16th Annual Symposium on Teaching & Learning

Voices of Diversity & Inclusion: Vulnerabilities, Tensions, and Opportunities | MAY 17–18, 2017
16th Annual Symposium on Teaching and Learning: Voices of Diversity and Inclusion: Vulnerabilities, Tensions, and Opportunities

In the spirit of celebrating and giving voice to the value and richness of cultural diversity, inclusivity, and equity in higher education, the SFU Teaching and Learning Centre invites you to attend the 16th Annual Symposium on Teaching and Learning. This year’s theme is Voices of Diversity and Inclusion: Vulnerabilities, Tensions, and Opportunities.

SFU’s annual Symposium is a forum for faculty members, instructors, students, staff, and administrators to share innovative ideas and practices related to teaching and learning. Join us for interactive and collegial sessions that demonstrate how teaching practice, research, or scholarly inquiry can embrace intercultural knowledge, experiences, and perspectives to foster inclusion, mutual respect, and global citizenship.

Symposium Planning Committee

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Dr. Sheri Fabian is a senior lecturer and associate director of undergraduate programs in the School of Criminology. She was involved in the introduction of iClicker technology in Criminology 101, and the creation of online tutorials in Criminology 131. Sheri is actively involved in ongoing discussions with her Faculty of Arts and Social Sciences (FASS) colleagues regarding the scholarship of teaching and learning and is particularly interested in the pedagogy surrounding experiential learning in the classroom, and the creation of safe and inclusive classroom spaces, important features in both her seminar and large lecture classes. Her current research interests focus on pedagogical approaches to decolonizing and Indigenizing our classes. Sheri will serve as a Dewey Fellow in 2018 to further research these issues. Sheri is also a faculty mentor for the graduate student Certificate Program in University Teaching and Learning as well as for new faculty in the Faculty of Arts and Social Sciences. She has served as an academic integrity advisor in the School of Criminology since 2008.

Dr. Nanda Dimitrov is the acting director of the Teaching Support Centre and adjunct research scholar in the Centre for Research on Teaching and Learning in Higher Education at Western University. Her work as an educational developer focuses on graduate education, mentorship across cultures, and interculturalizing education. Her recent publications have explored disciplinary communication competence, the impact of International TA training programs, and the development of intercultural teaching competence.

Aisha Haque is a Language and Communication instructor at Western University’s Teaching Support Centre and an associated researcher at the Centre for Research on Teaching and Learning in Higher Education (Faculty of Education). Drawing on her background in postcolonial and anti-oppressive pedagogies, she supports the development of intercultural communication competence among graduate students. Her recent research has explored the benefits of discipline-specific approaches to TA training and the application of intercultural teaching competence across the disciplines.

Dr. Tamara O’Doherty, PhD, J.D., is a lecturer in the School of Criminology. Tamara’s research expertise includes gender, human rights, collaborative and participant-driven research, and legal research methods. She has published peer-reviewed articles and conducted several research studies related to victimization in sex work, the effects of criminalization on vulnerable populations, and human trafficking in Canada. Most recently, Tamara has turned her attention to the theory and application of scholarship on teaching and learning in higher education; she is currently examining harm reduction and resiliency building in lecture learning environments.
Marcia Guno, a member of the Nisga’a Nation and the director of SFU’s Indigenous Student Centre (ISC), understands firsthand what it’s like to struggle with university courses and the transition to a large university community. She ruefully acknowledges that she wasn’t a star pupil when she finally gained entry to SFU in 1994 after two previous attempts. “I struggled,” she recalls. “At the time, there were so few resources for First Nations students—there was no Aboriginal entry policy, no recognition of Aboriginal issues, and I didn’t know of any resources that I could connect to. I felt isolated.” The experience left her with a strong desire to determine how First Nations students could make a more successful transition to university, and she went on to earn an MA in anthropology and sociology. Her research examined Aboriginal students’ post-secondary educational experiences. After graduating, she spent three years employed at SFU, initially as the First Nations Student coordinator, then as an Aboriginal recruiter and finally, as acting director of the then-named First Nations Student Centre. During that time she was instrumental in forging a provincial Aboriginal recruitment initiative, called Strengthening Connections, for Aboriginal youth living on reserves.

Dr. Kyra Garson is a member of the Faculty of Student Development at Thompson Rivers University. She is also an intercultural trainer and researcher who has developed and delivered professional development programs to educational institutions across Canada and internationally, as well as to organizations and community groups committed to diversity initiatives. Her research interests include intercultural and global learning as core competencies for the 21st century required for successful interactions both domestically and globally. Kyra’s doctoral study on these topics received the Canadian Society for the Study of Higher Education’s dissertation of the year award in 2014. In 2011 she received the Canadian Bureau for International Education’s Internationalization Award for her work supporting faculty in internationalization.

Dr. Marcella LaFever, PhD (University of New Mexico, 2005), is an associate professor in Communications at the University of the Fraser Valley. Marcella, in examining the implications for herself to decolonize her communication practices, has focused her ongoing research program on listening to indigenous voices that have been saying for a long time what colonizers need to do to change their attitudes and practices. Marcella’s main program of research focuses on the social exclusion that results in public dialogue and decision-making where cultural ways of speaking are outside the norms expected in dominant North American culture. Her 9P Planning model posits a process that builds intercultural relationships to increase social inclusion in public dialogue. Dr. LaFever’s other current work is in two areas of intercultural communication: use of First Nation storytelling as a form of dialogic participation; and indigenization of classroom instructional practices.
8:30-9:00  Registration and Networking (Refreshments will be provided.)
Diamond Family Auditorium

9:00-9:15  1.0 Welcome and Introductions (15 min.)
Brad Johnson, Director, Teaching and Learning Centre
Diamond Family Auditorium

9:15-10:45  2.0 Opening Plenary Session / Keynote Address (90 min.)
Navigating Diverse Classrooms: Opportunities for Facilitation and Curriculum Design
Nanda Dimitrov and Aisha Haque, Western University
Diamond Family Auditorium

10:45-11:15  Session Break

11:15-12:00  3.0 Lightning Talks (7 min. each, plus Q&A)
Diamond Family Auditorium
3.1 Consenting to Instruction: When Do I Persuade, and When Do I Teach?
Matthew Horrigan
3.2 Entrepreneurial BC Pathways College Finds Its Way: Grasping Opportunity through Transition and Diversity
Natasha Mrkic-Subotic
3.3 Teaching Experimental Design: Inspiring Investigation in an Inquiry-based Lab Course
Megan Barker and Ciara Morgan-Feir
3.4 Mindfulness, Empathy, and Inclusivity
Nicky Didicher

12:00-1:30  4.0 Complimentary Lunch (90 min.)
Diamond Alumni Centre

1:00-2:30  5.0 Concurrent Workshops (90 min.)
5.1 Two-stage Testing to Support a Diverse Population of Students: Opportunities and Challenges
Megan Barker and Kathleen Fitzpatrick | Halpern Centre 126
5.2 You Know More Than You Can Tell: Exploring Success Using Fuzzy Cognitive Maps
Mike Sjoerdema | Halpern Centre 114

1:30-2:30  6.0 Research Presentations – Rounds I & II (25 min. each)

Round I (1:30-1:55):
6.1 Too Many Numbers and Other Challenges Faced by Undergraduate Students When Reading Primary Literature
George Ogolo, Tamunoibim Sambo, and Nienke van Houten | DAC Thompson
6.2 Creating Inclusion: Intercultural Curriculum Woven with Reconciliation at the Co-curricular Level
Heather Williams | DAC Fraser
Round II (2:00-2:25):

6.3 Evaluation of a Pilot Project in Science and Math Peer Tutoring
   Sarah Johnson | DAC Thompson

6.4 Can the Use of English as a Medium of Instruction Promote an Inclusive, Diverse, and Equitable Internationalization of Brazilian Higher Education?
   Laura Knijnik Baumvol | DAC Fraser

2:30-2:45  Session Break

2:45-3:45  7.0 Concurrent Workshops

7.1 Does a Complex Student Require a Complex Teacher?
   Veselin Jungic and Cindy Xin | DAC Thompson

7.2 Approaching Culturally Diverse Classrooms
   Irina Presnyakova and Emma Mileva | DAC Fraser

7.3 Diversity, Adversity, Perversity, and the University: Opportunities for Embedding and Celebrating Diversity in Class Materials
   Ki Wight and David Geary | Halpern Centre 126

7.4 “We Have to Be Really Careful in What We Say”: Navigating Controversial Topics in Diverse Classrooms
   Lilach Marom | Halpern Centre 114

3:45-4:15  Reception (Refreshments will be provided.)
   Diamond Alumni Centre

4:15-5:30  8.0 Plenary Session: Roundtable Discussion (75 min.)

Working Together to Provide Holistic Indigenous Student Support
   Sheri Fabian, Tamara O’Doherty, and Marcia Guno
   Diamond Alumni Centre
Schedule at a Glance, Thursday, May 18, 2017

8:30-9:00  Registration and Networking (Refreshments will be provided.)
  Diamond Family Auditorium

9:00-9:15  9.0 Welcome and Introductions (15 min.)
  Brad Johnson, Director, Teaching and Learning Centre
  Diamond Family Auditorium

9:15-10:45  10.0 Plenary Session / Keynote Address (90 min.)
  Internationalization and Intercultural Learning: What are Students Learning?
  Kyra Garson, Thompson Rivers University
  Diamond Family Auditorium

10:45-11:00  Session Break

11:00-11:45  11.0 Lightning Talks (7 min. each, plus Q&A)
  Diamond Family Auditorium
  11.1 Including Wisdom
      Mark Smith
  11.2 Engaging Students in Optional Experiential Learning Activities: A Case Study of Student Participation in Prison Tours
      Danielle Murdoch
  11.3 Promoting Intercultural Exchange through an Engineering Design Project
      Brian Dick
  11.4 “Teaching the Teacher”: Potential Impacts on Class and Climate of Teaching Anti-Oppressive Strategies in Higher Education
      Lisa Poole

11:45-1:30  12.0 Complimentary Lunch
  Diamond Alumni Centre
  12.1 Plenary Session: Tensions and Vulnerabilities (12:30-1:45)
      Facilitators: Shauna Jones and others
      Diamond Alumni Centre

1:30-4:30  13.0 Half-day Workshop (3 hours)
  Indigenizing Course Outcomes: Updating your Syllabus to Use the Medicine Wheel as a Curriculum Design Framework
  Marcella LaFever, University of the Fraser Valley
  Halpern Centre 126

2:00-3:00/3:15  14.0 Concurrent Workshops, Roundtable Discussion or Panel Discussions
  14.1 Workshop (60 min.) – Student Mental Health and Well-being: Considerations for Teaching
      Alisa Stanton and Beth Triano | DAC Thompson
  14.2 Roundtable (75 min.) – “Diversity” and “Inclusion” on Post-Secondary Campuses: What are We, as Educators, Doing and Is It Making a Difference?
      Lisa Poole | DAC Fraser
  14.3 Panel Discussion (75 min.) – Supporting and Promoting Linguistic and Cultural Diversity of Multilingual Students at the Centre for English Language Learning, Teaching and Research [CELLTR]
      Valia Spiliotopulos, Saskia Stille, Joel Heng Harste, Kerstin Heilgenberg, and Heather Williams | Halpern Centre 114

3:30-4:30  15.0 Informal Networking
  Halpern Centre 114
Program, Wednesday, May 17, 2017

Registration and Networking (Refreshments will be provided) 8:30 – 9:00

Welcome and Introductions 9:00–9:15 | 1.0
Brad Johnson, Director, Teaching and Learning Centre
Diamond Family Auditorium

Plenary Session/Keynote Address 9:15–10:45 | 2.0
Navigating Diverse Classrooms: Opportunities for Facilitation and Curriculum Design
Nanda Dimitrov and Aisha Haque (Western University)
Diamond Family Auditorium

The cultural landscape of Canadian university classrooms has shifted dramatically in the past 20 years. Today’s classrooms are diverse communities that hold the potential to build bridges across many dimensions of difference. As universities internationalize both their campuses and their curricula, important questions emerge for instructors: how can we nurture diverse perspectives in our classrooms through inclusive teaching practices that are grounded in our disciplines? And how can we prepare our graduates to engage with difference in a globally interconnected world?

In this session, we will introduce the Intercultural Teaching Competence (ITC) Framework (Dimitrov & Haque, 2016) to explore concrete strategies that instructors can use in the classroom. Designed as a tool for instructor reflection, the ITC framework introduces 20 foundational, facilitation and curriculum design competencies that instructors can incorporate into their practice as they engage students in intercultural learning across the disciplines.

Session Break 10:45 – 11:15

Lightning Talks 11:15 – 12:00 | 3.0
Diamond Family Auditorium

Consenting to Instruction: When do I persuade, and when do I teach? 3.1
Matthew Horrigan (School for the Contemporary Arts)

I think that teachers need to understand the ideologies they convey to students, and students need to understand the ideologies they inherit from teachers. In my fields, musicology and music composition, instructors teach aesthetics. But aesthetics do not solve students’ problems or necessarily enrich their lives. Rather, aesthetics connect them to a historical canon – quintessentially, a historical canon defined by the work of white bourgeois male composers. Whether we teach this canon as an intrinsically good lineage or a strange history for students to engage with however they want, we usually grade students on their demonstrated ability to produce music that fits into it. But in so doing, we dissuade students from other aesthetics, which we deride as possessing less intellectual value, artistic merit or prestige. Many disciplines follow similar procedures. Think of the distinctions between “literary” vs. “genre” fiction, or even knowledge gained by the scientific method instead of common sense. Why/when should we persuade students to alter what they like? What justifications should we appeal to whilst doing so? In my lightning presentation, I will contend that only some teachings are grounded in ethics. Instructors must consult our students in determining which.
3.2 Entreprenurial BC Pathways College Finds Its Way: Grasping Opportunities through Transition and Diversity
Natasha Mrkic-Subotic (Langara College/SFU Faculty of Education)

Langara College, an independent public college, is also known as house of teachings, a name given by the Musqueam First Nation, on whose unceded traditional territory the college is located. Langara is one of BC’s leading undergraduate institutions providing University Studies, Career Studies, and Continuing Studies programs and courses to more than 21,000 students annually (Langara College, 2016).

By 2013, Langara College faced a tough decision. “Do we retract or do we grow? We chose growth through increased programming to meet international student needs, experiencing phenomenal growth, which created tensions in extremely diverse classrooms, as well as with faculty and staff. Through targeted intercultural learning, the College is now encouraging inclusion and celebrating campus diversity. Is it perfect? Not yet, but the opportunity is there, as well as the willingness to take advantage of the rich cultural diversity, designing pathways, and creating global citizens.

3.3 Teaching Experimental Design: Inspiring Investigation in an Inquiry-based Lab Course
Megan Barker (Department of Biological Sciences)
Ciara Morgan-Feir (Faculty of Education)

As we explore calls to support students in taking ownership of their science learning, come with us on a whirlwind tour through a newly-minted inquiry-based lab course developed jointly by SFU’s BISC and BPK departments. In our lightning talk, we will explain the rationale for the course, the core objectives, and our evaluation of the first two iterations of the course. We will discuss our approach of supporting our students to conduct their own authentic investigations, demonstrating the impact of this inquiry-based approach on student attitudes about science, confidence in lab skills, and content knowledge learned. Faculty and instructors, curriculum developers, and other community members interested in inquiry- and lab-based science learning will particularly enjoy this presentation.

3.4 Mindfulness, Empathy, and Inclusivity
Nicky Didicher (Department of English)

I have been including optional in-class mindfulness sessions in my classes for two years now. Two of the ways mindfulness benefits practitioners are 1) increasing empathy and 2) reducing both internal tensions and interpersonal tensions. I will lead a short mindfulness session focusing on compassion and inclusivity, and provide a handout with a series of short mindfulness scripts instructors can use in class.
As we move towards more active approaches in our classrooms, unique challenges may arise that were not visible during traditional lecturing. In our courses, we have been using “2-stage” exams to assess students; also called “collaborative testing,” these are tests where students first complete the test individually, and then join a group for the second stage. While 2-stage testing has a body of supportive evidence (e.g., Gilley and Clarkston 2014), several recent studies have demonstrated that different student sub-populations experience active classrooms in different ways (e.g., Brownell and Cooper 2016, Barnes 2017, Wright et al 2016). Thus, it is important to carefully consider how to best include all students in our active teaching—especially with high-stakes assessments such as tests.

During this interactive workshop, we will
• define the 2-stage exam process, including evidence of effectiveness as well as practical logistics;
• identify challenges that different subpopulations of students may experience with 2-stage exams;
• build strategies to strengthen the inclusivity and solve challenges that arise in this assessment tool.

Novice and veteran instructors from all disciplines and course levels (undergraduate/graduate) are welcome!

Based on a pilot research study conducted with first-year students, this 90-minute workshop explores concepts related to systems thinking and fuzzy cognitive maps (FCMs), where participants, working in small groups, will create their own FCMs related to the concept of success. The workshop is designed for faculty, educational developers, or anyone interested in a visual process for exploring and potentially synthesizing multiple perspectives.

By the end of the workshop, participants will be introduced to key concepts of systems thinking and FCMs; will have collaboratively created their own FCM; and will have explored the similarities and differences of their FCMs with student-created FCMs. I hope this session piques participants’ interest in using a similar process in their practice.
The era of “fake news” highlights the importance of information processing skills. Students with underdeveloped reading skills are vulnerable to unsupported ideas and lack the critical approaches required to assess evidence from primary sources. To uncover student thought processes while reading a primary literature article, we analyzed a database comprising 19 think-aloud interviews. We looked for patterns in ways that students interpret data, investigated student reasoning for avoiding sections of an article, and catalogued annotation approaches. We found that students consistently avoid statistics and figures in the methods and results sections due to limited self-efficacy even if they had taken statistics courses. Furthermore, some students use annotation ineffectively suggesting that this is a skill that can be intentionally developed. In this session, we will summarize our major findings and facilitate a brief discussion on how we will apply these findings to student learning.

Session outcomes:
• Identify how students interact with data when reading primary literature;
• Uncover reasons why students avoid certain sections in primary literature;
• Consider how annotation could enhance student reading practice; and,
• Discuss approaches to resolving student barriers when reading.

Simon Fraser University is a hyper-diverse community where students from multicultural and multi-lingual backgrounds are brought together on Coast Salish territories. Students are able to experience internationalization at home, but many lack the intercultural skills to make the community inclusive and their international relationships deep and meaningful. This session will share the needs assessment, theoretical frameworks and collaborative relationships that helped develop a new online, co-curricular course that addresses reconciliation within theories and practices of intercultural development. The course is designed to keep students engaged through use of visually based material such as videos and infographics, which will be demonstrated in the presentation. The initial impact assessment from the first pilot gives evidence that many intercultural strategies and activities can be effective in an online platform at the co-curricular level.
Evaluation of a Pilot Project in Science and Math Peer Tutoring 6.3
Sarah Johnson (Department of Physics)
DAC Thompson

In Fall 2014, the Physics Department at SFU began a peer-tutoring program to support the students enrolled in three first-year physics courses aimed at life science majors. Four undergraduate students who earned high grades in these courses were recruited to be volunteer peer tutors and run weekly drop-in tutoring sessions. We specifically recruited students majoring in the life sciences and/or planning to attend medical school so that they would be true peers to the students in these courses. In Spring 2016 this tutoring program was expanded to include select BISC, CHEM and MATH courses. As part of my Dewey Fellowship with the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD) at SFU, I conducted a study to determine the impact of this peer-tutoring program on both the students being tutored and the tutors themselves. We surveyed and conducted focus groups and interviews with both tutors and tutees. In addition we looked at the impact of peer-tutoring on the academic performance of students who attended tutoring sessions. The results of these investigations will be presented.

Can the Use of English as a Medium of Instruction Promote an Inclusive, Diverse, 6.4 and Equitable Internationalization of Brazilian Higher Education?
Laura Knijnik Baumvol (Faculty of Education)
DAC Fraser

Although in many countries one of the main driving forces behind internationalization of higher education is the income generated through tuitions (Kubota, 2009), the Brazilian context is unique since public higher education is entirely free for home and international students. Recent policies have emphasized that internationalization should lead to more quality, inclusion and equity in education (Sarmento, 2016). At the same time, strategies such as the use of English as a Medium of Instruction (EMI) have been increasing worldwide (Bradford, 2016). But how do those involved in the internationalization of Brazilian higher education perceive EMI? This research session will examine perceptions on reasons, benefits, and risks of implementing EMI based on results of two surveys: one administered to 72 faculty and staff members of a public university and another one administered to 1,062 Brazilian Science without Borders participants in Canada. Initial themes emerging from the data suggest that most participants see low level of language proficiency as the main risk of EMI and, at the same time, consider it a way to enhance the quality of education and provide more opportunities for English language practice. Effects of these findings suggest that future policies on EMI should consider issues around instructors and students’ linguistic competency.

The session aims to contribute to discussions on how to foster a more equitable and inclusive internationalization (Unterhalter & Carpentier, 2010), thereby providing non-English speaking country universities the opportunity to have a more independent and active role in the global context of higher education while respecting local identities and peculiarities.

Session Break 2:30–2:45
7.1 Does a Complex Student Require a Complex Teacher?
Veselin Jungic (Department of Mathematics)
Cindy Xin (Teaching and Learning Centre)
DAC Thompson

For the past several months we have been working on the “Complex Students” Project using the survey, “What I wish my instructor knew.” In this session, we wish to engage participants in a conversation about how we can better listen to and support students who bring their diverse life experiences and circumstances to our classrooms.

To start the conversation, we will introduce a few claims and conjectures. We will reflect on the stories and sorrows and joys. We are looking forward to the discussion about what we feel are controversial aspects of the notion of a “complex student.” For example: Is there a student who is not complex? Is this a contemporary or local phenomenon? Finally, we will invite the participants to answer the question, “What I would like my students to know?”

7.2 Approaching Culturally Diverse Classrooms
Irina Presnyakova and Emma Mileva (Department of Linguistics)
DAC Fraser

According to 2016 Fall SFU International Student Report, international students represent 18.5% of the total undergraduate population and 28% of the total graduate population. This results in culturally diverse classrooms with students coming from different cultural and academic backgrounds. The goal of this workshop is for faculty and TAs to reflect on the approaches to such a culturally diverse classroom.

We will situate our presentation in Hall’s (1976) High-context and Low-context cultures framework and discuss academic cultures in different countries. We will focus on some common concerns and challenges of a culturally diverse classroom and discuss how to address them. The session will include discussions in small groups followed by sharing ideas by all participants and presenters.

By the end of the session, participants will be able to recognize some of the underlying reasons for students’ behavior in the classroom and will become more familiar with coping strategies.

7.3 Diversity, Adversity, Perversity, and the University: Opportunities for Embedding and Celebrating Diversity in Class Materials
Ki Wight (Capilano University)
David Geary (Capilano University/UBC Indigenous Studies)
Halpern Centre 126

This will be a fun and engaging workshop to inspire participants to do a diversity audit on images, videos and other class materials that they use day-to-day in classrooms. A short presentation will explore examples of how images and videos used in classroom presentations can promote diversity (racial, sexual, gender, ability) without necessarily being the subject of the course. Participants will have an opportunity to brainstorm ways they can use images, videos, literature excerpts, guest speakers, and other resources in class to promote diversity, and to share their ideas with colleagues in the workshop.
"We Have to Be Really Careful in What We Say": Navigating Controversial Topics in Diverse Classrooms

Lilach Marom (Faculty of Education)

Halpern Centre 114

In this workshop, we will discuss some of the tensions that are often raised in discussing controversial issues in diverse classroom. Topics will include:

• how to open a real dialogue (go beyond superficial "celebration of diversity");
• how to discuss privilege without falling into accusations;
• how to discuss oppression without being trapped in identity politics; and,
• what are the tensions between freedom of speech and diversity.

We will work with real-life scenarios and try to come up with ideas (do/and don’t) on how to foster dialogue and critical reflections.

The workshop will be grounded in dialogue and requires active participation. There are no prescribed answers, and participants are encouraged to share their ideas and experiences.

Reception (Refreshments will be provided.)

Diamond Alumni Centre

3:45 – 4:15

Plenary Session: Roundtable Discussion (75 min.)

Working Together to Provide Holistic Indigenous Student Support

Sheri Fabian and Tamara O’Doherty (School of Criminology)
Marcia Guno (Indigenous Student Centre)

Diamond Alumni Centre

This roundtable session explores early work we are conducting to better understand the needs and experiences of Indigenous students in SFU classrooms. In our classes, we frequently discuss the influence of Indigenous and Canadian history including residential schools, colonization, intergenerational trauma, and the over-representation of Indigenous peoples in all aspects of the Canadian criminal justice system. However, Indigenous students tell us that not all faculty address these notions in ways they perceive as a meaningful, respectful and culturally appropriate.

We are currently working together on a collaborative participatory action research project with a particular focus on learning what Indigenous students experience in various classroom environments to address student concerns about what is, or is not, happening in some classes, and to build upon what we are currently doing well. Our community-based collaborative action research principles are designed to transform our Indigenous student collaborators from research subjects to active and equal co-creators of knowledge. Indigenous students are involved in all aspects of the study including the planning and creation of research instruments, data collection, transcription, data analysis and report preparation.
Program, Thursday, May 18, 2017

8:30 – 9:00  Registration and Networking (Refreshments will be provided.)
Diamond Family Auditorium

9.0  Welcome and Introductions (15 min.)
8:30–9:00  Brad Johnson, Director, Teaching and Learning Centre
Diamond Family Auditorium

10.0  Plenary Session/Keynote Address (90 min.)
9:15–10:45  Internationalization and Intercultural Learning: What are Students Learning?
Kyra Garson (Thompson Rivers University)
Diamond Family Auditorium

Educational scholarship increasingly calls for the development of interculturally competent graduates [Brustien, 2007; Deardorff, 2006; Jones & Killick, 2013; Lee, Poch, Shaw, & Williams, 2012; Seifert, Goodman, King & Baxter Magolda, 2010]. A growing number of Canadian institutions include internationalization as a strategic priority and 84% claim that graduating internationally knowledgeable and interculturally competent students as a primary goal (Universities Canada, 2014); yet, there does not appear to be standard assessment or evidence of such outcomes. Within this milieu, we cannot be certain that students are gaining critical competencies related to intercultural learning. Moreover, given the mixed approaches and understandings of what constitutes intercultural learning, outcomes are likely ambiguous, irregular, and potentially inequitable.

10:45 –11:00  Session break

11.0  Lightning Talks
11:00–11:45  Diamond Family Auditorium

11.1  Including Wisdom
Mark Smith (Continuing Studies)

In the near future, a quarter of Canada’s population will be retired. This is not a catastrophe, a “grey tsunami”; it is a new landscape, offering new opportunity. How do universities benefit by embracing age diversity and welcoming older adult learners? What do older adults want to learn at university, and how? What stumbling blocks and tensions do we face?

SFU’s Liberal Arts and 55+ Program (one of the largest continuing education programs for older adult learners in Canada) recently asked its students—who have an average age of 69—what they get out of participation in the Program, and why they continue to seek learning opportunities at university. Aimed at a general audience, this lightning talk celebrates the hundreds of responses—comments, complaints, suggestions, ideas, testimonials and personal stories—that the Program received from its students. The talk will also touch on the latest research on older adults in academia, and age diversity’s potential university-wide impact.
Engaging Students in Optional Experiential Learning Activities:  
A Case Study of Student Participation in Prison Tours
Danielle Murdoch (School of Criminology)

Through the inclusion of graphics, stories, and rich quotes shared by students who attended and did not attend optional prison visits, this session will provide an overview of obstacles to participation in prison tours – such as fear, cost, a lack of transportation, and/or work/class obligations–and an understanding of student motivation to attend, such as the perceived educational or employment value. Strategies to increase participation (and therefore inclusion) in these optional tours will be diverse and relevant for faculty/instructors who provide optional experiential learning opportunities for their students in criminology and other disciplines.

Promoting Intercultural Exchange through an Engineering Design Project
Brian Dick (Vancouver Island University)

First-year engineering students at both Tra Vinh University (Vietnam) and Vancouver Island University (Canada) have been brought together to work on a cooperative design project as a means to integrate intercultural perspectives within their introductory Engineering Design course.

The design problem students have been asked to solve is based upon a moveable bridge replacement project. Student teams at Tra Vinh University were asked to prepare a design proposal of a bridge replacement for the Johnson Street bridge in Victoria, BC, while student teams at Vancouver Island University were asked to prepare a design proposal of a bridge replacement for Long Binh #3, located in the Mekong Delta region. These proposals were subsequently swapped between student teams such that each design team was required to build the bridge proposed by students at the other school. An on-going, formal change management communication protocol between the design and contractor teams was required to manage required design changes.

Throughout this project, students have been exposed to barriers in which they were required to overcome to successfully fulfill their major design projects. Skills developed by students during this project will prove invaluable as they develop their academic and professional engineering careers.
In recognition of the diversity amongst student bodies at SFU, including indigenous students, I have brought an understanding, appreciation, and sensitivity of this diversity and intersectionality into my pedagogy to support students with diverse backgrounds and goals. One way I do this is by creating and facilitating workshops on ‘Safer Spaces’: Practicing Anti-Oppression in the University Classroom and Online and Diversity in the Classroom for the SFU (Bi)Annual TA/TM Day as well as for the international Instructional Skills Workshop (ISW), a three-day instructor development program where university and college instructors can learn teaching skills to better support their students’ learning.

In this lightning talk, I will both discuss some of the anti-oppressive instructional strategies and information from the workshops and critically pose a question to educators about the potential impacts of these workshops—how might (or might not) “teaching the teacher” anti-oppressive teaching strategies to address diversity and inclusion impact the classroom, curriculum, and campus climate?

Designing educational opportunities that value the richness of cultural diversity, inclusivity, and equity in higher education are not without their vulnerabilities and tensions. Some of these vulnerabilities and tensions can include learning about the needs of students such as those coming from different countries, being educated in different ways, with visual and hidden disabilities and learning how best to accommodate, and being more cognizant of issues around power and privilege.

In this session we look at what is made possible using the Liberating Structures, Troika Consulting. This tool allows participants to gain insights on issues they face by drawing on the wisdom and experience in the room to help us overcome some of these vulnerabilities and tensions.

Anyone impacted by the by these opportunities will find this session valuable. Join us after lunch to explore the questions “What is your challenge” and “What kind of help do you need”?

Half-day Workshop (3 hours)  
1:30–4:30 | 13.0
Indigenizing Course Outcomes: Updating your Syllabus to Use the Medicine Wheel as a Curriculum Design Framework
Marcella LaFever (University of the Fraser Valley)
Halpern Centre 126

Bring your course syllabus to this workshop to examine ways you can indigenize course outcome goals and activities. In December 2015, the Truth and Reconciliation Commission of Canada released its calls to action for reconciliation related to the oppressive legacy of Indian Residential Schools. Required actions for educators include incorporation of indigenous ways of knowing and learning. Current curriculum design practices have primarily been developed from euro-centric traditions based in three domains of learning referred to as Bloom’s taxonomy. This workshop uses the Medicine Wheel, a teaching/learning framework that has widespread use in indigenous communities, for use in designing course outcome statements. Bloom’s taxonomy of the cognitive, psychomotor, and affective domains, is missing the fourth quadrant of the Medicine Wheel, spiritual.

Concurrent Sessions (60–75 min.)  
2:00–3:00/3:15 | 14.0

Workshop (60 min.)
Student Mental Health and Well-being: Considerations for Teaching  
Alisa Stanton and Beth Triano (Health and Counselling Services)
DAC Thompson

A significant portion of students face mental health challenges while in university. This not only impacts students’ ability to fully participate in courses and engage in deep learning, but can also lead to isolation. For instructors, this can create worry, stress and overwhelm. This experiential session will provide instructors with a better understanding of how to support students with mental illness and build positive mental health through teaching practices. Participants will gain practical strategies and tools for supporting distressed students, understanding triggers, creating healthy boundaries and making referrals. We will also share examples of ways instructors can create supportive, inclusive classroom environments for students with mental health challenges while building positive mental health for all students. The session will include small group discussion and shared learning opportunities.
14.2 Roundtable Discussion (75 min.) “Diversity” and “Inclusion” on Post-Secondary Campuses: What are We, as Educators, Doing and is it Making a Difference?
Lisa Poole (Department of Sociology and Anthropology)
DAC Fraser

The purpose of this round table is to explore how post-secondary instructors can work to ensure the equity, safety, and inclusion of a diverse body of students in the classroom, in curriculum, and/or across campus, while critically thinking about what these terms mean in institutional settings. Recognizing the increasing diversity of campuses how do educators create a safer learning environment for all students? How do we bring awareness of various forms of oppression such as socioeconomic status, sexuality, gender, ability, race, ethnicity, and Indigeneity into our classrooms and curriculum so that students feel fully engaged and able to participate? This will be a facilitated discussion where participants will be invited to share, discuss, and examine their anti-oppressive instructional strategies and principles of teaching and the impacts these strategies have on student learning.

14.3 Panel Discussion (75 min.)
Supporting and Promoting Linguistic and cultural Diversity of Multilingual Students at the Centre for English Language Learning, Teaching and Research (CELLTR)
Valia Spilitopoulos (CELLTR, Education)
Saskia Stille, Joel Heng Harste, and Kerstin Heilgenberg (Faculty of Education), Heather Williams (CELLTR and Work-Integrated Learning)
Halpern Centre 114

This session will involve a panel of faculty and staff affiliated with SFU’s Centre for English Language Learning, Teaching, and Research who will share their experiences, lessons learned, and preliminary research findings in promoting and supporting a culture of inclusion and diversity for multilingual students. Specifically, this work focuses on understanding educational needs and opportunities for students and faculty within a multilingual context, wherein language and cultural issues may present a challenge for disciplinary content teaching and learning.

Using a ‘centralized-decentralized’ model to collaborate with faculty from across disciplines, including Faculties of Business, Applied Science, Arts and Social Science, and Communication, Arts and Technology, CELLTR-affiliated faculty and staff are identifying key issues relating to language and communication assessment, curriculum, and pedagogy within these Faculties.

The purpose of the panel discussion is to highlight these issues, and describe approaches, challenges, and opportunities present within each Faculty to support multilingual students’ disciplinary, linguistic, and cultural inclusion at the curricular and co-curricular levels. The session will begin with an overview from CELLTR’s Director, and will continue with short presentations from CELLTR-affiliated faculty and staff summarizing their work. Implications for post-secondary language education policies, language-focused instructional strategies and curriculum design, and assessment and evaluation practices will be discussed.

15.0 Informal Networking
3:30 – 4:30
Halpern Centre 114
Presenter Contact Information

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