

Presenter(s)	Topic	Background
David Burns Ph.D., Vice Chair, University Senate, Teaching Fellow, K12 Transformation Chair	Examining the ways in which better communication between K-12 systems and post-secondary institutions can be fostered	During the 2017/2018 academic year a joint research project between Surrey Schools students (in grade 12), KPU research assistants (in the Faculty of Arts) and a KPU faculty member, has been creating student research on educational experiences. They are, in particular, examining the ways in which better communication between k-12 systems and post-secondary institutions can be fostered. As a student led initiative, grade 12 students are leading the discussion of their varied forms of achievement (and the ways in which institutions might not recognize them under current policy), undergraduate students are mentoring grade 12 students and leading the research process, and a faculty member is taking the insight generated by these groups to university policy makers. This presentation will discuss the potential this program has demonstrated, as well as the pitfalls it has encountered.
Nancy Norman Ph.D, Instructor Education Assistant KPU	Universal design in action, using “Multiple Means” in your classroom	The redesigned K-12 curriculum in BC centers on personalized student learning and uses the theoretical framework of Universal Design for Learning (UDL) to support diverse learning needs. Through this interactive presentation will you will explore ways to include the principles of UDL (i.e., multiple means of representation, multiple means of expression and multiple means of engagement) into your teaching practices
Christina Page KPU Learning Strategist, Leeann Waddington MS, RN, doctoral student Nursing Faculty KPU, Curriculum Coordinator, Teaching Fellow	Supporting Teaching and Learning – building a bridge between faculty development and student learning supports	Collaborating to build student success, we are exploring opportunities to align the guidance given to students in the learning center with the direction given by faculty. Learning skills support is most powerful when aligned to the specific requirements of a course or assignment. Without this alignment, students may seek support with unclear instructions or learning outcomes, making it difficult to give them the best guidance for success. We are partnering to facilitate improvements in teaching practices for the benefit of students. Using each of our strengths related to learning design and instruction we hope to build a community between our departments. In this session we can provide examples of our findings to date and opportunities for alignment. Next, in a workshop format, we will facilitate and exercise where we will provide faculty with a range of available learning resources with which they can align a problem assignment with available learning supports

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Tess Kroeker ADPN; BHS(PN); MBA; RPN	Maintaining and Enhancing Resiliency among Nursing professionals in British Columbia	<p>Currently, Tess is working toward completing his Doctoral of Social Sciences degree at Royal Roads University where his domain of inquiry is nursing resiliency. Tess, through 25 years of service as a direct care nurse, is aware of the challenging, stressful, and at times traumatic working experiences and conditions faced by nurses working across the province. Through a mixed methods research design, Tess intends on exploring nurses experience of resiliency through and interpretative paradigm which will inform the establishment of a resiliency model, resources or support structure (developed by nurses for nurses) to sustain or improve resiliency for nurses in the province of British Columbia.</p> <p>Join Tess in a discussion to share your experiences, insights, obstacles, and opportunities on this important subject</p>
Lee Beavington Lab Instructor, Biology Instructor, IDEA & Amazon Field School Doctoral Candidate in Education, SFU	Embodied & Empowered Learning Communities	Embodied activities facilitate student agency and engagement. Learning with our bodies, through movement, dance, role-play, and using our senses directly, both deepens learner engagement and retention. Such activities also open learners to new experiences and connections, and can play a key role in building safe, interactive, and empowered classroom communities. In this workshop, participants will engage in an embodied activity on the theme of 'Origins.' This activity will involve movement, interaction, and discussion among participants. After the activity, participants will be invited to brainstorm ideas for an embodied activity related to their teaching discipline.
Kate Jenkins, Artur Niziolek, Dailene Parno, Hsiu-Hui Huang, Michelle Robichaud BSN-AE students, Faculty of Health KPU	Denmark 2018 International Exchange Experience	BSN-AE students embark on an international exchange program in Denmark spring 2018 and share their collective experiences

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Ruth Fraser Director of Services for Students with Disabilities, Student Services KPU	Universal Design for Learning (UDL)	Universal Design for Learning (UDL) is a framework for designing accessible and engaging learning opportunities for increasingly diverse students. While gaining popularity in post-secondary education, many of us may not really know what it is, why it's important, or how it's different from other approaches. KPU has developed UDL Conversation Toolkits to help facilitate learning about this framework and its application. The toolkits are designed to be used by those just joining the UDL conversation. In this session, we will introduce the Toolkits and engage in one of the conversations. You'll also be asked to provide feedback on ways to improve the kits and share them with our KPU community.
Katherine Murray Certified Hospice Palliative Care Nurse, Masters Degree, Fellow in Thanatology	Dying to Know: Developing a Tool-Kit to Help Nursing Students Address Changes in Dying, and to Integrate a Palliative Approach	The ways that people commonly die have changed dramatically in the last 100 years. With this workshop, participants develop an understanding of these changes, and the impact of these changes on the dying person, their family, and the caregiving team. Participants learn about key developments in hospice and palliative care to meet the changing needs, and how nurse educators can prepare students to provide compassionate, and competent care for the dying person, and their family using best practice.

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Kaitlin Kozlowski BSN Nursing Instructor KPU	Developing a Community of Inquiry (Col) in my Classroom; My Experience Using the Col Framework in an Online Environment	The demand for online teaching and learning continues to grow exponentially and the need to apply a theoretical framework to foster the most beneficial learning environment is obvious. As someone who obtained my Masters of Science in Nursing through an online program, I was eager to involve myself with Kwantlen Polytechnic University's (KPU) BSN Advanced Entry program; a program committed to teaching and learning most of the content in an online environment. When the opportunity arose to teach an online class I accepted the challenge. During the last year, I have explored the current literature and worked alongside mentors to improve the online experience of both myself as the instructor and my students. It was during this time that I was introduced to the Community of Inquiry (Col) framework. The Col framework "provides a comprehensive theoretical model that can inform both research on online learning and the practice of online instruction" (Swan, Shea, Richardson, Ice, Garrison, Cleveland-Innes, & Arbaugh, 2008). The assumption of the Col framework is that in order for online learning to be effective, the development of a community is necessary (Shea, & Bidjerano, 2009). I plan on introducing the Col framework to colleagues and sharing some of the successes and shortfalls of my work to establish a sense of community in the online environment
Harjit Dhesi Ph.D, RN, BPN Associate Dean KPU, Faculty of Health	recommendations for a mentoring program between faculty and students	Presentation of findings from her research project and recommendations for a mentoring program between faculty and students
Judith DeGroot	Understanding Dementia Research Presentation	Presentation of dementia research and partnerships