

**7:15-8:00 a.m. Asphalt Cowboys Breakfast – Sponsored by Shasta College Foundation – 2300 Building Breezeway**

**8:00-9:20 a.m. State of the College Address – Dr. Joe Wyse, Superintendent/President - Theatre**

**9:30-10:30 a.m. Keynote Speaker – Simon Bates, Ph.D.**

**“The What, Why, and How of Evidence-Based Teaching and Active Learning” - Theatre**

Simon Bates is a Professor of Teaching, Senior Advisor to the Provost on Teaching and Learning, and Academic Director for the Centre for Teaching, Learning and Technology (CTLT) at the University of British Columbia (UBC). He co-teaches Introductory Physics with a different faculty colleague each year, introducing innovations including student-generated learning and assessment content and the use of open educational resources as digital content. He has received teaching awards from both the University of Edinburgh (2006, 2011) and UBC (2016). Simon directs a central academic support unit of ~75 FTE, overseeing the provision of academic support services to the teaching and learning community at UBC, and providing an implementation pathway for these strategic projects. He also works on a number of academic strategy projects, with current focus on educational leadership and learning technology. Simon is currently the academic lead for the Educational Innovation cluster of the Universitas21 global network of research-intensive universities.



**10:40-11:40 a.m. “An Interactive Learning Quiz” – Follow-up Activity with Simon Bates – Theatre**

We all have views, opinions, and beliefs about how students learn best. But which of these are really true, and which don't actually stand up when you look at the research evidence? In this interactive workshop, we will make some of our collective beliefs about learning visible!

**11:50-12:50 p.m. Lunch – Faculty Association, Faculty Meeting – Room 802**

**1:00-1:50 p.m. Workshops: “Persistence Theme: Habits of Mind”**

**Facilitators: Kate Ashbey (Room 813), Sharon Brisolaro (Room 816), Roger Gerard (Room 822), Theresa Markword (Room 815), Shelly Presnell (Room 810)**

**2:00-3:00 p.m. Workshops: University of British Columbia Faculty:**

- **Session 1: “Active-Learning Activities / Technologies to Bring Evidence-Based Techniques into the Classroom” – Kayli Johnson – Room 802**
- **Session 2: “Building Bridges: Integration of Language and Technical Content to Improve Student Learning Outcomes” – Gabriel Potvin – Room 804**
- **Session 3: “Making Space for LGBTQIA Students in Your Classroom” – Katja Thieme – Room 806**

**3:10-4:10 p.m. Workshops: (Repeat of 2:00-3:00 sessions above)**

## Workshop Descriptions

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### **1:00-1:50 Workshops: “Persistence Theme: Habits of Mind”**

**Facilitators: Kate Ashbey (Room 813), Sharon Brisolaro (Room 816), Roger Gerard (Room 822), Theresa Markword (Room 815), Shelly Presnell (Room 810)**

These workshops will all address the Habits of Mind topic and will be led by different facilitators in different rooms. Facilitators will briefly discuss the important role of persistence as a mindset/habit for student success. Sessions will be interactive with participants sharing ideas, strategies, and resources and exploring questions and concerns. Facilitators will gather ideas, strategies, and resources from all sessions and make these available online to all participants, along with any additional resources obtained based on participants' expressed needs. Room numbers will be randomly assigned to facilitate group interaction.

### **2:00-3:00 and 3:10-4:10 Workshops: University of British Columbia Faculty**

#### **Session 1: “Active-Learning Activities/Technologies to Bring Evidence-Based Techniques into the Classroom” – Kayli Johnson – Room 802**

This workshop will demonstrate active learning techniques and technologies that support evidence-based best practices to maximize student learning. Participants will have the opportunity to explore activities that can be tailored to the needs of the students in their own classes and will leave with a toolkit of low-barrier techniques that can be incorporated into a variety of learning environments. Kayli Johnson joined the Department of Chemistry at the University of British Columbia (UBC) as an instructor in 2014 after completing her Ph.D. at the University of Oxford as a Rhodes Scholar. Her interests include adapting technology to help personalize students' learning experiences, even in large classes. Kayli has developed a custom online course book to support students in UBC's first year chemistry program, which incorporates interactive videos and questions and uses open-source technology. She also teaches chemistry and science communication in UBC's Vantage One program, which caters to international students who require additional academic English instruction in their first year.



#### **Session 2: “Building Bridges: Integration of Language and Technical Content to Improve Student Learning Outcomes” – Gabriel Potvin – Room 804**

Integrating disciplinary and language education can lead to improvements in both the technical mastery and communication skills of students, as well as improve their perception of the value of good communication skills in their fields. Workshop participants will go through examples of practical exercises that integrate scientific and language training, and the effectiveness of this approach will be discussed based on student feedback and performance. Dr. Gabriel Potvin is an Instructor in the Department of Chemical and Biological Engineering and in the Applied Science stream of Vantage College at UBC. His technical background focuses on the development and mass-production of novel microorganisms for the production of food additives, therapeutics, industrial enzymes, and biofuels. On the pedagogical side, he is particularly interested in first-year and international education, as well as project-based instruction and multidisciplinary training to improve engineering education. He is a steadfast advocate of science and engineering outreach and the promotion of scientific literacy, and he has received a number of awards for his work in these fields.



#### **Session 3: “Making Space for LGBTQIA Students in Your Classroom” – Katja Thieme – Room 806**

As we strive to make our campuses more inclusive of students of all genders and sexual orientations, we have to take practical steps that safely invite LGBTQIA students into classroom activities, that allow them to be who they are on the terms that they choose. This workshop will review the concepts of heteronormativity and erasure, introduce key questions you should consider in your course and lesson planning, and offer practical strategies that you as a teacher can use to normalize gender and sexual diversity. Dr. Katja Thieme teaches courses on research writing to undergraduate students from across fields in the humanities and social sciences. She is a specialist in writing studies with published work on citation in trans studies scholarship, the role of research methods in Indigenization of writing studies, and the written genres of political movements.

