore what is needed in order to provide ecosystems of socially just care in universities. Participants will have opportunities to explore the multilayered dimensions of care and equity, and discuss the needed elements of an ecosystem that cultivates socially just care for learners and all other stakeholders. Concrete examples from community building strategies and Intentionally Equitable Hospitality will also be discussed.

Lunch and Poster Sessions: (1:00 pm to 1:45 pm) 3rd Floor OM Atrium

Sandwiches/wraps, buns, wraps, fruit plate, veggie platter, Asian rice wraps (Fratelli Foods) TRU, Kamloops.

Lunch Time Poster Session

There will be two types of posters: in person and online posters.

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

In Person Posters

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- [Empowering Diverse Voices: Unveiling the Origins and Impact of KIS Youth Summer Science Camp](). Anusha Venkataraman, Naowarat Cheeptham, Clara Kong (Kamloops Immigrant Services), Aman Galymov, Keilin Gorman (University of British Columbia), Joey Egeland, Sara Lawrence, Fernando Bouthillier, Naga Bhaskar Mallireddy (EDV)
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Online Posters [link to follow]

- [A conceptual framework on empowering voices in a Data Science classroom](). Dr. Ajay Dhruv & Vijal Jain (EDV)
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- [The Power of sustaining a Community of Practice for Equity, Diversity, and Inclusion Fellows](). Melba D'Souza (SIP)

Afternoon Concurrent Sessions

Table 3: Concurrent Session #3 (1:45pm to 2:15pm)

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

Room 1 (hybrid) OM3612	Room 2 (hybrid) OM3632	Room 3 (hybrid) OM3782	Room 4 (F2F) OM3732	Room 5 (F2F) OM3741	Room 6 (F2F) OM3772
[link to follow] Building Community in First Year: A First Year Arts Student and Faculty Cohort. **Dr. Jenna Woodrow, Dr. Heather MacLeod, Dr. Nicholas Hrynyk, Dr. Jiyoung Lee-An, Crystal Huscroft Jenna Goddard** (Hybrid) **(SIP)**	[link to follow] Introducing the TRU Open Press. **Brenna Clarke Gray, Dani Collins, Marie Bartlett** (Hybrid) **(O)**	[link to follow] More than just ELIP Service: the Successes and Hurdles of Transforming an Information Literacy Program. **Amy McLay Paterson, Elizabeth Rennie, Stephanie Brown, Stirling Prentice, Dr. Ben Mitchell (SIP)**	Creating a Trauma-Informed Classroom Environment. **Maggie Shamro (O)**	Kindness through Service: A Vietnam Field School Experience. **Dr Hilda Freimuth, Michaila Robinson, Andrea Yu, Cassidy Jean, Dr. Jason Brown** (F2F) **(SIP)**	Playback Theater: Embodied Reflective Listening in Action. **Andrea Brassard, Jay Goddard** (F2F) **(EDV)**

2:15 pm to 2:30 pm   Time to move between rooms

Table 4: Concurrent Session #4 (2:30pm to 3:00 pm)

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

Room 1 (hybrid) OM3612	Room 2 (hybrid) OM3632	Room 3 (hybrid) OM3782	Room 4 (F2F) OM3732	Room 5 (F2F) OM3741	Room 6 (F2F) OM3772
[link to follow] Enhancing Adult ESL/EFL Learners Engagement with Personalized ChatGPT-Integrated Lesson Plans. **Daniel Tieu, Jim Hu** (Hybrid) **(O)**	[link to follow] Openness in Teaching: Integrating Research in Undergraduate Programs through diverse collaborations. **Leanne Mihalicz, Anusha Venkataraman, Sarah Gibson (O)**	[link to follow] It's About Relationship: A Reflective Journey on Indigenization. **Karolyn Hendra (IP)**	"I can do this!": Leveraging the Expertise of Learners Who Have Survived Complex Trauma. **Hilary Schmidt (EDV)**	Fostering Resilience: Appreciative Inquiry & Appreciative Resilience Practices in the Classroom. **Christina Cederlof, Carolyn Ives, Cheryl Gladu, Stirling Prentice Bridget Orsetti** (F2F) **(SIP)**	Understanding Indigenous Health Concepts Using Indigenous Art Analysis. **Arleigh Bell** (F2F) **(IP)**

3:00 pm to 3:15 pm   Time to move between rooms

Table 5: Concurrent Session 5 (3:15pm to 3:45 pm)

Subtheme abbreviations: Sustainable and Innovative Practice (SIP); Indigenizing Praxis (IP); Empowering Diverse Voices (EDV); Openness (O)

Room 1 (hybrid) OM3612	Room 2 (hybrid) OM3632	Room 3 (hybrid) OM3782	Room 4 (F2F) OM3732	Room 5 (F2F) OM3741	Room 6 (F2F) OM3772
[link to follow] Gaming the System: Gaming and Relational Literacy. **Ben Mitchell** (hybrid) **(EDV)**	[link to follow] Cultivating Kindness, Respect and Growth in a Graduate Support Centre. **Rashmin Keshwani, Bhavna Bhola, Hind Namili, Sheetal Nair, Naushin Tarannum, Viduruvani Ihalagama, Joe Dobson, Dr. Tanya Manning-Lewis (EDV)**	[link to follow] UN Sustainable Development Goals Fellowship UN-covered. **Jessica Allingham, Brenda Smith, Michelle Harrison (SIP)**	But I Don't Want to Go Outside or Sit in a Circle: Indigenizing and Decolonizing Curriculum. **Heather Simeney MacLeod (IP)**	Embracing Surrealism to Build Stranger Collaborations: The Academic Exquisite Corpse Game. **Franklin Sayre, Cheryl Gladu, Twyla Exner (SIP)**	Incorporating Indigenous Knowledge and Ways into Science Curriculum - Barriers and Opportunities. **Natasha Ramroop Singh (IP)**

Celebration with live music. Closing Remarks. Join us to celebrate a day of sharing. Atrium (3:45pm to 4:30 pm)

Veggie platter, veggie antipasto platter, gluten free snack platter, Charcuterie platter, Mediterranean platter and beverages (by Aramark)

Background Music by the Serious Dogs

ABSTRACTS

Mark Zhang

A Sense of Belonging: In and Out of the Classroom

Social connectedness has been demonstrated by research to be protective of mental health and enhancing one's sense of purpose and ability to deal with adversity. As students are facing more challenges in everyday life and finding it harder to cope with intersecting difficulties, it may be required for members of the postsecondary institution to provide channels of communication and establish a foundation for connection between students to assist with building a sense of belonging for the student population as a sense of belonging has been shown to lead to learning being maximized and better overall health outcomes. This session will focus on the importance of community for students, different ways faculty members can encourage communication, and discussion around existing methods of connection that could be implemented.

Subtheme: (4) Openness

A sense of belonging and social connectedness are key factors to a student's academic success and overall well-being. As students now experience more challenges to creating connections, we examine different ways faculty can support students socially.

Nazlee Sharmin

Augmented Reality to develop learning tool for students: Transforming cell phones into flashcards

Background: Traditional flashcards are one of the most popular and optimized ways to learn factual knowledge and improve memory performance. However, this method is helpful only for motivated students because the amount and timing of flashcard use are critical for success. We have used augmented reality (AR) to develop an app called â€˜Dental ARâ€™ that allows students to use their smartphones as flashcards. Using this app, students can learn and self-test their knowledge at a time and place that is convenient for them. Instructors can use the app to provide additional study aids and incorporate animations and videos for the students to understand and practice the knowledge outside class time.

Method: We used Unity3D with Vuforia to develop Dental AR. Oral histology glass slides were scanned and converted to digital images to generate target images. Annotated versions of the slides were used as output for the corresponding target images. To understand user experiences and satisfaction with Dental AR, first-year dentistry students were invited to complete an online survey.

Results: Dental AR was successfully developed and released on the Apple and Google Play online app stores. The survey of dentistry students indicated overall satisfaction with Dental AR and willingness to use similar applications in other subjects.

The presentation will demonstrate Augmented Reality technology and the Dental AR application. The audience can try the app. Questions will be invited.

(1) Sustainable and Innovative Practice

Dental AR is an innovating application of augmented reality to improve students learning experiences. Denal AR is open and freely available for everyone to use.

Rhonda McCreight, Dallas Hengstler, Lisa Dyck, Patti Boyd

Balancing Act: Creating choices for students in the approaches to assessments and evaluations.

This presentation examines the nuanced landscape of closed-book, open-book, and two-staged examinations in the context of higher education. Through a comprehensive examination, interpretation, and connection-making process, this presentation will explore the advantages, challenges, and best practice considerations of each examination format. Drawing on insights from empirical studies and relevant literature, the analysis seeks to uncover the impact of these assessment methods on student learning outcomes, higher-order thinking such as critical thinking skills and knowledge retention. Considering each examination type's unique attributes, our discussion aims to provide educators with evidence-based insights to inform their assessment practices and enhance the overall teaching and learning experience. Our assumptions and review will underscore the importance of tailoring assessment strategies to align with the specific needs and objectives of the courses, paving the way for more effective and equitable practices in preparing students for the challenges of their chosen profession.

(1) Sustainable and Innovative Practice

Giving students choices and opportunities to be involved in their assessment and evaluation strategies promotes engagement, investment and advocacy in their learning.

Lorraine Weaver, Stuart Milligan

Developing Indigenous Content for use in BUSN 6070: Project Management and Consulting

In this presentation, we will discuss our experience developing Indigenous course content in collaboration with an Indigenous storyteller. With a goal of valuing Indigenous knowledge in our classroom, Dr. Stuart Milligan and I set out to explore the ways that Indigenous storytelling techniques can support project managers and consultants. We were privileged to consult with Grizzlypaws and Dr. Gottfriedson to help us frame the project and consider Secwépemc Nation Research Ethics Guidelines. In addition to this, we followed our own western approach of initial literature review and interview question development. Initially we imagined creating a teaching resource would contain video clips of Indigenous storytellers talking about storytelling scaffolded with information we would write to explicitly connect what the storyteller said to our course content. However, after interviewing Secwépemc storyteller Kenthen Thomas and through the process of trialing the video clips with a group of Indigenous MBA students, we concluded that it was important to let students interpret and make their own connections. The final open resource scaffolds students by providing a broad question for them to consider prior to watching the video, but is also more reflective of Indigenous storytelling by supporting them in hearing the lesson that they need to hear in that moment.

(2) Indigenizing Praxis

This project allows us to support students in valuing Indigenous ways of knowing.

Nazlee Sharmin

Development of Interactive H5P learning content to supplement didactic lectures

"Background: Digital technologies have become an integral part of education. Rapid technological innovations have caused significant changes in our ways of teaching and learning. Infusing technology in didactic teaching can promote active learning and student engagement. H5P (h5p.org) is an open platform for creating interactive HTML teaching and learning content to foster active learning, student engagement, self-paced, and self-directed learning. H5P-created learning materials can also be used to gamify traditional learning and are shown to improve student engagement. Feedback provided by H5P enables students to self-reflect and self-assess their understandings.

Method: We have created interactive supplementary content using H5P for dentistry (DDS) and dental hygiene (DH) students. Three types of HTML5 content were created for DDS students: (i) Drag and Drop images or words; (ii) Fill in the Blank by dragging the words; and (iii) Dialogue Card. The content was posted in the Learning Management System (LMS) to supplement the didactic lecture.

Results: Our results showed that H5P content was perceived to make learning easier and enjoyable. Most study participants agreed that this supplementary content positively impacted their learning experience. The presentation will contain a brief description and demonstration of H5P content. The audience will be provided with links to try some fun H5P content. Results will be presented on how H5P content impacted student's learning."

(4) Openness

H5P is an open web-based platform that enables instructors to create, share, and collaborate on interactive teaching and learning content. This platform is also a community Hub, where previously created H5P content can be shared with peers.

Jacqueline Kampman

Equity and Diversity Practices in the Introductory Classroom

Classroom activities and assignment formats that encourage and promote the sharing of the diverse perspectives of our introductory level students set the stage for ongoing success and engagement. Students beginning their undergraduate programs need encouragement to not only to voice their own perspectives but to also learn to truly listen to the perspectives of others. Strategies that have been successfully used in my first year Psychology classes will be shared. These strategies have also had the added benefit of encouraging critical thinking and have been successful in terms of promoting academic integrity.   Participants will gain new teaching tools that can be tailored to a variety of introductory courses.

(3) Empowering Diverse Voices

The strategies to be discussed have been successful in exposing the diversity of students' life experiences. Discussions that stem from these assignments have encouraged kindness and curiosity and broader based relationships among students.

Jason Ji

Metacognitive strategy use in speaking

"The literature has noted the importance of metacognitive strategy use in facilitating speaking a second/additional language, but little empirical research has focused on this area. I would like to share highlights from my in-progress doctoral research study that attempts to fill in this gap by investigating such speakers' awareness of their own speech (how they plan, monitor, and evaluate it -- based on John Flavell's theoretical framework on metacognition). The overarching goal is to inform teachers (including myself) in understanding and helping speakers promote awareness of their own speech, and thus their ability to manage it.

I believe the teaching tips gleaned from my data collection and analyses so far can inform teachers, practitioners, and instructional designers -- whether in the language field or not -- about learners' metacognitive processes that are important to their task planning, monitoring, and evaluation, especially speaking tasks/activities (e.g., group discussions, oral presentations)

Presentation structure:

- Sharing highlights from my study so far (with PowerPoint) and associated teaching tips
- Inviting participants to share their own relevant examples and insight
- Q & A"

(3) Empowering Diverse Voices

My study participants are speakers of English as a foreign/second/additional language, an often minoritized group. My research aims to empower them through sharing their diverse metacognitive approaches (planning, monitoring, evaluation) to speaking.

Naowarat Cheeptham

Science teaching and learning must include culture, soul, and compassion "

By education, I mean an all-round drawing of the best in child and man in body, mind and spirit - Mahatma Gandhi

A personal and critical reflective essay based on what triggered me to be more intentional and purposeful in teaching microbiology courses at TRU will be shared. The reflection piece demonstrates how and why the pedagogy of kindness and relational teaching practice are deliberately incorporated into all of the microbiology courses I teach. Personally and anecdotally, in the piece, the observations of increased unkind behaviors and incidents on campus and beyond will be read out to share. The observations prompted me to question myself as a science educator. Probing my responsibilities as a professor who teaches all things microbiology, I contemplate the educator's role in fostering well-rounded individuals. I employ relational teaching, balancing classroom content with an understanding of students' life experiences - believing students and believing in students have been my core framework through adopting pedagogy of kindness and relational teaching practice.

Sharing the reflection by reading it out is aimed to provoke conversations, thoughts, and questions between the audience and the presenter on the position of post-secondary science and non-science educators and the very complex and intricate issue of the divided, hostile, and judgmental world we live in today."

(4) Openness

As a female BIPOC science faculty member, I have experienced some unkind and questionable treatments from some unhealed students and colleagues that ground me to compassionately teach it forward.

Sina Keshvadi, Catherine Tatarniuk, Geoff Fink

The Missing SENG Course

"The evolving landscape of software engineering necessitates proficiency in a suite of industry-standard tools, yet unfortunately, these essential tools often receive little attention in conventional software engineering curricula. Moreover, students pursuing co-op experiences encounter a distinctive challenge: critical courses like web development, networking, and security are deferred until their final year.

To bridge the gap between the curriculum and industry requisites and proactively equip students with a foundational toolkit for their software engineering journey, we propose a non-credit course. This course is designed to furnish early-year students with essential tools and concepts through tailored hands-on training. Its aim is to augment students' readiness for both academic coursework and the pragmatic challenges of real-world software engineering.

Led by two engineering faculty members, the course is scheduled for three two-hour sessions in January 2024. Content will span three distinct sessions: Linux, Bash scripting, and a blend of web, networking, and security. Each session concludes with a homework assignment to assess student learning. Following course completion, students will partake in a survey gauging the course's impact on their academic performance, employability, and self-assurance."

(3) Empowering Diverse Voices

Empowering Diverse Voices through Industry-Relevant Education: Bridging Gaps in Software Engineering Curriculum

Dr. Trent Tucker

Trent's Tickle Trunk: A Tempest of Ten Teaching Tips in a Timely Ten Minutes

Pretty much what the title says I'll share ten of my "ludic pedagogy" approaches in ten minutes. The Ludic Pedagogy model" as described by Lauricella and Edmunds (2022) "builds upon four elements: fun, play, playfulness, and positivity." I teach quantitative stuff â€" business analytics, statistics, management information systems" and I use ludic pedagogy to make these normally "dry" topics more lively and memorable. Over the years, I've built up a "tickle trunk" of props and activities that I bring to the classroom to introduce / illustrate the course concept du jour. Everything in this presentation is "analog" students interact with the materials and concepts in the physical world" as opposed to a Sli.do or Kahoot! web-based activity. The goal of this session is to (i) inspire you to think about incorporating ludic elements into your own pedagogy, and (ii) provide a starting point for future conversations to delve deeper into the motivations and pro's / con's of these approaches.

(1) Sustainable and Innovative Practice

I am a big proponent of understanding "user experience" when it comes to classroom teaching. Getting students up and moving and active and engaged through ludic practices provides a new & different UX instead of the "death by PowerPoint" modality.

Jamie Noakes

TRU's Career Textbook - An Open Education Resource for All Students

Career and Experiential Learning (CEL) has launched our Career Textbook that is available for all students on campus. This is an open education resource that is free for students and also available for you to share with colleagues from other post-secondary institutions. Please attend our session to find out how to access it, incorporate it within your moodle site, and help students navigate it for their career decision-making needs.

(4) Openness

Our textbook was designed around UDL and Accessibility, to ensure this resource was helpful for all students. As a free resource, we aimed to support all students on campus and improve our relationship and connection with the larger community.

Brenna Clarke Gray

Why We Digitally Detox

For the last five years, the Learning Technology and Innovation team has kicked off every year with a Digital Detox. In this brief presentation, we'll talk about why we developed the Detox and how you can use the Detox materials to support your teaching practice, especially in view of the emergent provincial Critical Digital Literacies framework.

(1) Sustainable and Innovative Practice

Faculty will soon be called on to enact the principles of the Critical Digital Literacies framework in their classroom practice, and this session shares resources for innovating practice in this way.

Tanya Manning Lewis

An Inquiry into the Ethics of Care Approach in a Graduate Program

The growing number of international students at Thompson Rivers University calls for a culture of kindness, especially for students facing unique challenges. As a racialized faculty, I practice an ethic of care in my classes through daily 10-15-minute check-ins, which has served as a platform for students, many of whom are new to Canada, to share their joys, challenges, and triumphs. Through collective support, this approach has proven cathartic for students navigating the complexities of higher education in a foreign land. Numerous student evaluations over the years have highlighted the significant impact of this practice on their mental well-being, prompting a critical examination of its prevalence in academia.

Given students' responses, I often wondered to what extent the adoption of an ethics of care lens in teaching practices is a common phenomenon among faculty in higher education. Secondly, if not widely practiced, what barriers hinder incorporating an ethic of care into teaching methodologies? I also contemplate if I am giving too much of myself, as a few colleagues have warned.

The proposed session aims to unpack these questions and the transformative impact of an ethics of care approach on students' academic experiences. I hope to engage attendees in dialogue on their ethics of care practices and provide a platform for collaborative discussions on strategies to overcome barriers and encourage widespread adoption of an ethic of care in higher education.

Keywords: Ethics of care; international graduates; student well-being; impact

(3) Empowering Diverse Voices

30 MINUTE SESSIONS

Hilary Schmidt

"I can do this!": Leveraging the Expertise of Learners Who Have Survived Complex Trauma

This session explores trauma-informed educational practices through a critical lens, highlighting the absence of traumatized learners' voices and perspectives in most discussions of trauma-informed educational practice. Participants will discuss their own perceptions and understandings of trauma, complex trauma, and their downstream effects on learners, as well as the meaning and purpose of trauma-informed educational practices. Perspectives of postsecondary learners who have survived complex trauma will be shared, and participants will consider how to leverage these learners' expertise in their own trauma-informed educational practice.

(3) Empowering Diverse Voices

This session highlights the often unheard voices of traumatized learners and the importance of recognizing these learners' expertise. The structure and content of the session support and encourage relationship building and empowerment.

Jim Hu, Anna Li

Analyzing First-Year University Student Plagiarism Cases

Plagiarism is serious among first-year Canadian university students. At TRU, first-year students have consistently committed more academic integrity offenses than upper-level students (TRU AIC, 2023). However, studies of first-year student plagiarism are scarce (Eaton & Burns, 2018). This study fills the gap. The research questions are 1) what forms of plagiarism are the most prevalent among first-year students, 2) why the students plagiarize, and 3) what measures institutions and faculty can take to prevent plagiarism. The study utilized document analysis of 111 first-year plagiarism cases reported at TRU during 2021-2022 and 2022-2023. Plagiarism can be categorized as a) complete plagiarism, b) direct plagiarism, and c) indirect plagiarism. The study found ESL students accounted for most plagiarism cases and that while a few were complete plagiarism, by far the majority involved direct plagiarism of one or more online sources. Furthermore, most student responses to the allegations cited academic challenges resulting in unintentional

plagiarism. The findings indicate many first-year ESL students do not fully understand plagiarism (Eaton et al, 2023; Hu & Yu, 2023). The researchers recommend universities provide well-designed mandatory modules and teacher-facilitated practices for first-year students (Owen & White,2013). Session participants are encouraged to share questions and views on plagiarism and leave with an understanding of student challenges and teaching strategies.

(4) Openness

The presentation advocates educative and preventative, rather than punitive and reactive, approaches to student plagiarism involving the Internet, and therefore, represents kindness in university-student and teacher-student relationships.

Ken Monroe, Verena Roberts, Hillary Schmidt

Bring AI into teaching and learning practice

The use of artificial intelligence (AI) has arrived in society and on campus, and it will only become more pervasive in the years ahead. This introductory session will touch on current issues and research in the use of generative AI tools in education. Participants will both engage with and have the opportunity to analyze a learning activity design that incorporates generative AI tools. By the end of this session, participants will be able to integrate a simple AI-powered activity into their teaching practice and be directed to resources for further consideration.

(1) Sustainable and Innovative Practice

Use of generative AI models such as ChatGPT have dominated the conversation in higher education and society in the past year. This session will provide insights and examples to faculty so they can use this important tool in their teaching practice.

Dr. Jenna Woodrow, Dr. Heather MacLeod, Dr. Nicholas Hrynyk, Dr. Jiyoung Lee-An, Crystal Huscroft, Jenna Goddard

Building Community in First Year: A First Year Arts Student and Faculty Cohort

"If feeling comfortable, valued, and part of a community is integral to inclusion and equity and impacts both quality of learning and student persistence, integrating social and academic experiences is a critical consideration for post-secondary educators (Davis et al., 2019; NSSE, 2020). Certainly, student retention interventions can improve students' sense of belonging (BrckaLorenz, Kinzie, & Lofton, 2020). Building and maintaining relationships characterized by kindness in higher education is just one such intervention: rethinking and redesigning our classrooms, teaching practices, curriculum, and assessment to foster community, meaningfully honour Truth and Reconciliation commitments (10.iii, 45.i, 63.iii), and integrate alternate ways of learning and knowing are all foundational to the Arts Cohort Project.

The Arts Cohort Project specifically seeks to reduce attrition rates after first year, as identified in IPE's TRU Student Pathways project; reduce achievement gaps among Arts students by implementing inclusive and anti-oppressive pedagogies and addressing students' diverse needs and circumstances; honour our Truth and Reconciliation commitments through pedagogical integration of Indigenous ways of knowing and engagement with Elders; and significantly increase students' sense of belonging and inclusion in their first-year academic life at TRU by creating a collaborative learning cohort community.

This roundtable discussion will centre on the Faculty of Arts Cohort Project as one model of creating a community of learners. Participants will be introduced to key project members' vision for the project's first year and offered the opportunities for discussion and questions around the project's objectives:

- Developing and delivering sustainable and innovative learning activities in the first year;
- Creating space for intentional, collaborative reflection;
- Transforming teaching and learning practices across multiple programs and departments in first year;
- Identifying and building partnership models and pathways for community engagement and for the incorporation of Indigenous perspectives, knowledge, histories, and ways of knowing into TRU courses;
- Creating new, enhanced, and expanded opportunities for interdisciplinary learning.

BrckaLorenz, A., Kinzie, J., & Lofton, C. (2020, December 1). Do your students feel they belong? [Webinar]. NSSE.https://nsse.indiana.edu/research/annual-results/2020/belonging-story/index.html

Davis, G., Hanzsek-Brill, M. B., Petzold, M. C., Robinson, D. H. (2019). Students' sense of belonging: The development of a predictive retention model. Journal of the Scholarship of Teaching and Learning, 19(1), 117-127.https://doi.org/10.14434/josotl.v19i1.26787"

(1) Sustainable and Innovative Practice

We are interested in how intentional "interventions" or innovative teaching and learning practices in this Cohort program grow social and academic connectedness, encourage faculty and students to critically reflect on traditional academic spaces and practices in terms of how they include/exclude students socially and academically, and measure the extent these interventions impact achievement gaps and student retention.

Heather Simeney MacLeod

But I Don't Want to Go Outside or Sit in a Circle: Indigenizing and Decolonizing Curriculum

My intent in this paper is to contribute to the foundation of Indigenous pedagogies and methods of decolonizing course content while relying upon concrete applications. It may be difficult for many instructors working in higher education to understand the compartmentalizing nature of prevalent Western ways of knowing and being, which are in conflict with, for example, Indigenous pedagogical practices, which normally accentuate teaching and learning as engaged in community, location, and perspective (Tessaro et al, 2018; Cajete, 1994; Hall, 1976). My paper proposes concrete avenues towards decolonizing and indigenizing course content. Indeed, implementing decolonizing and indigenizing strategies within curriculum appears to incite anxiety in many instructors. By examining these contested terms and suggesting concrete methods of introducing and integrating marginalized materials and voices within curriculum, my paper suggests decolonizing and indigenizing course content may offer holistic perspectives, tactics, and practices, which could be useful in higher education.

(2) Indigenizing Praxis

By proposing concrete examples to Indigenous and decolonizing teaching practices, my paper seeks to make concrete these contested terms and offer methods of using tactics and practices to consider within higher education curriculum.

Maggie Shamro

Creating a Trauma-Informed Classroom Environment

Education is a key sector where the principles of Trauma-Informed Practice can be brought to life. Trauma-Informed Practice is a strengths-based framework that is grounded in an awareness of and responsiveness to the impact of trauma (Government of British Columbia, 2023). This approach creates a safe and inclusive environment for everyone and makes space for trauma survivors to regain a sense of control and empowerment. In a classroom setting, Trauma-Informed Practice helps to foster strong teacher-student relationships and an environment that is more conducive to learning. Since the resources and guides available for Trauma-Informed Practice often focus on healthcare and child and family services, educators may not always have a practical sense of how to enact this in the classroom setting, even if they understand the principles of Trauma-Informed Practice themselves. As such, during this presentation, participants will explore the principles of Trauma-Informed Practice and will reflect on teaching and classroom management strategies that can embed Trauma-Informed Practice in the university classroom environment.

Government of British Columbia. (2023). Trauma-Informed Practice (TIP) " Resources. https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/trauma-informed-practice-resources"

(4) Openness

This presentation will equip participants with suggestions and strategies for creating an open, empowering, safe, and trauma-informed environment for their learners.

Christie Fraser

Decolonized Assessment: The Story of a Quiz

In this presentation I will tell the story of how my classic "quiz" assessment evolved into something inclusive, decolonized, and Indigenous. This 30-minute session will involve storytelling, audience participation, time for questions, and a take-away for participants. Attendees will learn new ways to think about assessment in their practice and what it means to know and show learning. They will also learn how even the most traditional of assessments can be reconsidered to acknowledge the diversity of learners and learning in a classroom, how assessment can be approached with equity in mind, and how by doing so, all students in a class can feel a sense of inclusion and success.

(3) Empowering Diverse Voices

I will be discussing how traditional assessment practices can evolve to meaningful include the diversity of students in a classroom using a classic "quiz" for example, by acknowledging the multiple ways they can know and show learning.

Franklin Sayre, Cheryl Gladu, Twyla Exner

Embracing Surrealism to Build Stranger Collaborations: The Academic Exquisite Corpse Game

In this active learning session participants will complete multiple iterations of a simple and fun activity (the "Academic Exquisite Corpse" game) meant to break silos and encourage new collaborations and creative thinking. The activity is based on the drawing game originally used by surrealist artists to achieve stranger and less predictable artistic results; in the "academic" version participants will each fill out one section of a worksheet (Problem/Question, Collaborations/Communities, and Resources/Methods) before concealing their work and handing it to another participant. The randomness ensures that the combinations are free of existing ways of thinking and that the results are strange, unpredictable, and often compelling.

(1) Sustainable and Innovative Practice

This session addresses relationships in higher education through an innovative practice that encourages developing novel collaborations between disciples and communities and kindness through the serious work of being silly together.

Daniel Tieu, Dr. Jim Hu

Enhancing Adult ESL/EFL Learners Engagement with Personalized ChatGPT-Integrated Lesson Plans

For decades, the effectiveness of English-as-a-second-language (ESL) and English-as-a-foreign-language (EFL) teaching has been limited by a lack of relevance between textbooks and learners' real lives, which causes a decline in learners' engagement and motivation. Thanks to the recent advancements in AI technology, notably ChatGPT, a novel approach to this issue has emerged which promises a revolution in how languages are taught and learned. Despite ongoing debates regarding ethical concerns and possible fabrication and AI abilities to handle complex and abstract concepts, research shows that this new tool can be a powerful assistant for educators if utilized properly. In this session, the presenters discuss several ways to effectively integrate ChatGPT into lesson planning, providing personalized multimodal learning materials for ESL/EFL learners. By inputting students' information such as the proficiency level, learning objectives, age group, and interests, ESL/EFL teachers will be able to craft authentic dialogues, reading passages, writing prompts, and multimodal resources that are tailored to learners' needs. By so doing, teachers can ensure to make language learning a more relevant, engaging, and exciting experience for students. The presenters also share advice for overcoming AI drawbacks and avoiding AI for certain language tasks. Session participants leave with an exciting understanding of the benefits and pitfalls of this new approach.   (

4) Openness

This proposal aligns with the theme of openness as it advocates a mindful embracement of new technology in ESL/EFL teaching. Specifically, it promotes a more inclusive, accessible, and personalized approach to language learning.

Christina Cederlof, Carolyn Ives, Cheryl Gladu, Stirling Prentice, and Bridget Orsetti

Fostering Resilience: Appreciative Inquiry & Appreciative Resilience Practices in the Classroom

Appreciative inquiry (AI) is a strengths-based approach that encourages us to look at what is working instead of what isn't (Cockell & McArthur-Blair, 2012). It seeks to notice and nurture positive behaviours in individuals or elements within a system. Connected to & based on AI, appreciative resilience (AR) encourages us to forgive failures (our own and/or those of others) to move towards hope and find a way forward through challenges (Cockell & McArthur-Blair, 2018). In this session, we will share classroom strategies based on AI and AR principles that we are currently incorporating in our teaching practices to foster community, resilience, and well-being in learners" and to encourage deep student learning. Participants will be invited to explore those same principles of AI and AR as a theoretical model to incorporate into their own teaching practice.

In addition, we have co-created a community of practice around appreciative inquiry and appreciative resilience, and participants will learn more about this community and how it can help them adopt and adapt AI and AR strategies into their own classrooms.

References:

Cockell, J., & McArthur-Blair, J. (2012). Appreciative inquiry in higher education: A transformative force. John Wiley & Sons.

Cockell, J., & McArthur-Blair, J. (2018). Building resilience with appreciative inquiry: A leadership journey through hope, despair, and forgiveness. Berrett-Koehler."

(1) Sustainable and Innovative Practice

We incorporate appreciative inquiry / appreciative resilience methods to build our students' capacity for self-empathy and creativity. Addressing the conference theme we ask ourselves & our students to be kinder, experiment, and build relationships.

Dr. Ben Mitchell

Gaming the System: Gaming and Relational Literacy

"Video gaming is a kind of literacy, and one that has a proven effect on other kinds of literacies, such as cultural, technological, and media literacy as well as design thinking. As educators, it is important to understand what literacies or reading practices students are already bringing into the classroom in order to teach from a place that recognizes students' strengths and supports their interests. This is particularly the case for many neurodivergent learners, especially those who are autistic and/or ADHD, for whom gaming often provides a valuable and accessible sphere of agency, engagement, achievement, and self-expression.

At the same time, a simple gamification approach to education risks instrumentalizing away the very things that make gaming so appealing, in what is sometimes described as the chocolate covered broccoli effect. Worse, a gaming-as-unidirectional-intervention approach, which has been particularly prevalent in the medical discourse of the past several years, risks uncritically reinscribing stigmatizing, over-simplified, and outright manipulative practices (the medical or educational equivalent of Gacha games).

Instead, an engagement with game-based literacies should be based on the core relationality at the centre of education itself, involving an open-endedness and meaningful interactivity that allows for the development of a student's sense of agency, engagement, achievement, and self-expression."

(3) Empowering Diverse Voices

This talk focuses on neurodivergent students in the context of video game literacies and game-based learning, and how the concepts of relationality and agency derived from video games in education can further support a community of learners

Christine Miller

In-Community Programming: Taking Learning to the Learners

"Recently there has been an increase in rural/remote and Indigenous groups asking for upgrading courses to be delivered in a way that allows students to study in their home communities.

The UEPrep Department has been delivering upgrading courses in collaboration with satellite campuses and local Indigenous groups to help individuals obtain their adult graduation diploma and prepare for future post-secondary education and programming.

Delivering educational programming in rural and remote communities is a critical part of inclusion and equity in educational opportunities, honoring Truth and Reconciliation, and in enacting community mindedness.

In this session, there will be a description of the in-community programming that has taken place over the last 5 years, common ""pinch-points"" and discussion of best practices learned through trial and error."

(1) Sustainable and Innovative Practice

Providing opportunities for students to participate in learning in their home communities provides stability for income, family and housing.

Natasha Ramroop Singh

Incorporating Indigenous Knowledge and Ways into Science Curriculum - Barriers and Opportunities

"In April 2019, TRU's Institutional Learning Outcomes (ILOs) model was approved for implementation by all TRU programs. This model comprises of four themes, once of which is ""Local-to-Global"", which encompasses the ILOs of Intercultural Awareness and Indigenous Knowledges and Ways. It is therefore important for Faculty to consider adjusting course content where possible, to incorporate material which speaks to these aforementioned ILOs, whilst taking into consideration both program and course learning outcomes. This can be a challenging endeavor, especially within science programs.

Rooted in different worldviews, Indigenous and Western Science are not easy to combine, and it may not be desirable to meld the two. Each knowledge system is legitimate in its own right. The two kinds of knowledge may be pursued separately but in parallel, enriching one another as needed (Berkes, 2012).

Systems need to be put in place at TRU, to assist Faculty in this venture. Whilst institutionally, the Indigenization of curriculum is promoted, there is a perceived lack of support from key persons who are able to open doors and facilitate the conversations necessary to form connections with indigenous researchers and scholars, both on and off campus."

(2) Indigenizing Praxis

This proposal connects to the sub- theme of "Indigenizing Praxis" as it seeks to address barriers that many faculty face at TRU, when attempting to make the connections necessary to obtain relevant information towards Indigenization of curriculum.

Brenna Clarke Gray, Dani Collins, Marie Bartlett

Introducing the TRU Open Press

The TRU Open Press aims to be your first choice for scholarly publications and support for open education projects. We can help you develop an open textbook, establish a new open classroom practice or project, or outline an open knowledge mobilization plan for a grant application. In addition, we can support practicum placements, co-op roles, research assistantships, and other opportunities for students. Please join Dani Collins (Publication Manager) and Marie Bartlett and Brenna Clarke Gray (Project Leads) to learn about publication opportunities with the TRU Open Press. In this session, we will:

- showcase the first completed projects from the TRU Open Press;
- explain why you should pursue open publication strategies;
- share details about the TRU Open Press proposal process;
- answer any questions you might have about potential TRU Open Press projects; and
- · - explore the production processes for developing OER, open pedagogy projects, knowledge mobilization plans, and more."

(4) Openness   The TRU Open Press is an open-first publisher.

Karolyn Hendra

It's About Relationship: A Reflective Journey on Indigenization

According to the Truth & Reconciliation Commission of Canada, reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country (p. 6)

Decolonization requires the inclusion of Indigenous worldviews, ways of teaching and learning, and integral inclusion of knowledge keepers in the curriculum and classroom. Participants will hear the story of one journey toward Indigenizing curriculum, establishing and fostering a reciprocal relationship, responsibility through participation and mutual trust, and a commitment to learning and teaching holistically."

(2) Indigenizing Praxis The presentation is the story of how an ongoing relationship between and Indigenous Knowledge Keeper and faculty and students in the School of Education- Early Childhood Education program is transforming how we learn together.

Dr Hilda Freimuth, Michaila Robinson, Andrea Yu, Cassidy Jean, Dr. Jason Brown

Kindness through Service: A Vietnam Field School Experience

This session will highlight the student and teacher experiences of December 2023's TESOL Vietnam Field School. It will focus on the service activities the cohort engaged in and the relationships built along the way. The session will come alive through storytelling, pictures, and videos from Vietnam.

(1) Sustainable and Innovative Practice

This presentation focuses on two themes: innovative practice and empowering diverse voices. The TESOL Field School is unique in Canada (to our knowledge) in the field of TESOL teacher training, and this presentation is created by the TESOL students.

Leanne Mihalicz, Anusha Venkataraman, Sarah Gibson

Openness in Teaching: Integrating Research in Undergraduate Programs through diverse collaborations

Undergraduate research experiences have emerged as high-impact practices, offering numerous benefits for students. These advantages encompass heightened critical thinking, opportunities for experiential learning, improved academic performance, and increased retention rates within undergraduate programs.

This presentation will explore insights from two research showcases conducted by undergraduate students, guided by their professor and instructors. The faculty and students through a panel discussion will share experiences from a second-year physics and engineering course and multidisciplinary co-operative education classes. The culmination of their efforts materialized in poster presentations at a campus-wide exhibition, providing a platform for receiving constructive feedback from peers, faculty, and industry experts. The TRU Research Coach program created opportunities for collaboration, empowering undergraduate students to research topics and methodologies.

(4) Openness

This research projects and exhibitions serve as an example of the benefits of integrating openness into teaching practices, encouraging increased student engagement, creativity, and collaboration.

Dr. Robin Westland, Twyla Exner

Pedagogies of Community Engagement and Empowerment

Community Engagement and Empowerment is an ongoing interdisciplinary collaborative research and pedagogical approach framed in empowering geographical theory and explored through community engaged visual arts practices. This project grew out of a partnership in the Winter 2023 semester between the visual art course, Making Art with Community, and the geography course, Empowering Geographies. In the Winter 2023 semester the partnership also included the Kamloops Food Policy Council as a community collaborator. The goal of this long-term interdisciplinary pedagogical project is to use collaborative creative praxis to explore the interface between community engagement, creative pedagogies, geography, and visual art through the following research questions: How can we connect to and with community through the sharing of histories, stories, and place relationships? How can we empower those with repressed voices through connections around place and through art making? How can we use community

engagement, art and geographical theory to support innovative student learning opportunities? In our presentation, we will share some of the processes, outcomes and lessons learned from the first iteration of this interdisciplinary, community-engaged, pedagogical collaboration. As feminist-minded and relationally-focused individuals, our intention with this presentation is also to seek ongoing feedback and dialogue with session participants as a co-learning/co-teaching opportunity for all.

(3) Empowering Diverse Voices

The focus of our work is on empowering voices, including those of the community, students, and more-than-humans (through art and creative practices). This pedagogical research approach requires kindness, flexibility, trust-building and space-holding.

Andrea Brassard, Jay Goddard

Playback Theater: Embodied Reflective Listening in Action

"The Feet First Playback Theatre Troupe would like to request a 60 minute session. The Troupe consists of Faculty (Jay Goddard, Dian Henderson, Andrea Brassard), Students and Community members. We would begin with a 30 minute demonstration of Playback Theatre Short Forms (which focus on in the moment emotional experience of the group) followed by a 30 minute Q. & A. on the applications of Playback Theatre in Learning and research. This is a form that can Empower Diverse Voices and contribute to Indigenizing practice as a community-oriented and story-based practice.

Playback Theatre is a form that teaches and demonstrates deep listening and communication in a group through our attention to each other and reflection in action. The Stories that are told and performed represent the communication in the group and the collaborative ethos/performance that emerges represents the state of the group in the moment.

The process can be analyzed through multiple lenses including social and emotional learning/development, group dynamics and process, therapeutic potential, heuristic and autoethnographic learning and research.

Our behavior in action is a practical demonstration of embodied/procedural knowledge. We are what we do and how we are and Playback Theatre allows us to witness and gain perspective on ourselves and each other, facilitating self/group awareness and communication."

(3) Empowering Diverse Voices

Playback Theatre a powerful way to develop, measure, and experience group process.

Jessica Allingham, Brenda Smith, Michelle Harrison

UN Sustainable Development Goals Fellowship UN-covered

"The United Nations Sustainable Developmental Goals (UN-SDGs) identify 17 important themes with measurable targets and actions that aim for peace and prosperity for the people and the planet, now and into the future.1 The UN member nations work in a global partnership towards achieving the set outcomes by 2030.1 TRU is part of an Open Education Global award-winning international fellowship program that pairs faculty from different institutions and disciplines to create open pedagogy-based assignments that address the UN SDGs.2 TRU has had several faculty members go through the fellowship program since its inception in 2020. This presentation highlights the experience of some

of these fellows. It also provides examples of assignments developed throughout the fellowship and the student perspective of these assignments with the hope of bringing exposure to this wonderful opportunity.

References:

1.　　　The 17 Goals. United Nations. https://sdgs.un.org/goals (Accessed January 2, 2024)

2.　　　UNSDG Fellowship. Open Education at TRU. https://oewg.trubox.ca/unsdg-fellowship/ (Accessed January 2, 2024)"

(1) Sustainable and Innovative Practice

This fellowship focuses on developing innovative assessments that integrate the United Nations Sustainable Development Goals and open pedagogy.

Arleigh Bell

Understanding Indigenous Health Concepts Using Indigenous Art Analysis

"The impact of Indigenous Health can be complex for first year nursing students to comprehend. Within the Health and Health Promotion Course, students are guided into dialogue using a basic introduction to Indigenous health in the classroom following completion of the 4 Seasons of Reconciliation modules. In the past, many first-year students self-identified they had not thought about the impacts on Indigenous Peoples within health care. With this in mind, the Indigenous Art Analysis Assignment was created.

The objective of this assignment was to encourage first-year nursing student to explore the connection between Indigenous art and concepts related to Indigenous Health. By analyzing a provided picture of Indigenous art, student applied course concepts such as Indigenous health, determinants of health, primary health care, health promotion, epidemiology and disease prevention, cultural safety, and health behavior change. Learners examined the picture of Indigenous Art, noting its visual elements, symbolism, and any cultural or historical context that could be inferred from the artwork.

Participants attending this presentation will be provided with an opportunity for open dialogue regarding interpretation of the Indigenous Art picture using a health promotion lens and will hear firsthand the student learning which occurred from this assignment."

(2) Indigenizing Praxis

Indigenous art analysis supported the understanding of Indigenous Health concerns which encouraged learners to apply course knowledge from their perspective and receive credit for their way of knowing, building community and cultural awareness.

Amy McLay Paterson, Elizabeth Rennie, Stephanie Brown, Stirling Prentice, Dr. Ben Mitchell

More than just ELIP Service: The Successes and Hurdles of Transforming an Information Literacy Program

Information literacy skills are essential to undergraduate student success, yet this aspect of student development is chronically underserved by most post-secondary institutions. In response, TRU Library is attempting to transform our information literacy program to create more space and time to teach the research skills at the core of library learning

outcomes. The English 1100 Library Instruction Pilot (ELIP) project was developed as a Library-English department collaboration, with the goal of expanding library instruction to support student success and belonging. This project demonstrated the value of multiple-session information literacy instruction over traditional one-shot classroom visits. However, the pilot faced many challenges, and its successes may not be enough to ensure its continuation. These challenges highlight the structural barriers facing integrated information literacy instruction despite their tangible positive impact on student outcomes. Participants in this session will learn about the ELIP program, including early assessment results from the project, and we will discuss various complications to sustaining positive change.

(1) Sustainable and Innovative Practice

This proposal resonates with the TPC themes by stressing the importance of iterative and responsive thinking to the teaching process. While novel approaches to Information Literacy instruction can bridge gaps in student learning, sustainable solutions must consider the complex intersections of student needs, faculty goals, and structural realities.

Rashmin Keshwani, Bhavna Bhola, Hind Namili, Sheetal Nair, Naushin Tarannum, Viduruvani Ihalagama, Joe Dobson, Tanya Manning-Lewis

Cultivating Kindness, Respect and Growth in a Graduate Support Centre

Kindness and respect in higher education are often lauded but not necessarily given the much-needed time to be nurtured among faculty, staff, and students. This panel aims to foster critical dialogue on the transformative power of kindness and respect in the Graduate Student Success Centre, a support centre for graduate students in education, a dedicated space for Master in Education Graduate Teaching Assistants (GTA) to support their peers in their graduate journey. Our panel will include several GTAs and two facilitators who will share first-hand experiences of how the center has become a nurturing hub, cultivating a culture of kindness and respect and generating an uplifting and inclusive space for all. The GTAs will offer insights into how the Centre has developed their academic and peer mentoring skills through offering writing support, developing and presenting workshops, and becoming student leaders. They will further share their journeys in developing intercultural skills that have contributed to creating a diverse, inclusive, supportive, kind, and respectful environment where they all thrive as GTAs.The panellists will provide attendees with invaluable insights into the processes involved in developing a support centre and the lasting impact on student and, ultimately, faculty success. It is hoped that, at the end of this panel discussion, attendees will see the value of cultivating a supportive environment that contributes to the holistic development of students.

(3) Empowering Diverse Voices

This presentation reflects the true nature of empowering diverse voices as the Success Centre is a hub for international students across the globe. The six GTAs who will share their academic journey in the Centre come from five countries.

Tanya Pawliuk

Openness, flexibility and kindness in Human Service Practice Education

"The three qualities of an effective interpersonal communicator are openness, flexibility, and kindness" (Fujishin, 2020, p. 17), and it is with these qualities that I have grounded our human service introduction to interpersonal communication in HUMS and EACS practice (HUMS 1540 and EDCS 1540). In emphasizing these qualities for self and others, my

hope is to establish a courageous learner-centred environment where students feel empowered to engage authentically in learning relationships with faculty and fellow students as this is identified as a condition for transformative learning (Cranston and Carusetta's 2004).

In this session, participants are invited to experience how positioning openness, flexibility and kindness for self and others—as learners and practitioners—is foundational to interpersonal communication. Participants are also invited to consider their own opportunities to nurture authentic relationships for the potential of transformative learning experiences. "

(4) Openness

This session related directly to the overall topic of relationships and kindness. The sub-topics are further addressed within the presentation with a special focus on the role of openness in interpersonal communication.

POSTERS IN PERSON

Peter Smoczynski

A Kinder, Easier Approach to Calculus: Linearization-Based Calculus.

Every year, an estimated tens of thousands of students in Canada, many of whom do not have a strong interest in mathematics, enroll in introductory calculus courses. These traditional courses often require students to grasp concepts such as limits and continuity, which find little to no application in non-mathematical fields. This presentation introduces a simpler, more intuitive cornerstone of calculus: linearization.

A new definition of the derivative, based on the concept of linearization, will be presented. This approach simplifies the understanding of the derivative concept and significantly reduces the complexity of a typical calculus course by 5% to 30%. By eliminating the need for teaching limits and continuity, educators can allocate more time to teaching practical applications, convexity, and extrema.

The approach does not impose any restrictions on the breadth or scope of applications, nor does it affect the presentation of convexity and optimization. During the presentation, attendees will be asked to present arguments for maintaining limits and continuity in calculus syllabi for non-math students. Any feedback received will be used to further refine this proposal, with the ultimate goal of making calculus more accessible and less intimidating for non-math majors.

(1) Sustainable and Innovative Practice

Introducing an accessible method of teaching calculus, aligning with the 20th Colloquium's themes. This innovative approach diverges from traditional methods, embodying kindness in education, and making calculus easier for all.

Leanne Mihalicz and Sarah Gibson

Empowering Diverse Voices: A TRU Research Coach Project on Imposter Syndrome in Cooperative Education

"Empowering Diverse Voices through Employer Networking and Dialogue on Imposter Syndrome: A TRU Research Coach Project in Cooperative Education

Often, students in co-op work terms describe feelings of imposter syndrome related to their role, performance, and career trajectory. By engaging and creating a dialogue on this topic, students began to normalize feelings of confidence versus competence, becoming more self-aware and better prepared for their careers. Students researched the topic through readings such as **Think Again** by Adam Grant and developed focus group questions for an employer networking event. This presentation will share how a TRU Research Coach project was integrated into two Career Management courses."

(3) Empowering Diverse Voices

Empowering Diverse Voices through Employer Networking and Dialogue to increase awareness, confidence, and self-efficacy as students navigate their career development.

Anusha Venkataraman

Empowering Diverse Voices: Unveiling the Origins and Impact of KIS Youth Summer Science Camp

"In 2021, Kamloops Immigrant Services (KIS) collaborated with the Faculty of Science, Thompson Rivers University (TRU) to launch a youth summer science camp. The primary objective of this initiative was to connect participants with their community through microbiology, peer interactions, and experiential learning. Building on its success, the 2023 summer camp introduced nanotechnology and physics, enhancing the experience for participants, and encouraging newcomers to delve deeper into self-discovery and explore their surrounding environment.

The authors aim to show how our team's diverse voices, backgrounds, goals, motivations, and ongoing commitment to the annual KIS Youth Summer Science Camp align with the Empowering Diverse Voices sub-theme of the 2024 TRU TPC. Presenting camp activities, participant demographics, and teams via PowerPoint presentation and individual stories will solidify how diverse voices foster a community of care, curiosity, and lifelong learning, enhancing belonging for Canada's refugees and newcomers in Kamloops.

Our dedication forms the basis for a community valuing and integrating diversity into every program facet. The impact extends beyond the camp, creating an inclusive space for sharing experiences. Our goal is to build lasting connections, fostering support, enhancing the welcoming environment for refugees and newcomers in Kamloops. We aim to empower diverse voices, ensuring our community is a place of care, curiosity, and lifelong learning"

(3) Empowering Diverse Voices

Our presentation on the sub-theme 'Empowering Diverse Voices' will focus on inclusivity, highlight unique perspectives, and cultivate a community of care and lifelong learning.

Patricia MacNeill and Shari Caputo

How to teach nursing students about climate change to influence change in the healthcare setting

Leffers, et al (2017) report that students and practising nurses lack knowledge about the health impacts of climate change and stress the importance of addressing this gap through education. Current nursing students will work in a time where climate change will likely be a significant threat to the world's population, highlighting the importance of education on this topic to prevent and decrease the associated health risk (Tuna et al., 2022). Álvarez-Nieto (2022) supports incorporating climate change in nursing curricula for several reasons:

- Nurses are 60% of the global healthcare population
- Nurses are trusted and often first point of contact for patients
- Nurses work with vulnerable populations most at risk of health effects from climate change

Scenario-based learning, with the use of case studies, simulation, and role playing are ideas that faculty can use within many different courses to support and improve the readiness of the graduating nurse in such a complex time. For this poster presentation, we will present assignments used for third-year nursing courses that highlighted aspects of climate change and health. The assignments were used in both a health science and global health course and allowed the students the opportunity to increase their knowledge and critical thinking about the impact of the environment and disease process.

References Available Upon Request.

(1) Sustainable and Innovative Practice

Our theme contributes to increasing awareness to improve environmental sustainability practices in healthcare practice, along with presenting innovative educational strategies for nursing education.

Olubukola Osuntade

Impact of Immigration Policy Changes on International University Students in British Columbia

Policy is a deliberate system of guidelines to guide decision and achieve natural outcomes. Changes in immigration policies have been a persistent challenge that most international university students face. They encounter discriminations and suffer limitations to access of resources going through immigration pathways (Government of Canada, 2014). This paper examines the effects of policy reforms on the productivity of international students and possible solutions to mitigate the adverse effects. The research will review at least ten peer review articles arranging them in themes and sub-themes that are relevant to the topic. The literature review revealed that the international university students are unable to keep up with recent policy changes and the effect on their living conditions. Most of the barriers for the students come from lack of information, marginalization, limited access to useful resources, hesitation from Canadian employers in hiring them. This review concluded that the best immigrants are international university students since they boost the nation's economy, however, new rules and policies reduce their productivity. It is therefore recommended that; policy

reforms should be flexible to accommodate the needs of international university students. This will translate to Canada being an attractive country to study and there will be retention of best brains from all over to work in.

(3) Empowering Diverse Voices

By studying the impact of immigration policies on access to education, policymakers can identify areas where improvements can be made to enhance inclusivity and diversity of international students, their voices will be heard and included in policies.

Leanne Mihalicz

Navigating the Software Engineering Landscape: A Career Mentorship Program for Academic-to-Industry

"In the ever-evolving field of software engineering, students navigating the transition from academia to industry encounter distinct challenges. The significance of this shift is emphasized by the mandatory co-operative education (co-op) program for software engineering students at Thompson Rivers University. While students who have successfully completed their co-op often fondly refer to it as a 'gift,' the prospect of securing a position during the third year introduces a significant layer of stress for those who have yet to apply as part of the mandatory requirement for their program.

To address these multifaceted challenges and better equip students for this significant transition, Co-op and Software Engineering faculty have collaborated with industry professionals to develop a career mentorship program to guide students through the complexities of the software engineering industry and provide them with the necessary skills for successful co-op work terms and emphasizing the importance of cultivating a mindset geared toward professional engineering.

Students have been asked to complete a pre-questionnaire to assess the program's effectiveness. Following the conclusion of the program, students will then be invited to fill out a post-questionnaire to provide feedback on their overall experience and the impact of the mentorship series.

During this presentation we will highlight research findings and discuss implications for future programming int mentorship."

(1) Sustainable and Innovative Practice

This multidisciplinary collaboration and research by co-operative education and software engineering faculty will impact future planning for the first mandatory co-operative education program at TRU.

Melanie Latham

Student Resources for Inclusive Poster Design

Poster design assessments challenge students to consider how to concisely and effectively present their information or research findings in a visual and inclusive way. But, how can students be supported with this kind of assessment to maximize their efficiency and creativity?

Join Melanie and Jamie from the Learning Technology and Innovation (LT&I) team to learn about newly developed resources that can support students with inclusive poster design. The resources are integrated in an open website that can be accompanied with a class visit. They have been designed in a general way to be used in different classes across different contexts. The goal is to present students with research-informed practices in a concise way that supports inclusive and accessible poster design.

In this session, attendees will learn about the background of these resources, preview the resources that are available, and describe why inclusive design principles are important to consider in poster design. Attendees will also be able to view and interact with the printed exemplar posters (both effective and ineffective) so they can see the design and accessibility principles in action. Attendees will be encouraged to share their feedback and discuss the possibility of future implementation in their own classrooms or settings."

(1) Sustainable and Innovative Practice

The resources in our proposal are open, reusable, and digital and were developed with longevity and multi-use in mind. They feature foundational design and accessibility principles that can be applied in classrooms across different fields.

Catherine Tatarniuk

Tech Stewardship Microcredential: Supporting the journey to shape technology for the benefit of all in Post-Secondary Courses

We all have the potential to shape the development of technology towards more positive societal impact. Tech stewardship is a professional identity, orientation and practice that supports us to find opportunities within our day-to-day work to help us in our journeys to bend the arc of technology towards good. It is a practice that can support all of us, no matter our area of work, to begin to be the difference that we want to see in the world. Currently, tech stewards can earn a micro-credential to recognize their learning and efforts towards becoming a better tech steward. This micro-credential is a flexible 12-week online course. Educators around the world have been providing the tech stewardship micro-credential, in full or in part, to their students as an opportunity to jump-start their tech stewardship journey and to link it with course learning outcomes.

This presentation will explore how the Tech Stewardship micro-credential or its components can be implemented into a post-secondary course. Specially, examples of its use in different course curriculum will be presented. A thorough examination of how the micro-credential was implemented in a course at Thompson Rivers University: ENGR 3300: Engineering Professional Ethics will be presented.

At the end of the presentation, the audience will be asked to reflect on different ways that they see tech stewardship could be beneficially implemented in their current areas of practice. A roundtable will follow."

(1) Sustainable and Innovative Practice

Tech Stewardship helps us to strengthen our relationship with the world we live in, with nature, and with other human beings. It encourages us to find ways to be kind to our world and to exam how we may inadvertently be doing the opposite.

Guillermo Matias Benedit

Universities Rankings and Quality of Education

Universities rankings were created to compare the quality of those institutions and to provide information for interested parties such as potential students, governments, and universities themselves. Despite their usefulness, the bases on which rankings are built have been criticized in several studies. One of the most significant aspects considered by rankings is research conducted by universities, its publication and citations. Given the extended use of English language in international communications, said consideration affects the ranking position of universities from non-English speaking countries. This paper uses a qualitative literary review to find the importance and significance of the usage of languages other than English to publish research as a limitation for universities to access the highest positions in international universities rankings. The purpose is to understand the actual relevance of the language barriers as well as to investigate ways to address these limitations. The preliminary findings show that the use of English imposes extra costs and burdens on institutions from non-English countries. It also shows that there are viable alternatives that countries may promote to lessen that impact.

Keywords: University Rankings, Education Quality, Education Policies."

(3) Empowering Diverse Voices

University rankings present information stating that it is based on an analysis and comparison on the quality of higher education institutions. This study points out the biases present in the rankings structure.

Gul-e-Rana Mufti

Using Course Outline to Promote an Inclusive and Diverse Classroom

Equity, diversity, and inclusion (EDI) have become significant focal points in higher education lately. In 2017, university presidents across Canada pledged personal dedication to actively promote EDI principles throughout campuses and communities. This commitment was acknowledged through Universities Canada's Inclusive Excellence Principles, highlighting the significance of diverse identities and perspectives within Canadian academic institutions (Universities Canada, 2023). Despite numerous resources developed to promote EDI in higher education, the course outline, the initial point of contact for students, is frequently disregarded in fostering diverse and inclusive classes (Fuentes, Zelaya, & Madsen, 2021). Briggs, Boyle, and Stuart (2023) emphasize that the course outline can play a crucial role in fostering an inclusive classroom atmosphere from the outset, which may increase the feeling of belonging among marginalized students. Using examples from my own course outlines, this poster presentation will share a few guidelines for creating a more inclusive course outline.

References: Briggs, C., Boyle, R.,& Stuart, A. (2023). Creating inclusive syllabi: Recommendations from the field. JERAP, 12 (1), 94-102

Fuentes, M. A., Zelaya, D. G., & Madsen, J. W.(2021). Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion. Teaching of Psychology, 48(1), 69-79

Universities Canada.(2023). EDI at Canadian universities. https://www.univcan.ca"

(3) Empowering Diverse Voices

It connects to both the 3rd and 4th sub-themes, as an inclusive course outline can enhance a stronger sense of belonging among marginalized students.

Dr. Amie McLean

What's in a Name? Inclusive Teaching Practices and Resources for Name Inclusion

Inclusive practices around names are crucial to promoting meaningful belonging in our classrooms and at TRU more broadly. However, we all have more to learn when it comes to knowledge of diverse names, naming conventions and name pronunciations. In this session, educators will have the opportunity to learn about evidence-based strategies and resources for promoting name inclusion in their classrooms. The session will begin with an introduction to the concepts of name inclusion and name discrimination. The relevance of name inclusion for students' sense of belonging will then be emphasized through a panel discussion with TRU student leaders who are working to advance name inclusion at the institution. The discussion will be grounded in the lived experiences of TRU students, as well as research regarding the prevalence and impacts of name discrimination and inclusion in higher education and society. Participants will have the opportunity to learn about diverse naming conventions, their meanings and importance for promoting meaningful belonging at TRU. They will also be provided with resources and supports that they can utilize in their teaching practices. By the end of the session, participants will be inspired and empowered to engage in more inclusive name practices in their classrooms.

(3) Empowering Diverse Voices

Acknowledging someone's name is crucial to developing relationships based on mutual respect. This panel discussion empowers student leaders who are members of equity denied groups to teach educators about the importance and impact of name inclusion.

POSTERS ONLINE

Dr. Ajay Dhruv

A conceptual framework on empowering voices in a Data Science classroom

In the dynamic realm of data science education, the imperative to cultivate an empowering learning environment resonates profoundly. This poster delves into the unveiling of a transformative pedagogical paradigm meticulously crafted to transcend conventional boundaries, integrating innovative approaches that amplify the voices of every student. Recognizing the invaluable richness that diverse perspectives bring to the field, this methodology extends beyond traditional lectures, incorporating collaborative projects, interactive discussions, and real-world case studies intentionally designed to resonate with a spectrum of backgrounds and experiences. The conceptual framework is extensively elucidated, emphasizing the imperative of intentional strategies to empower students who may feel marginalized. Real-world examples further underscore the transformative impact of this approach on student engagement, motivation, and overall learning outcomes. Within the interactive component, participants are not merely observers but active learners, immersing themselves in simulated activities mirroring the data science classroom. This facilitates a firsthand experience of the power that diverse perspectives hold in solving complex problems. Through engaging group discussions and hands-on programming, learners gain not only practical strategies but also insights into real world analysis and the innovative pedagogical techniques that foster an inclusive and supportive learning environment.

(3) Empowering Diverse Voices

Fostering inclusivity and student empowerment in data science education through innovative pedagogies, amplifying diverse voices for transformative learning outcomes.

Carol Sparkes and Carolyn Teare

Canadian National Institute for the Blind (CNIB) Accessibility Audit of an Open Learning Course

Accessibility considerations are key when creating course materials available online. We wondered how accessible our course materials really were, so we invited people with lived user experience from [Canadian National Institute for the Blind (CNIB) Access Labs](#) (previously known as CNIB Frontier Accessibility), to test an Open Learning course. They navigated through the course in Moodle and reported on what was done well and what could be improved. We learned a lot. We will show and discuss the results of this accessibility audit so you can learn from our experience how to make your materials more accessible.

(3) Empowering Diverse Voices

Accessibility is about empowering diverse voices by including diverse voices in higher education. Relationships are built when we make our digital materials (including emails) accessible without asking if they are needed in that format.

Harshita Dhiman

The Makerspace Grant: Adding Innovation into the Classroom

"Cooperative education is a form of experiential learning where students alternate their semesters of study with related professional experience. Coop 1000 is a pre-requisite course in the co-operative education program. Students learn career management strategies to form correlations between their skill set and the professional work environment. This proposal outlines a pilot study aimed at fostering experiential learning through The Makerspace project for cross-disciplinary students enrolled in the Co-op 1000 class at Thompson Rivers University (TRU).

Our Co-op 1000 instructors, Harshita Dhiman and Katelin Pietrusinski, embarked on an inspiring journey that integrated education and innovation. This session aims to share their experience of utilizing The Makerspace as an experiential learning platform to cultivate transferable skills, emphasizing communication, team building, and problem-solving within the Cooperative Education program. The project transcends traditional classroom boundaries, serving as a testament to the profound impact of collaboration, innovation, and experiential learning; a synergy that aligns seamlessly with the Co-op curriculum."

(1) Sustainable and Innovative Practice

Empowering students through collaborative innovation: Integrating The Makerspace experiential learning through The Makerspace Grant into Co-op 1000 course to foster transferable Skills through creating sustainable networking products.

Melba D'Souza

The Power of sustaining a Community of Practice for Equity, Diversity, and Inclusion Fellows

The objectives are to explain the community of practice of Equity, Diversity, and Inclusion Fellows to create response training programs and interactive video films. To emphasize the collaboration among key partners and stakeholders in building the community of practice of Equity, Diversity, and Inclusion Fellows. The Power of Community of Practice for sustaining Equity, Diversity, and Inclusion Fellows included a collection of experiences from an equity-oriented and priority community members created networking, empathy, and a sense of belonging. The creation of original videos with voices gathered from the community that were impactful, contributing to discussions, reflections, and conversations. Investment of time and resources with stakeholders and leaders enhanced the approach for increasing Equity, Diversity, and Inclusion initiatives. This community of practice actively educated and engaged key stakeholders committed to the Equity, Diversity, and Inclusion work. Building the community of practice of Equity, Diversity, and Inclusion Fellows is a key process that can support this higher educational journey and the desired learning goals. EDI Fellows can be integrated within the learning, curriculum, and program framework for building relationships and sustaining community of practice to achieve higher education transformation post COVID-19.

(1) Sustainable and Innovative Practice

This presentation describes the approaches and strategies for navigating a Community of Practice for creating the Equity, Diversity, and Inclusion Fellows.

Georgann Cope Watson

I don't know what I don't know: Confronting Settler Colonial Ignorance

In this presentation, we will describe our research project that explored the ways that Indigenous educators can support non-Indigenous educators as they confront their own white settler ignorance. The qualitative research study centred around each other's experiences during a collaborative curriculum development project. The theoretical framework is the epistemology of ignorance, a way of turning epistemology on its head and thinking about how not knowing serves the dominant knowledge system. Data was collected through eight virtual meetings with each other, then thematically analyzed to reveal a predominant theme of white settler ignorance. The emergence of the theme of settler colonial ignorance prompted a deeper critical analysis of how not knowing can be a barrier for non-Indigenous teacher educators, including those who claim a commitment to Reconciliation, Decolonization and Indigenization.

The learning objective of this session is: By the end of this session, you will be able to evaluate the ways in which the epistemology of ignorance is a barrier to the praxis of Reconciliation. In this interactive presentation, we will lead participants through ways to understand the epistemology of ignorance as an unconscious act that is embedded in educational practice. Next, we will host a collective group share that helps the participants reflect on the ways that settler colonial ignorance can be confronted as an act of Reconciliation."

(2) Indigenizing Praxis

This presentation aligns with the theme of Relationships and Kindness in Higher Education as it describes a process of relationality between Indigenous and non-Indigenous educators working collaboratively on a curriculum development project.

Teaching Practices Colloquium 2024 Schedule – updated February 16, 2024