

15th Annual Symposium on Teaching & Learning



UNIVERSAL
DESIGN FOR
ALL LEARNERS

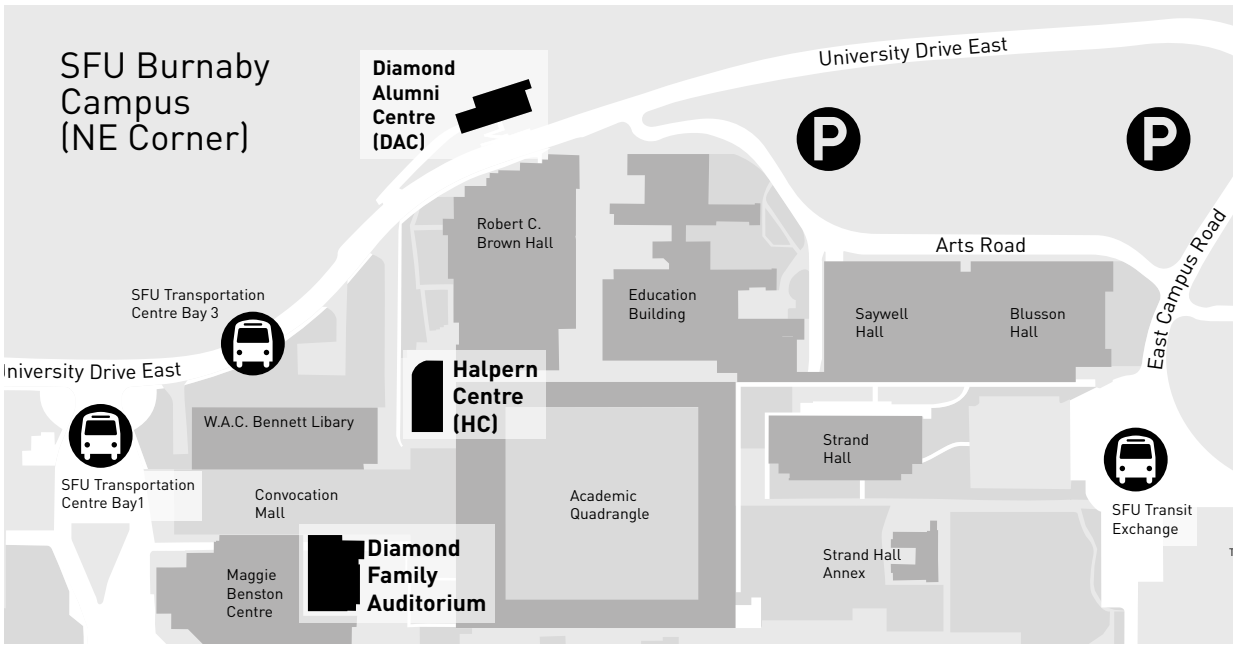
MAY 18–19, 2016

PRE-SYMPOSIUM | MAY 17
SFU BURNABY

SFU

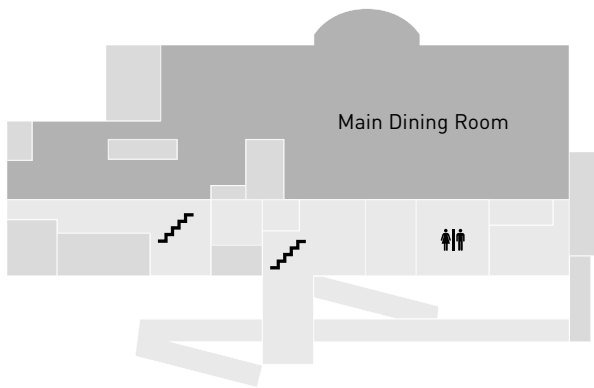
TEACHING AND
LEARNING CENTRE

Maps

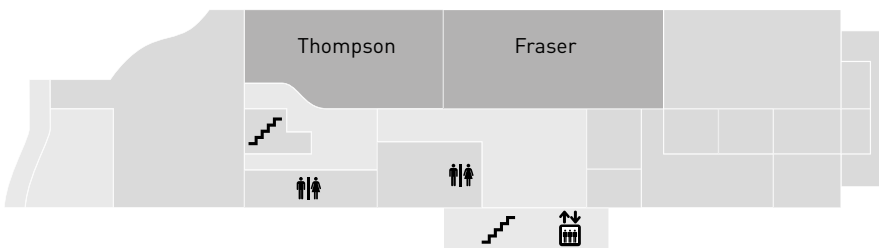


Diamond Alumni Center (DAC)

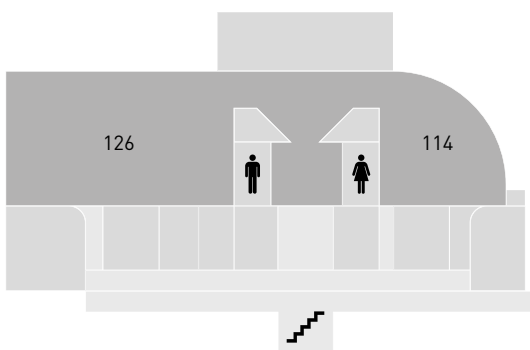
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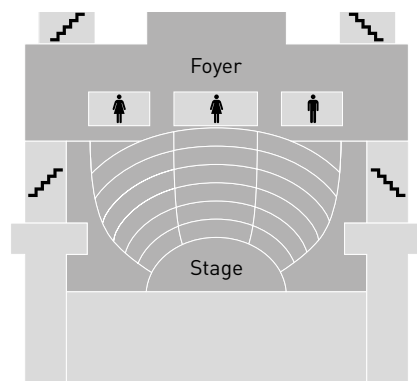
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Halpern Centre (HC)



Diamond Family Auditorium



Introduction

SFU's annual Symposium on Teaching and Learning is a forum for faculty members, instructors, staff, students, and administrators to share ideas, experiences and practices related to teaching and learning. This year's Symposium will demonstrate how Universal Design for Learning is being used in teaching practice, research or scholarly inquiry into teaching and learning to benefit students' learning. The event will include a keynote address by Dr. Thomas J. Tobin of Northeastern Illinois University and a half-day pre-Symposium workshop with consultations.

Universal Design for Learning (UDL) offers three guiding principles for the design and delivery of inclusive learning opportunities: multiple ways/forms of (1) engagement, (2) representation, and (3) expression. The notion is that as one gets closer to these ideal principles, more students will learn more. Given the varied and complex teaching and learning contexts, to say nothing of the diversity of needs (visible and invisible), incorporating these principles in the course design process may offer some opportunity to make small changes that will have a big impact in practice. This year's Symposium looks at how instructors' current practices implicitly reflect one or more of the principles: (1) individual relevance and motivation for learning, (2) different ways of learning, and (3) different ways of demonstrating learning; and explores ways the principles might be used explicitly to guide practice.



THE KEYNOTE SPEAKER | ABOUT THOMAS J. TOBIN,

Dr. Thomas J. Tobin is the Coordinator of Learning Technologies in the Center for Teaching and Learning (CTL) at Northeastern Illinois University in Chicago. In the field of online-course and -program quality, he is best known for his work on administrative-evaluation techniques; his article on "Best Practices for Administrative Evaluation of Online Faculty" (2004) is considered a seminal work in the field, and has been cited in more than 150 publications. His latest work is *Evaluating Online Teaching: Implementing Best Practices* (Wiley, 2015) with B. Jean Mandernach and Ann H. Taylor.

Since the advent of online courses in higher education in the late 1990s, Dr. Tobin's work has focused on using technology to extend the reach of higher education beyond its traditional audience. He advocates for the educational rights of people with disabilities and people from disadvantaged backgrounds.

Dr. Tobin serves on the editorial boards of *InSight: A Journal of Scholarly Teaching*, the *Online Journal of Distance Learning Administration* and the *Journal of Interactive Online Learning*, and he is an internationally recognized speaker and author on topics related to quality in distance education, especially copyright, evaluation of teaching practice, academic integrity and accessibility/universal design for learning. He is currently writing *Reach Everyone, Teach Everyone: A Practitioner's Guide to Universal Design for Learning in Higher Education*, expected from West Virginia University Press in 2017.

Schedule at a Glance

Pre-Symposium Schedule | Tuesday, May 17th

12:30–1:00 PRE-SYMPOSIUM REGISTRATION & NETWORKING | DIAMOND ALUMNI CENTRE

1:00–3:00 PRE-SYMPOSIUM WORKSHOP: FIVE KEYS TO UNLOCKING UNIVERSAL DESIGN FOR LEARNING, THOMAS J. TOBIN | DIAMOND ALUMNI CENTRE

3:30–4:30 PRE-SYMPOSIUM CONSULTATIONS: GOING BEYOND DISABILITY AND INTO STUDENT SUCCESS, THOMAS J. TOBIN | DIAMOND ALUMNI CENTRE

Symposium Schedule | Wednesday, May 18th

8:30 – 9:00 REGISTRATION & NETWORKING | DIAMOND FAMILY AUDITORIUM

9:00-9:15 WELCOME AND INTRODUCTIONS | DIAMOND FAMILY AUDITORIUM **1.0**
Stephanie Chu, Director, Teaching and Learning Centre & Jonathan Driver, Vice-President, Academic

9:15-10:45, OPENING PLENARY SESSION AND KEYNOTE ADDRESS **2.0**
DIAMOND FAMILY AUDITORIUM
Reach Everyone and Teach Everyone with Universal Design for Learning, Thomas J. Tobin

10:45-11:15 SESSION BREAK

11:15-12:15 CONCURRENT SESSIONS **3.0**
Strategies for Inclusion: Lessons from the 5% | DAC Thompson 3.1
Creating Safety in the Classroom & Online When the Subject Matter is Anything But Safe | DAC Fraser 3.2
Getting Started With UDL in Your Discipline Using Visual Facilitation & Inclusive Collegial Dialogue | HC 126 3.3
An Argument for Inclusion: Bridging Language, Learning Styles and Cultures with a Dynamic, Student-Designed Instructional Video | HC 114 3.4

12:15–1:30 COMPLIMENTARY LUNCH & NETWORKING | DIAMOND ALUMNI CENTRE

1:30–2:30 CONCURRENT SESSIONS **4.0**
How Ready are Students to “Flip the Classroom” Using Online Educational Material? | DAC Thompson 4.1
Don’t Build on a Shaky Foundation: Effective In-Class Review with a Time-Saving, Two-Stage Approach | DAC Fraser 4.2
Incorporating Universal Design Principles into Your Courses | HC 126 4.3
Dance Literacy: Expanding the Options for Expression and Communication through Physical Action and Artistic Sensibility | HC 114 4.4

2:30 – 2:45 SESSION BREAK

2:45–3:45 CONCURRENT SESSIONS **5.0**
Designing Learning Environments for Well-being | DAC Thompson 5.1
Form & Content: Using a Learning Portfolio to Bridge First-Year Writing & Design Courses | DAC Fraser 5.2
Developing Eyes to See UDL Principles in Practice | HC 126 5.3
Taking Advantage of Cultural Diversity in the Classroom | HC 114 5.4

3:45 – 4:00 SESSION BREAK

4:00 – 4:30 CONCURRENT SESSIONS

Strategies for Internationalization of Applied Science Curricula in Post-Secondary Education DAC Thompson	6.1
Reclaiming Romanticism in Science Education: Uniting Pedagogy and Wonder DAC Fraser	6.2
Telepresence, Media Transparency and Teaching: A Multi-Campus User Study HC 114	6.3

4:30 – 6:30 SYMPOSIUM RECEPTION & DIGITAL PRESENTATIONS

DIAMOND FAMILY AUDITORIUM

5:00 – 5:45 DIGITAL POSTER PRESENTATIONS 8.0 | DIAMOND FAMILY AUDITORIUM

Trying to Solve the “Jargon Problem” in Undergraduate Science (5:00 pm)	8.1
What Health Sciences Students Think About Creative Teaching Approaches: Results from a Student Evaluation of the PhotoVoice Method (5:10 pm)	8.2
Developing Resources for Teaching Teams: A Case Study of an Introductory Research Methodology Course (5:20 pm)	8.3
Parti in the Classroom! (5:30 pm)	8.4

Symposium Schedule | Thursday, May 19th

8:30 – 9:00 REGISTRATION & NETWORKING | DIAMOND ALUMNI CENTRE

9:00-10:00 CONCURRENT SESSIONS

Expanding Linguistic, Cultural, and Literacies Toolkits: Engaging Diversity in Traditional and Virtual Learning Spaces DAC Thompson	9.1
Can I Actually Use It? Incorporating UDL Practices into the BC Open Textbook Project HC 126	9.2
Models, Models Everywhere. What Am I to Think? HC 114	9.3

10:00-10:30 SESSION BREAK

10:30-11:30/11:45 CONCURRENT SESSIONS

Universal Design in Action: Building UDL Principles into Your Canvas Course Shell (75 min) DAC Thompson	10.1
Engaging Students in “Unpopular Courses” (60 min) HC 126	10.2
Chitter, Chatter: Building Bridges for Connected Classrooms (45 min) HC 114	10.3

12:00-1:15 COMPLIMENTARY LUNCH | DIAMOND ALUMNI CENTRE

1:15-2:00/2:15 CONCURRENT SESSIONS

Creative Catapults: Learning How to Play for Creative Exploration in Non-Design Classrooms DAC Thompson	11.1
Sensitizing Questions: A Guide for Anti-Oppressive Course Design DAC Fraser	11.2
Implementing Teaching Models to Enhance Interdisciplinary Instruction HC 126	11.3

2:15 – 2:45 SYMPOSIUM REFLECTIONS & UDL NEXT STEPS | DIAMOND ALUMNI CENTRE

Symposium Program Committee: Russell Day, Nicky Didicher, Shauna Jones & Nienke Van Houten	12.0
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Program

Pre-Symposium | Tuesday, 1:00 – 4:30

Pre-Symposium Registration & Networking | Tuesday, 12:30–1:00

DIAMOND ALUMNI CENTRE | Refreshments will be provided

FIVE KEYS TO UNLOCKING UNIVERSAL DESIGN FOR LEARNING WORKSHOP

THOMAS J. TOBIN | DIAMOND ALUMNI CENTRE | TUESDAY, 1:00 – 3:00

To help make educational materials and practices inclusive for all learners, this interactive session radically reflects on how to motivate and inspire adoption of Universal Design for Learning: share easy-to-accomplish use-them-tomorrow UDL strategies, and broaden the focus away from learners with disabilities and toward a larger ease-of-use/general diversity framework. Bring your course syllabus; you'll leave with a UDL-friendly version.

PRE-SYMPOSIUM CONSULTATIONS: GOING BEYOND DISABILITY AND INTO STUDENT SUCCESS

THOMAS J. TOBIN | DIAMOND ALUMNI CENTRE | TUESDAY, 3:30 – 4:30

This informal session affords campus leaders a rare chance to talk with an expert in the field of UDL about program- and institution-level ideas for achieving greater student persistence, retention, and satisfaction. Dr. Tobin's expertise includes working within a unionized higher-education environment; serving ESL, first-generation, and remedial-need learners; and balancing financial needs with academic freedom. Bring your ideas, questions, and scenarios. Our focus will be how to "walk the talk" as a leader who advocates for the educational rights of all learners.

Registration and Networking | Wednesday, 8:30 – 9:00

DIAMOND FAMILY AUDITORIUM | Refreshments will be provided

1.0 Welcome and Introductions | Wednesday, 9:00 – 9:15

DIAMOND FAMILY AUDITORIUM | STEPHANIE CHU (DIRECTOR, TEACHING AND LEARNING CENTRE), JONATHAN DRIVER (VICE-PRESIDENT, ACADEMIC)

2.0 Opening Plenary Session and Keynote Address

Wednesday, 9:15 – 10:45 | DIAMOND FAMILY AUDITORIUM

REACH EVERYONE AND TEACH EVERYONE WITH UNIVERSAL DESIGN FOR LEARNING

THOMAS J. TOBIN (COORDINATOR OF LEARNING TECHNOLOGIES, CENTER FOR TEACHING AND LEARNING, NORTHEASTERN ILLINOIS UNIVERSITY)

To help make educational materials and practices inclusive for all learners, this interactive session radically reflects on how to motivate and inspire adoption of Universal Design for Learning: broaden the focus away from learners with disabilities and toward a larger ease-of-use/ general diversity framework.

You will leave this session with use-them-tomorrow strategies for incorporating UDL into your courses, and you'll see how the UDL work you do now will save you and your students time and energy in the future. We will examine how to extend the reach of the university and the professor beyond the classroom by taking advantage of a key learning tool: students' mobile devices.

STRATEGIES FOR INCLUSION: LESSONS FROM THE 5%

3.1

MITCHELL STODDARD AND MATTHEW MENZIES (CENTRE FOR STUDENTS WITH DISABILITIES) | DAC THOMPSON

Using insights gained working with students whose functional limitations represent the extremes of the continuum, we will explore the application of UDL in the post-secondary context. The session has particular relevance to those involved with course design and implementation. Participants will engage in an interactive opportunity exploring how course design creates context in which functional limitations become barriers to learning. UDL will be examined in terms of its capacity to address these barriers in the design of the course and also in terms of the reasonable limitations to its application in this setting. Participants will leave with tangible approaches to increase equity and inclusivity within course offerings.

CREATING SAFETY IN THE CLASSROOM AND ONLINE WHEN THE SUBJECT MATTER IS ANYTHING BUT SAFE

3.2

SHERI FABIAN AND KATHERINE ROSSITER (CRIMINOLOGY) | DAC FRASER

In our undergraduate seminars, students engage with difficult materials and sensitive issues related to the historical and current experiences of disenfranchised groups. We use classroom-based activities and discussions to raise emotional, personal, and controversial issues that challenge students to question their values and assumptions, and think outside of their comfort zones. Exploring provocative and potentially divisive subjects, involves an increased responsibility to create a healthy classroom community where students engage in safe and respectful dialogue, when the topics themselves are anything but safe.

This session will appeal to educators who wish to enhance student engagement in controversial and sensitive materials. We will encourage active participation from participants drawing on the wealth of experiences they bring with them, and we will: (1) encourage participants to reflect upon the importance of creating safe spaces for learning when teaching sensitive topics; (2) propose a variety of techniques for creating safe spaces and healthy classroom communities that participants can adapt in their classrooms; (3) prepare participants for unanticipated student responses to difficult materials and triggers that may create discomfort; and (4) engage participants to explore the use of classroom-based activities and critical reflections to navigate, reflect on, and process difficult subject matter in higher education.

GETTING STARTED WITH UDL IN YOUR DISCIPLINE USING VISUAL FACILITATION AND INCLUSIVE COLLEGIAL DIALOGUE

3.3

BARBARA BERRY AND DAVID RUBELI (TEACHING AND LEARNING CENTRE),
KATHLEEN BURKE (BEEDIE SCHOOL OF BUSINESS) | HC 126

In this workshop, we will explore how faculty teams might engage, represent, express, and consider ways to implement universal design for learning (UDL) using visual methods. Faculty members from the Beedie School of Business and educational consultants from the Teaching and Learning Centre will describe how they used interactive visual facilitation techniques (Sibbett, 2011) to address educational challenges and create situations for collective faculty dialogue, decision-making, and to set the stage for faculty development initiatives. We will share our results, insights, lessons to inform other groups at SFU interested in using visual techniques to foster conditions that support faculty team planning and capacity development.

Presenters will share their experiences and address the following questions:

- What challenges were we facing?
- How did we foster collegiality, collective visioning and collaboration?
- What emerged?
- What did we learn?
- How have we moved forward since the initial events?
- What can others at SFU learn from our experience?

Participants will use the VisualSpeak (Martel and Tiernan, n.d.) card deck to identify conditions for advancing universal design for learning in their own settings by exploring these questions:

- What systemic, organizational, and human conditions must be in place to foster universal design for learning in your academic unit at SFU?

This session will appeal to academic leaders and course and curriculum development teams.

3.4 AN ARGUMENT FOR INCLUSION: BRIDGING LANGUAGE, LEARNING STYLES AND CULTURES WITH A DYNAMIC, STUDENT DESIGNED INSTRUCTIONAL VIDEO

CHANTAL GIBSON, HANA MARECK AND DARREN MACPHAIL (SCHOOL OF INTERACTIVE ARTS AND TECHNOLOGY) | HC 114

Teaching persuasive writing and argumentation to a diverse classroom of undergraduate design students is challenging. Different learning styles, knowledge gaps, language barriers, and cultural differences can create obstacles to learning and “loud silences” that hinder engaged participation in the classroom.

This session presents the “What is an Issue?” instructional video, an SFU TLD Project designed for SIAT’s upper level W course to promote understanding and inclusion in the classroom. The session introduces the “Silences in the Classroom” learning problem and a rationale for using a student-designed video to teach research writing. We will present a summary of the learning challenges expressed by students and an overview of the instructional activities designed to complement the video.

Participants will engage in a small group knowledge-gathering activity that demonstrates how a short-clip from the video is used to engage 1st and 2nd language writers, as well as visual, aural and textual learners, in identifying and discussing different forms of evidence in the video in preparation for their own research.

The session concludes with a large group discussion of participant observations in relation to the outcomes of the video research findings and offers strategies for using and adapting dynamic videos—info graphic, artifacts, narrative, subtitles—for classroom presentations.

Complimentary Lunch | 12:15 – 1:15

DIAMOND ALUMNI CENTRE

HOW READY ARE STUDENTS TO “FLIP THE CLASSROOM” USING ONLINE EDUCATION MATERIAL?

4.1

MARK ROSELAND AND MARIA SPILIOPOULOU (CENTRE FOR SUSTAINABLE COMMUNITY DEVELOPMENT, RESOURCE & ENVIRONMENTAL MANAGEMENT) | DAC THOMPSON

The Open Education Resources movement is now more than 10 years old and throughout this time thousands of teaching and learning products have been created and utilized in classroom as freely accessible material. The objective of our 2015 project was to test a non-traditional teaching and learning method, i.e. the “flipped classroom concept”. We focused on the interdisciplinary field of sustainable community development and recorded dozens of massive open online courses (MOOCs) and open textbooks, created by reputable institutions. We then integrated online material into two courses and assessed its effectiveness, with some expected and some rather surprising outcomes. We appreciate the opportunity to share our project’s results with faculty members, educational developers and advisors, and current and future instructors. Our session will take the form of an interactive discussion and will seek to engage the audience in interpreting and absorbing the project’s results.

DON’T BUILD ON A SHAKY FOUNDATION: EFFECTIVE IN-CLASS REVIEW WITH A TIME-SAVING, TWO-STAGE APPROACH

4.2

MEGAN BARKER AND KATHLEEN FITZPATRICK (BIOLOGICAL SCIENCES) | DAC FRASER

Many courses or course units begin with reviewing prior material in class. This often takes a large portion of class time, but does not always deliver the hoped-for outcomes of helping students build towards the new material in your course. Additionally, traditional in-class review can have the unfortunate side effect of false familiarity leading to students “tuning out” and losing motivation.

To improve review effectiveness for all students in the classroom, this workshop introduces the two-stage review approach. Valuable for classes of any size/level, and using individual formative assessment with collaborative feedback, this in-class activity supports students engaging with the material in multiple ways. Two-stage review is an evidence-based practice: students engage more deeply than during traditional review, actively build upon their own learning, and gain immediate, individual feedback. Notably, data shows that instructors can significantly reduce the amount of review time, without harming student learning.

During this interactive workshop, we will:

- Collectively discuss the goals and challenges of in-class review.
- Describe the two-stage review approach, including a discussion of evidence from the literature and logistical considerations.
- Begin planning your own two-stage review activity.

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

4.3 INCORPORATING UNIVERSAL DESIGN PRINCIPLES INTO YOUR COURSES

AFSANEH SHARIF AND MARIE KRBAVAC (UNIVERSITY OF BRITISH COLUMBIA) | HC 126

This session is an introductory workshop on the concepts of Universal Design for Learning (UDL). In addition to introducing the three main principles, this session offers participants concrete examples about incorporating UDL into their teaching and design practices, as well as “take away” promising practices and additional resources for further exploration. We will use a set of activities to engage the participants to ask and answer questions around integrating UDL principles in their context and courses. The activities are designed to promote critical thinking on the key questions of what, how and why of UDL. At the end of this session participants will be able to explain and implement the main principles of UDL in their context. This session welcomes a wide range of participants in teaching and educational development practice.

4.4 DANCE LITERACY: EXPANDING THE OPTIONS FOR EXPRESSION AND COMMUNICATION THROUGH PHYSICAL ACTION AND ARTISTIC SENSIBILITY

CHERYL KAY AND LORRAINE WHITE-WILKINSON (FACULTY OF EDUCATION) | HC 114

Dance Literacy – expanding the options for expression and communication through physical action and artistic sensibility is a participatory workshop building on the Universal Design for Learning goals of offering students multiple means of demonstrating and exploring understandings. In this 45 min session, participants explore the power of movement as a form of literacy, while addressing multiple ways/forms of engagement, representation and expression. Inspired by a book about the residential school experience, this workshop also addresses alternative ways of exploring aboriginal content within the curriculum. We seek to individualize the meaning making process of understanding the residential school experience by presenting an activity that provides choices. Movement literacy is a new and emergent way of learning and of demonstrating learning. We model and encourage ways of teaching that embrace choice, respect diversity, provide accessibility and embrace inclusivity. Aimed at all educators interested in movement as a form of expression and means of understanding, participants will leave the workshop with experiential insights into the nature of the multimodal experience of combining movement and literature as an expressive art form.

Presented by two experienced B.C. dance educators, Cheryl Kay and Lorraine White-Wilkinson take you on a journey that will not only move your body, but also move your mind and heart.

5.0 Concurrent Sessions | Wednesday, 2:45 – 3:45

5.1 DESIGNING LEARNING ENVIRONMENTS FOR WELL-BEING

ROSIE DHALIWAL AND ALISA STANTON (HEALTH AND COUNSELLING SERVICES),
ADAM DYCK (MATHEMATICS) AND JENNESIA PEDRI (COMMUNICATION) | DAC THOMPSON

Inclusivity and flexibility are two of 10 conditions for “Well-being in Learning Environments” (an award winning, partnership project between SFU Health Promotion and the Teaching and Learning Centre). SFU’s Health Promotion Specialists will provide an overview of the project and its foundation in Universal Instructional Design to increase understanding as to the impact of the learning environment on student well-being. Faculty members, sessional instructors and/or TAs will engage in dialogue about creating more inclusive and flexible learning experiences. Practical examples for considering inclusivity, and flexibility in course design, delivery or assessment will be shared and participants will be asked to share their examples to further knowledge exchange in this area. Participants will have the opportunity to consider how creating learning environments that support student well-being has benefits to their own well-being. All campus members are welcome to attend.

FORM AND CONTENT: USING A LEARNING PORTFOLIO TO BRIDGE FIRST-YEAR WRITING AND DESIGN COURSES

ANDREW HAWRYSHKEWICH AND CHANTAL GIBSON (SCHOOL OF INTERACTIVE ARTS AND TECHNOLOGY) | DAC FRASER

Over last year's summer and fall terms members of the School of Interactive Arts and Technology (SIAT) set out to bridge our first-year design and writing courses to help strengthen our student's portfolio practice. Students beforehand would take our design and writing courses and complete projects for both without necessarily seeing the inherent relationship of form and content covered in each. To help students understand these connections we developed a common portfolio project in addition to a collection of teaching materials for use in both of the courses. In this session we will be sharing our experiences, process, as well as the advantages and disadvantages of bridging the two courses. We recommend anyone interested in developing curricular connections between classes join us for the session.

DEVELOPING EYES TO SEE UDL PRINCIPLES IN PRACTICE

CHERYL AMUNDSEN, LAURA D'AMICO AND TARA MCFARLANE (INSTITUTE FOR THE STUDY OF TEACHING AND LEARNING IN THE DISCIPLINES) | HC 126

The Teaching and Learning Development Grant (TLDG) program provides small grants (\$5K) to faculty to investigate questions about teaching and learning of interest to them. To date over 160 grants have been awarded. This constitutes an amazing body of work directly targeted at enhancing student learning and also provides a way that faculty can learn from one another's practice. We have developed a topical organization of these projects, for example those focusing on: flipped classroom; experiential learning; and environment and sustainability. Participants will choose the topic category of most interest to them and using short project descriptions (www.sfu.ca/tlgrants) and a handout provided, glean information about how the teaching innovation investigated in each project addresses UDL principles. This will be discussed with others in the same topic group. A large group discussion will wrap up the session.

As a result of participating in this session, participants will:

- appreciate the breadth of research about teaching and learning being conducted across SFU;
- have a greater understanding of UDL principles and how to think of them in the context of specific teaching and learning approaches; and
- have a greater understanding about the various ways to systematically gather evidence of student learning and how that relates to UDL principles.

TAKING ADVANTAGE OF CULTURAL DIVERSITY IN THE CLASSROOM

IRINA PRESNYAKOVA AND EMMA MILEVA (LINGUISTICS) | HC 114

The session explores some of the challenges that arise while implementing UDL principles in a classroom comprised of students from other countries who often come from different academic cultures. While addressing the ways to deal with these challenges, we will also try to demonstrate how such diversity is actually beneficial and provides a context for successfully applying UDL principles. In our session, we offer concrete practices related to students' ways and demonstration of learning (e.g., how class activities can facilitate different ways of learning and provide various forms of engagement; how supportive feedback can be given, etc.). Our practical approach to the session includes brainstorming, solving case studies, answering reflective questions, conducting opinion polls, and sharing personal experience by both facilitators and participants. By the end of the session, we hope to change the common opinion of a diverse classroom as a challenging situation to one where the benefits outweigh the challenges. In particular, we suggest that in a diverse classroom students can learn new skills and learning strategies from their peers (the 'how' of learning), as well as discover new motivation to learn in the environment of multicultural exchange (the 'why' of learning).

6.0 Concurrent Sessions | Wednesday, 4:00 – 4:30

6.1 **STRATEGIES FOR INTERNATIONALIZATION OF APPLIED SCIENCE CURRICULA IN POST-SECONDARY EDUCATION**

FABIO CAMPI (ENGINEERING SCIENCE) | DAC THOMPSON

International Students are a precious asset for post-secondary education. They offer a form of prestige, contributing to the perception of the university value and effectiveness, but most of all, a significant presence of international students contributes in making campuses a more cosmopolitan and formative environment for students, teachers, and staff, providing everyone with the essential tools to challenge an increasingly globalized world.

As University personnel, we have been, and we still are making very successful efforts in implementing support networks for International students in our campuses, and educating ourselves to multicultural awareness. On the other hand, our curricula and teaching practices implemented by such institutions are still mostly geared to domestic students and to a very “Anglicized” and “Westernized” approach to teaching and learning.

This work describe a 3 year project aimed at the internationalization of undergraduate applied sciences curricula, and in particular at the definition of strategies for ensuring good classroom citizenship and comfortable access to teaching resources for international students. The proposed strategies were applied and evaluated in three courses that are part of the computer engineering curriculum at SFU but can be mostly applied, with little generalization, to different disciplines and contexts.

6.2 **RECLAIMING ROMANTICISM IN SCIENCE EDUCATION: UNITING PEDAGOGY AND WONDER**

LEE BEAVINGTON (FACULTY OF EDUCATION) | DAC FRASER

Darwin, Goethe and Humboldt approached science as full of mystery and wonder. The creative process and aesthetic experience were central to their scientific inquiries, which promoted a holistic and interrelated world view. As poet and scientist Jacob Bronowski wrote, there is a “unity in variety” sought by both artists and scientists. Whether writing a poem or mapping genes, creativity is essential to the process. Finding patterns and using metaphors can elucidate connections and understanding, and encourage unity between students and the object of study. Incorporating Goethe’s “delicate empiricism” to know the thing-in-itself, and observe with empathy and attentiveness, reconnects us with our biophilic nature.

This presentation is targeted at instructors and curriculum developers interested in student-centered, arts-based, experiential learning. My session will present alternate approaches to science education that reconnect philosophy and science, and provide seeds of inspiration for participants in terms of how to teach or design interdisciplinary courses.

6.3 **TELEPRESENCE, MEDIA TRANSPARENCY & TEACHING: A MULTI-CAMPUS USER STUDY**

WYNNIE CHUNG AND MICHAEL FILIMOWICZ (SCHOOL OF INTERACTIVE ARTS AND TECHNOLOGY) | HC 114

We present our research on telepresence & transparency of teaching style in a highly mediated learning environment through a multi-campus course delivered in a real-time synchronous video setting. This course delivery method has been implemented for the past three years in an upper-level studio-lecture course using a Polycom video-conferencing system between Surrey and Harbour Centre campuses. Our research investigates students’ acceptance of this technology and mode of delivery with the aim of improving usability, system performance,

and transparently supporting the instructional style of the course, which depends on intuitive natural exchange in discussions between the teaching team and students across campuses. We will present a series of videos, dynamic data visualizations, and 'Wizard of Oz' demos to provide a comprehensive overview on the (i) theoretical motivations, (ii) setup & implementation overview, and (iii) delivery experience & feedback behind the multi-campus teaching & learning experience. This session will be of interest for instructors/facilitators/faculty who are motivated: (1) to increase their course accessibility for students across multiple campuses, (2) to consider a dynamic course delivery method that integrates multi-media materials and teleconference technologies. (3) to gain insight on an iterative and collaborative process between the university IT and teaching faculty for course development & improvement.

Symposium Reception | Wednesday, 4:30 – 6:30

7.0

DIAMOND FAMILY AUDITORIUM

Digital Poster Presentations | Wednesday, 5:00 – 5:45

8.0

DIAMOND FAMILY AUDITORIUM

TRYING TO SOLVE THE “JARGON PROBLEM” IN UNDERGRADUATE SCIENCE (5:00 PM)

8.1

MEGAN BARKER (BIOLOGICAL SCIENCES)

There are more new terms in first-year science textbooks than in foreign language classes. For many science students, and for many diverse reasons, this new technical vocabulary (or jargon) is often a barrier to subject mastery and to student identity as a potential scientist. In this experiment, we sought to improve student understanding of jargon and concepts by removing jargon from the initial part of the course materials. Students in two sections of an undergraduate biology course were first exposed to the concepts in a pre-class assignment, either with technical vocabulary integrated (control group) or without (“concepts first” group). Student learning of both concepts and jargon was measured by a post-test. While there was no difference in the multiple choice scores, the concepts-first group included twofold more correct arguments on the conceptual free-response questions. The correct use of jargon between the two groups was similar, with the exception of one jargon term that the control group used more often. These results suggest that 1) modest instructional changes – content introduction in a concepts-first, jargon-second manner – can increase student learning and ability to articulate their understanding; and 2) not all jargon is created equal, requiring further study and instructional consideration.

WHAT HEALTH SCIENCES STUDENTS THINK ABOUT CREATIVE TEACHING APPROACHES: RESULTS FROM A STUDENT EVALUATION OF THE PHOTOVOICE METHOD (5:10 PM)

8.2

MAYA GISLASON, JEMMA TOSH AND LINDSAY WOLFSON (HEALTH SCIENCES), BARBARA BERRY (TEACHING AND LEARNING CENTRE)

Students studying Health Sciences are often required to take courses that focus on the role that the social determinants of health play in impacting health. This includes issues related to social structures, culture, and history, such as poverty and oppression. The interaction between such an array of health determinants makes this a complex issue to learn about, particularly in large undergraduate classes where student engagement and discussion can be difficult to elicit (Hanover Research, 2010; Valerien, 1991). This poster describes the development of a PhotoVoice assignment: a novel method of analysis which uses photography to represent and express points of view and lived realities, and has been used in a variety of university classroom settings (Chandler & Baldwin, 2010; Cook & Rust, 2013). This project was developed to examine if a more experiential approach supported student learning outcomes and assisted students in understanding the interconnectedness of the topic. Findings from focus groups will be outlined on the poster.

8.3 DEVELOPING RESOURCES FOR TEACHING TEAMS: A CASE STUDY OF AN INTRODUCTORY RESEARCH METHODOLOGY COURSE (5:20 PM)

JAN MARONTATE, FRÉDÉRIK LESAGE, AND CHRIS JESCHELNIK (SCHOOL OF COMMUNICATION); MILAN SINGH (TEACHING AND LEARNING CENTRE)

The poster session presents insights from a project focused on a case study of CMNS260 (Empirical Communication Research Methods), an undergraduate course that introduces social scientific research design. (The research was funded by the Teaching and Learning Development Grants Program.) One of the main goals of the course is to provide opportunities for students to learn to critically evaluate knowledge claims supported by statistical data.

For this course we have designed learning activities that depend on a collaborative approach to teaching with integrated lecture, lab and tutorial activities to offer a range of engaging and diverse learning activities for students. Collaboration is also a key feature in the varied exercises and activities we have designed.

Students use state-of-the-art technologies to gain practical experience in a wide range of data collection (ranging from face-to-face interviews to design of online surveys) and analysis techniques. They learn to express themselves in working on group assignments but also conduct solo projects. In a capstone research design assignment they work across tutorial sections to collectively develop, conduct and analyze a class project. The course design provides opportunities for engagement and offers students with different learning styles opportunities to demonstrate their strengths. Students develop valuable skills that are relevant to contemporary workplaces and foundational skills useful for engaged citizens of the world today. Our poster presents examples of key moments in teaching team and student activities.

8.4 PARTI IN THE CLASSROOM! (5:30 PM)

ANDREW HAWRYSHKEWICH (SCHOOL OF INTERACTIVE ARTS AND TECHNOLOGY)

Parti is an in-class image participation system designed to facilitate discussion on images submitted live in-lecture. Designed initially for a first-year design class, Parti allowed students to snap photos of their sketches and submit them through Canvas. The instructor could then immediately pull up anonymous submissions for discussion and drawing on, facilitating discussion without the stresses of having a student name on the big screen. Parti is now an available Canvas add-on, and you can come chat about and try it out yourself as either a student or instructor during the symposium poster session.

Registration and Networking | Thursday, 8:30 – 9:00

DIAMOND ALUMNI CENTRE | Refreshments will be provided

9.0 Concurrent Sessions | Thursday, 9:00 – 10:00

9.1 EXPANDING LINGUISTICS, CULTURAL, AND LITERACIES TOOLKITS: ENGAGING DIVERSITY IN TRADITIONAL AND VIRTUAL LEARNING SPACES

LEANNE BOSCHMAN AND MEILAN EHLERT (FACULTY OF EDUCATION) | DAC THOMPSON

Our research calls for a deeper understanding of multiplicity in today's educational contexts, and it is intended for educational practitioners and researchers. We consider that diversity is an essential component of contemporary classrooms, particularly in terms of cultures, languages, and literacy practices. We are interested in the ways that bilingual and plurilingual learners use language as a 'mobile' resource moving through virtual worlds and how this

mobility and flexibility may be applied to e-learning tools as well as traditional pedagogical tools. In particular, we explore how the Multiliteracies learning framework aligns with the principles of Universal Design in acknowledging different ways of learning and demonstrating learning. The learning journal is considered in terms of how it could be framed by contemporary approaches to literacy learning, mother-tongue based multilingual education, and translanguaging practices. We base our presentation on key findings from qualitative research and find that the traditional classroom journal could become a digital domain in which learners' individual and relevant socio-cultural repertoires could serve as a starting point for fostering a classroom culture of inclusion. Proposed session outcomes are both the sharing of our findings and the facilitation of a generative dialogue with participants through multi-/new media presentation, discussion, and related learning activities.

CAN I ACTUALLY USE IT? INCORPORATING UDL PRACTICES INTO THE BC OPEN TEXTBOOK PROJECT

9.2

TARA ROBERTSON (CAPER-BC), SUE DONER (CAMOSUN COLLEGE) AND AMANDA COOLIDGE (BC CAMPUS) | HC 126

A broad audience of participants will be introduced to the UDL-based approach we used to guide our project, and have an opportunity practice this approach during the workshop.

We have been collaborating for over 2 years on accessibility and UDL in support of the BC Open Textbook project. This has included 2 rounds of usability testing by students and the creation of the "BC Open Textbook Accessibility Toolkit".

The question that launched our project was: "How can we build accessibility into the development of BC Open Textbooks from the very beginning (so that materials are accessible for students with a disability from the start)?" This question has evolved to: "How can we make the most use of the UDL framework in developing open learning resources that support all students?"

We will begin with an overview of the Project and what we learned from the student usability testers. We will introduce the "User Personas" that are a key component of the Toolkit, and are useful for both creating empathy and helping to clearly illustrate the access issues learners may have with different types of content.

The second half of the session will involve a hands-on activity where participants will adopt User Personas from the Toolkit to think through scenarios, identify barriers and look for UDL-based solutions.

MODELS, MODELS EVERYWHERE. WHAT AM I TO THINK?

9.3

RUSSELL DAY (PSYCHOLOGY) | HC 114

Psychology and Education as disciplines share many foibles – one being that we have multiple theories or models to explain or predict things. We might use one of the models exclusively – trying to make it relevant to all situations, or we might use a more eclectic approach and use the model (or models) that seem to have the greatest utility in that specific context. In this workshop, we will first explore four seemingly different models that might guide us when developing curriculum, help us structure learning activities, and suggest ways that we can become more effective teachers – helping more students learn more (e.g., Universal Design for Learning – UDL). Following our basic introduction to the models (in addition to UDL, Chickering & Gamson's 7 Principle, the Instructional Skills Workshop Lesson Planning Model [BOPPPS] and Fink's [2013] Creating Significant Learning Experiences), the discussion will focus on extracting the common (core?) elements that seem to be critical to the various models, but more importantly, that seem

to really impact the learning experiences of our diverse students. By the end of the workshop, participants will be able to describe some of the meta-level values and principles that underlie good teaching and have some ideas as to how they might apply these ideas in their own teaching.

10.0 Concurrent Sessions | Thursday, 10:30 – 11:30/11:45

10.1 **UNIVERSAL DESIGN IN ACTION: BUILDING UDL PRINCIPLES INTO YOUR CANVAS COURSE SHELL** | KAR-ON LEE (TEACHING AND LEARNING CENTRE) AND JOY ROWE (ARCHIVES AND RECORDS MANAGEMENT) | 75 MIN | DAC THOMPSON

In this hands-on workshop, we will lead you through basic universal design (UDL) concepts that can be applied in online courses in Canvas.

Online education offers a rich multimedia environment for learners, allowing for diverse ways to interact with educational material. Universal design in the online environment is a process where instructors and not specialists can create inclusive educational experiences for a wide range of learners. In this session, attendees will be introduced to basic universal design concepts, including Equitable Use, Flexibility in Use, Simple and Intuitive Use, Perceptible Information and other UDL principles. Attendees will also view examples of existing Canvas course content that has integrated UDL principles based on BC Open Textbook Accessibility Toolkit.

The session is intended for course content creators who have or will be creating online content delivered through Canvas or other LMS platforms. Please bring a laptop and access to an existing online/blended course in your LMS.

10.2 **ENGAGING STUDENTS IN “UNPOPULAR COURSES”** MALGORZATA DUBIEL AND VESELIN JUNGIC (MATHEMATICS) | 60 MIN HC 126

Some introductory university courses belong to the “unpopular” courses category: students are required to take them because of program requirements rather than a desire to learn more about the subject. Students often see such courses (and the instructors who teach them) as major obstacles for their ambition to enrol in the programs of their liking. Mathematics courses are examples of such courses, but there are many more.

For both of us, two experienced mathematics instructors, and many of our colleagues across the university, this presents a challenge: how to motivate the students, how to engage them in the learning process and how to have them experience some of the excitement we feel about the subject.

We will describe techniques and strategies we use in teaching some of these courses: Foundations of Analytical and Quantitative Reasoning, Precalculus, Calculus and Principles of Mathematics for Teachers. This will be followed by an invitation to the participants to share their thoughts and their experiences with teaching (or taking) “unpopular” courses. We are particularly interested to explore a seemingly contradictory situation that some of the most “unpopular” courses are at the same time some of the most populated ones. Is there a correlation between the “popularity” and the size of the class?

All participants of this session will take home a few new ideas how, as course instructors, we can use our “unpopular” courses to promote our disciplines among large students audiences, in addition to building the necessarily academic foundations. Jointly we will explore the 3rd Principle of Universal Design for Learning: How to “provide multiple means of engagement” and help them to recognize “the ‘why’ of learning.”

CHITTER, CHATTER: BUILDING BRIDGES FOR CONNECTED CLASSROOMS

LORETTA JACKSON AND ZUZANA VASKO (FACULTY OF EDUCATION) | 45 MIN | HC 114

10.3

This session is aimed at all instructors and TAs and will provide a framework that will demonstrate the value of communication for the purpose of building a sense of community that learns together.

In our experience, students thrive when they have an opportunity to talk and engage with others. Meaningful connections offer support to students outside the classroom and contribute to a richer life experience at University.

We will discuss how communication moves from “small talk” where students get to know and understand each other, to more in-depth “meaningful talk” which enables students to comprehend the diverse perspectives of others with regard to the course material and benefit future agreements, collaborations and “next steps”.

In this session, participants will be guided through engaging 5 minute exercises that demonstrate the usefulness of inviting voices into the classroom in a purposeful way. We will process what happens in the moment and the implications for future use to promote learning.

Participants will discover ways to adapt and create exercises that they can use in their own classroom to engage all students and be able to list the benefits and challenges of taking time to promote communication that stimulates learning and support for all.

Complimentary Lunch | Thursday, 12:00 – 1:15

DIAMOND ALUMNI CENTRE

Concurrent Sessions | Thursday, 1:15 – 2:15

11.0

CREATIVE CATAPULTS: LEARNING HOW TO PLAY FOR CREATIVE EXPLORATION IN NON-DESIGN CLASSROOMS

11.1

HANNAH CELINSKI (ENGLISH), CAMILA FERREIRA (COMMUNICATION) AND EMILY IP (SCHOOL OF INTERACTIVE ARTS AND TECHNOLOGY) | DAC THOMPSON

Academia celebrates innovation and creative application of tried and true principals, but often the processes that enable the creative thinking necessary for this kind of evolution are viewed as diversions, or too unsophisticated to include in the curriculum. Through exposure to creative thinking principles, and exercises that can satisfy an academic environment while promoting creativity, instructors can develop the skills necessary to explore creativity within their classes, encourage creative thinking in the work of their students, and recognize the potential for creative thinking within the work of their students.

The session will begin with an introduction to creative thinking, then a discussion around the benefits of creativity in the academic environment. This discussion will give way to a variety of stations where the participants will have the opportunity to sample exercises that encourage creative thinking. The session will conclude with an overview of the material covered, and include a handout detailing the exercises explored during the session.

We welcome undergraduates, grad students, faculty, and members of the educational community to participate in our session, as an opportunity to expand their course content to include exercises designed to broaden research topics, and expand subject matter for examination in class.

11.2 SENSITIZING QUESTIONS: A GUIDE FOR ANTI-OPPRESSIVE COURSE DESIGN

JENNIFER THOMAS (SOCIOLOGY AND ANTHROPOLOGY) | DAC FRASER

Education Philosopher Nel Noddings once said “Justice is not satisfied by equal opportunity; it must somehow produce equal outcomes.” How can we as educators structure our courses in ways that help to produce equal outcomes for marginalized students such as EAL learners, students with disabilities, racialized students, and folks with limited financial resources? Since privilege and oppression are often rendered invisible in everyday practice, many educators are likely unaware of the ways in which privilege and oppression enter into the assumptions and decisions they make about structuring their courses, setting many marginalized students up to fail. I have created a resource that I call “sensitizing questions” to help guide educators in designing anti-oppressive courses. By remaining cognizant of, and working to uproot the ways in which oppression is often perpetuated through education, instructors can enable students with diverse experiences, relationships to power and histories of oppression to be successful in their classes. I will share the “sensitizing questions” resource at the Symposium by having small groups of faculty, instructors and curriculum developers practice assessing course outlines. By the end of the workshop, participants will begin to recognize oppressive course content, policies, structures and expectations as well as devise anti-oppressive alternatives

11.3 IMPLEMENTING TEACHING MODELS TO ENHANCE INTERDISCIPLINARY INSTRUCTION: HOW WE USED BOPPPS TO DEVELOP A CASE STUDY ON POLIO ERADICATION FOR VIROLOGY AND INTERNATIONAL RELATIONS STUDENTS

NIENKE VAN HOUTEN (HEALTH SCIENCES) AND JAN LUEDERT (UBC) | HC 126

In this session, we will present our approach to developing an interdisciplinary instruction module for two very diverse courses (HSCI-338 Animal Virology [SFU] and Political Science 364 – International Organizations [UBC]) using a teaching model that is taught in the Instructional Skills Workshop (ISW). Interdisciplinary instruction is encouraged from multiple directions, yet there are challenges that prevent communication between people from diverse disciplines. We propose that co-teaching by instructors from different fields is enhanced when they share the same teaching model.

By attending this session, participants will:

- Define interdisciplinary instruction and identify benefits for students
- Identify challenges and opportunities in interdisciplinary instruction
- Be introduced to the BOPPPS teaching model
- Observe how the BOPPPS model provided a framework for developing an interdisciplinary co-teaching module for two undergraduate classes in diverse disciplines
- Consider how instructional models provide a foundation for interdisciplinary instruction

Participants will share their experience with teaching models, challenges and successes with interdisciplinary teaching. We will collectively consider how we can approach interdisciplinary instruction. Participant generated notes and resources will be distributed by email after the session.

This session is appropriate for instructors who are seeking approaches to developing interdisciplinary and co-teaching practices.

12.0 Symposium Reflections & UDL Next Steps | Thursday, 2:15–2:45

DIAMOND ALUMNI CENTRE

Symposium Program Committee: Russell Day (Psychology), Nicky Didicher (English), Shauna Jones (Beedie School of Business), Nienke van Houten (Health Sciences) | DAC

Contact Information

Presenters

3.1

Mitchell Stoddard, Centre for Students with Disabilities, mstoddar@sfu.ca

Matthew Menzies, Centre for Students with Disabilities, mmenzies@sfu.ca

3.2

Sheri Fabian, Criminology, sfabian@sfu.ca

Katherine Rossiter, Criminology, rossiter@sfu.ca

3.3

Barbara Berry, Teaching and Learning Centre, bberry@sfu.ca

Kathleen Burke, Beedie School of Business, kburke@sfu.ca

David Rubeli, Teaching and Learning Centre, drubeli@sfu.ca

3.4

Chantal Gibson, SIAT, cgibsonb@sfu.ca

Hana Mareck, SIAT, hmareck@sfu.ca

Darren MacPhail, SIAT, dmacphai@sfu.ca

4.1

Mark Roseland, Centre for Sustainable Community Development, REM, roseland@sfu.ca

Maria Spiliotopoulou, Centre for Sustainable Community Development, REM, mariaspi@sfu.ca

4.2

Megan Barker, Biological Sciences, megan_barker@sfu.ca

Kathleen Fitzpatrick, Biological Sciences, kathleef@sfu.ca

4.3

Afsaneh Sharif, UBC, Centre for Teaching, Learning and Technology, afsaneh.sharif@ubc.ca

Marie Krbavac, UBC, Centre for Teaching, Learning and Technology, marie.krbavac@ubc.ca

4.4

Cheryl Kay, Education, cheryl_kay@sfu.ca,

Lorraine White-Wilkinson, Education, lwa34@sfu.ca

5.1

Rosie Dhailwal, Health and Counselling Services, rosie_dhaliwal@sfu.ca

Alisa Stanton, Health and Counselling Services, alisa_stanton@sfu.ca

Adam Dyck, Mathematics, ard9@sfu.ca

Jennesia Pedri, Communication, jpedri@sfu.ca

5.2

Andrew Hawryshkewich, SIAT, andrew_h@sfu.ca

Chantal Gibson, SIAT, cgibsonb@sfu.ca

5.3

Cheryl Amundsen, ISTLD, camundsa@sfu.ca

Laura D'Amico, ISTLD, istld@sfu.ca

Tara McFarlane, ISTLD, istld@sfu.ca

5.4

Irina Presnyakova, Linguistics, ipresnya@sfu.ca

Emma Mileva, Linguistics, emileva@sfu.ca

6.1

Fabio Campi, Engineering Science, fcampi@sfu.ca

6.2

Lee Beavington, Education, lbeaving@sfu.ca

6.3

Wynnie Chung, SIAT, wyc14@sfu.ca

Michael Filimowicz, SIAT, Lifelong Learning, Continuing Studies, mfa13@sfu.ca

8.1

Megan Barker, Biological Sciences, megan_barker@sfu.ca

8.2

Maya Gislason, Health Sciences, maya_gislason@sfu.ca

Jemma Tosh, Health Sciences, jemma_tosh@sfu.ca

Lindsay Wolfson, Health Sciences, lwolfson@sfu.ca

Barbara Berry, Teaching and Learning Centre, bberry@sfu.ca

8.3

Jan Marontate, School of Communication, jmaronta@sfu.ca

Frédéric Lesage, School of Communication, flesage@sfu.ca

Chris Jeschelnik, School of Communication, cjeschel@sfu.ca

Milan Singh, Teaching and Learning Centre, milan_singh@sfu.ca

Symposium Planning Committee

8.4

Andrew Hawryshkewich, SIAT, andrew_h@sfu.ca

9.1

Leanne Boschman, Education,
leanneb@sfu.ca

Meilan Ehlert, Education,
meilane@sfu.ca

9.2

Tara Robertson, CAPER-BC,
trobertson@langara.ca

Sue Doner, Camosun College,
doners@camosun.ca

Amanda Coolidge, BCcampus,
acoolidge@bccampus.ca

9.3

Russell Day, Psychology, rday@sfu.ca

10.1

Kar-On Lee, Teaching and Learning Centre,
cal2@Sfu.ca

Joy Rowe, Archives and Records Management,
joyr@sfu.ca

10.2

Malgorzata Dubiel, Mathematics, dubiel@sfu.ca

Veselin Jungic, Mathematics, vjungic@sfu.ca

10.3

Loretta Jackson, Education, lorettaj@sfu.ca

Zuzana Vasko, Education, zvasko@sfu.ca

11.1

Hannah Celinski, English, hannah_celinski@sfu.ca

Camila Ferreira, Communication, camilaf@sfu.ca

Emily Ip, SIAT, eip@sfu.ca

11.2

Jennifer Thomas, Sociology and Anthropology,
jnthomas@sfu.ca

11.3

Nienke van Houten, Health Sciences,
nvanhout@sfu.ca

Jan Luedert, UBC, Political Science,
jan.luedert@alumni.ubc.ca

Russell Day, Department of Psychology
rday@sfu.ca

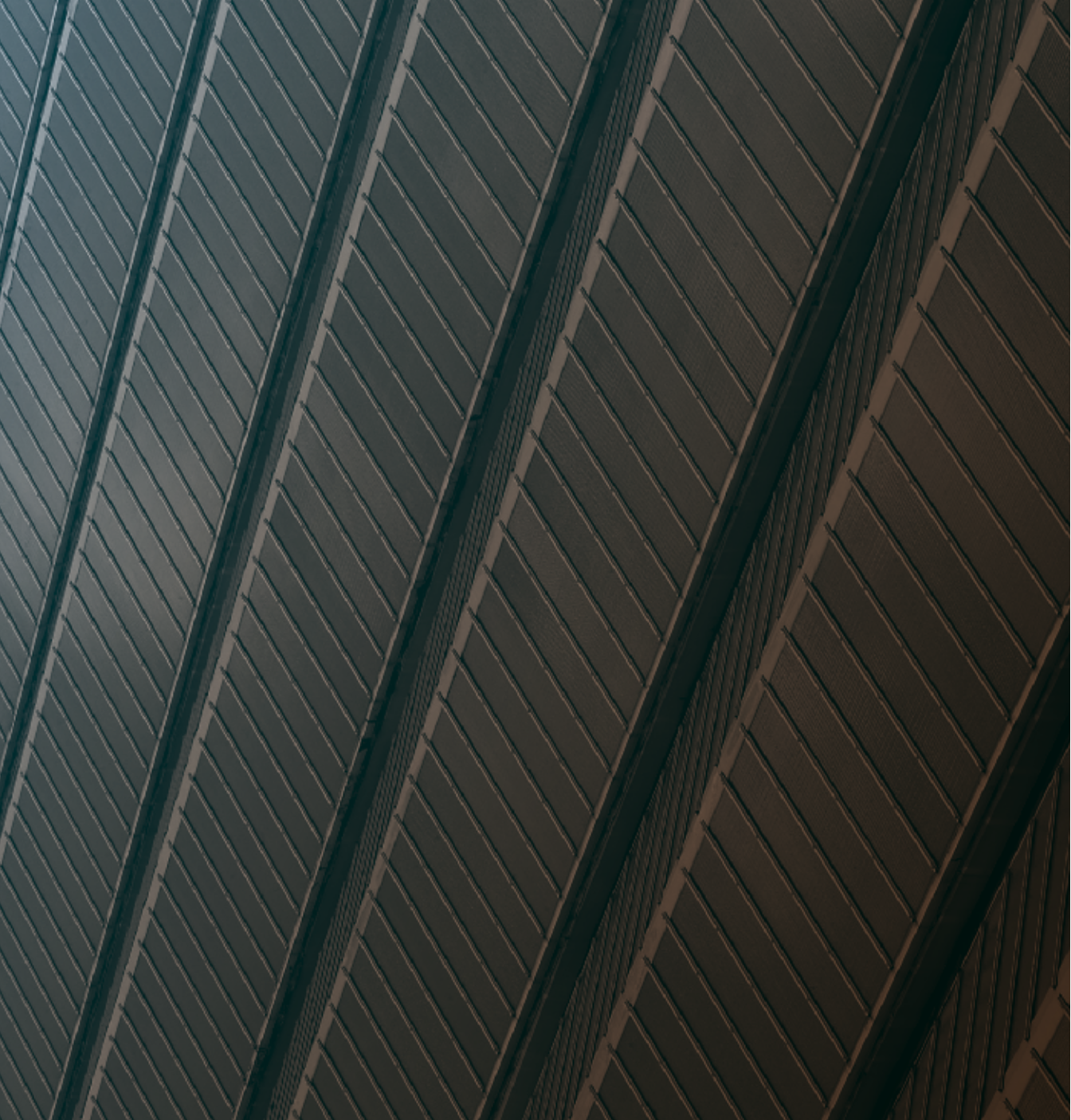
Nicky Didicher, Department of English
didicher@sfu.ca

Shauna Jones, Beedie School of Business
shaunaj@sfu.ca

Nienke van Houten, Faculty of Health Sciences
nvanhout@sfu.ca

Christine Kurbis, Teaching and Learning Centre
kurbis@sfu.ca

Patty Ward, Teaching and Learning Centre
piw@sfu.ca



SFU's annual Symposium on Teaching and Learning is a forum for faculty members, instructors, staff, students, and administrators to share ideas, experiences and practices related to teaching and learning.

This year's Symposium will demonstrate how Universal Design for Learning is being used in teaching practice, research or scholarly inquiry into teaching and learning to benefit students' learning.

Who Should Attend

- Faculty Members and instructors
- Teaching assistants and tutor makers
- Graduate and undergraduate students
- Curriculum and educational developers
- University staff and administrators

For more information and to register, please visit us at www.sfu.ca/tlcentre