



COURSES, EVENTS AND WORKSHOPS

Show Up & Write

Weekly: Fridays • 9-11 a.m. • Starting January 10
Online

Based on the successful "Shut Up & Write" community movement, this weekly writing group provides community and a dedicated time to write.

Indigenous Teaching and Learning Series

Understanding Indigenous Perspectives
January 13 • 11 a.m.-Noon
Online

This workshop introduces participants to foundational concepts of Indigenous worldviews, perspectives, and values. Through storytelling and discussions, attendees will explore the interconnectedness of spirituality, land, and community within Indigenous cultures. The session emphasizes the importance of approaching these perspectives with humility and respect, while recognizing the diversity among Indigenous peoples.

Condensed New Faculty Orientation

January 15 • 10 a.m.-Noon
Online

Please join us for this condensed online version of our New Faculty Orientation, which will provide you with resources and answer questions you might have about campus services and supports.

We welcome newly hired faculty (full-time and part-time) as well as faculty who have not yet attended an orientation, or those who are looking for a refresher.

SoTL Spark Community of Practice

Monthly: Jan. 16, Feb. 13, Mar. 13, Apr. 10 • 12-1 p.m.
Online

SoTL Spark is a Community of Practice (CoP) for the Scholarship of Teaching & Learning (SoTL) - a critical research area for faculty in higher education. SoTL focuses on researching how our learners learn and how we, as teachers, teach within our disciplines.

Led by CELT Coordinators and faculty across campus working in the SoTL field, join us monthly for conversations as we explore topics such as:

- What can research in my classroom look like?
- Preparing for teaching and learning research

- Funding Opportunities for Teaching & Learning research
- Publishing and Disseminating Teaching & Learning evidence

To join this community of practice, please register using the CELT events calendar - if you have questions or would like to be added to the CoP Teams space, send an email to Diane Janes: djanes@tru.ca or Alexis Brown: albrown@tru.ca.

PIDP Assessment and Evaluation of Learning

Weekly (8 weeks): Thursdays • 6-8 p.m. • Jan. 16-Mar. 13
No class Feb. 20 • Online

Through a combination of synchronous and asynchronous activities, we will examine the ethical, practical, and research foundations for the assessment and evaluation of student learning in your courses. The purpose of assessment and evaluation in the learning process will be explored along with the ethics of how and when to evaluate learning. The course will enable participants to create assessment tools and evaluation systems that are aligned with instruction and learning outcomes to reflect and communicate student learning. While all are welcome to attend, participants must participate fully in all course activities to receive a certificate of completion.

This course is eligible for credit in the Provincial Instructor's Diploma Program (PIDP), equivalent to PIDP 3230 Evaluation of Learning.

CELT Open House

January 17 • 11 a.m.-2 p.m.
HL 269

Join us for the CELT Open House, hosted by the Centre for Excellence in Learning and Teaching team, to celebrate the New Year with music, prizes, and light snacks. This event is a great chance to reconnect with colleagues and meet new people as we kick off 2025 together. Everyone is welcome!

Sustainability in Teaching, Learning & Research CoP

Monthly: January to April
Various

The Sustainability Community of Practice (CoP) offers faculty from all disciplines to come together and learn more about how sustainability, as guided by the pillars of People, Prosperity, Planet and Peace (UN.org), are being incorporated in teaching, learning, and research practices across campus. Please check our interactive calendar for upcoming dates, times and locations.

Universal Design for Learning CoP

Jan 20 • 12-1 p.m.; Feb 7 • 1-2 p.m.; Mar 17 • 12-1 p.m.
Online

This CoP offers a monthly opportunity for faculty and staff to discuss the potential of Universal Design for Learning (UDL) and the strategic ways to integrate it into our reflection on teaching and learning. The CoP will offer all members a supportive environment to explore, reflect, and plan.

The CoP will meet monthly virtually and will be facilitated by Dr. Frederic Fovet, School of Education.

Teaching Diverse Students CoP

Jan. 21, Feb. 4, Feb. 25, Mar. 11, Mar. 25, Apr. 8 • 12-1 p.m.
Online

TRU has a long history of hosting international students from all over the world, and our classrooms are more diverse than ever. This Community of Practice aims to bring faculty from different disciplines together to share how they support diverse students in their classrooms. By sharing our experiences, we hope faculty could learn new perspectives, strategies and resources from each other to better support everyone in the classroom.

If you are interested in this CoP, please click the following link to join the MS Teams site, or email Wei Yan at weyan@tru.ca. Meeting links will be sent through the MS Team.

[Teaching Diverse Students-O365 | General | Microsoft Teams](#)

Teaching Assistant (TA) Orientation

January 22 • 4-7 p.m.
HL 269

Join CELT, your fellow TAs, and other TRU colleagues for a curated session focused on the essentials for TAs. In order to help TA's meet the needs of TRU's diverse student body, we'll get them connected with details on payroll and human resources and the professional code of conduct, as well as where to find resources for intercultural learning and learning technology. Most of all, they'll gain confidence to fulfill their role through discussing real-life TA scenarios with peers and a faculty guide.

SOME THINGS NEVER CHANGE!

But workshop dates and times do. Please check our online calendar for the most up-to-date info @ tru.ca/celt.

Multicultural / Multilingual Faculty CoP

Monthly • 12-1 p.m. • Online

This Community of Practice (CoP) aims to bring multicultural multilingual faculty and their allies together to share their professional and personal experiences, challenges and needs at TRU. Each person exists at the intersection of multiple identities such as gender, age, culture, ethnicity, race, language and socioeconomics. Through this CoP, we hope to better understand identity as a multi-dimensional construct through which we view and experience our professional lives. We hope to build a safe community to share tips and strategies to respond to difficult situations, including ways to navigate EDI issues and promote anti-racism literacy across campus. Everyone is welcome!

If you are interested in this CoP, please click the following link to join the MS Teams site, or email Wei Yan at weyan@tru.ca. Meeting links will be sent through the MS Team.

[Multicultural Multilingual CoP-O365 | General | Microsoft Teams](#)

Indigenous Teaching and Learning Series

Cultural Competency and Effective Communication
January 27 • 11 a.m.-Noon • Online

This workshop focuses on developing cultural competency skills and strategies for effective communication with Indigenous students, colleagues, and community members. Participants will engage in role-playing scenarios and learn to navigate cross-cultural communication with sensitivity, including insights into non-verbal cues and respectful terminology. Guest speakers from Indigenous communities will share their experiences to deepen participants' understanding of respectful engagement.

APARs: What are they and why do they matter to your academic world?

January 29 • 10-11 a.m. • Online

Every year, faculty are asked to complete an APAR as part of their contract agreement with TRU and well crafted APARs form the basis for your 3 year renewal and your tenure and promotion documents (if you are on a tenure track stream); if you are not they form an important document to support possible future teaching assignments with TRU and can even support your work after leaving TRU.

Join Diane for this session which will provide insight into the expectations around, and strategies for, completing your Professional Activity Reports (also referred to as APARs). We will look at the templates and strategies for ensuring yours is well crafted.



21st Annual Teaching Practices Colloquium (TPC)

Theme:
Engagement in Postsecondary Education

Registration closes February 9th. Register @ www.tru.ca/tpc

February 18, 2025

Introduction to the Scholarship of Teaching and Learning

February 6 • 10-11 a.m.
Online

The Scholarship of Teaching of Learning (SoTL) involves faculty (very often with students as partners) undertaking systematic inquiry about student learning – informed by prior scholarship on teaching and learning – and going public with the results. As Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching notes, SoTL involves “faculty bringing their habits and skills as scholars to their work as teachers... habits of asking questions, gathering evidence of all different kinds, drawing conclusions or raising new questions, and bringing what they learn through that to... students’ learning.” If you have questioned your own teaching and impact on your learners when attempting something in your classroom that is tried, or new, you likely have asked SoTL research questions. Join the discussion and explore what teaching and learning research might look like as part of your current teaching and/or research program.

Indigenous Teaching and Learning Series

Holistic Lesson Plan: Tobacco Ties (In Person)

February 10 • 10:30 a.m.-Noon
HL 269

This interactive workshop explores the mental, physical, spiritual, and emotional aspects of Indigenous worldviews through the holistic teachings. Participants will create tobacco ties using red, yellow, black, white, green, and blue cloth while reflecting on the values represented by these colours. The session also covers the symbolic importance of life stages and provides insights into maintaining balance in personal and professional life.

New(-ish) Faculty Community of Practice (CoP)

Monthly: Feb. 11 (Online); Mar. 18 (Online); Apr. 15 (In person) • 12-1 p.m.

Join us if you're new(ish) to TRU and would like to connect with others to hear about topics pertinent to you. Please email celt@tru.ca to join this CoP.

Indigenous Teaching and Learning Series

How to Do a Land Acknowledgement

February 24 • 1-2 p.m.
Online

Participants will learn the significance of land acknowledgements and how to craft meaningful, respectful statements that honour Indigenous peoples and their traditional lands. The workshop will guide attendees in reflecting on the historical, cultural, and linguistic aspects of the local Indigenous communities, while emphasizing gratitude and building positive relationships.

SOME THINGS NEVER CHANGE!

But workshop dates and times do. Please check our online calendar for the most up-to-date info @ tru.ca/celt.

Integrating Multimodality in Curriculum and Research with Makerspace

February 26 • 9-11:30 a.m.
TRU Makerspace

This workshop aims to help faculty integrate multimodality – the different modes (such as visual, oral, auditory, spatial, written, digital, embodied) that we express and communicate information and ideas – into their courses or research. Using hands-on and experiential learning through the Makerspace, faculty will be given practical ways to think about how to design/redesign classroom assignments or projects that go beyond written or oral presentations. Furthermore, the workshop will also provide ways faculty could think about representing and disseminating research.

For more information please contact Alexis Brown (albrown@tru.ca) or Frank Sayre (fsayre@tru.ca).

Guest Speaker: Dr. Dustin Louie

Barriers to Engaging with Reconciliation in Canadian Education

March 4

Presentation: 10-11:30 a.m. • Faculty Workshop: 2-4 p.m.
Panorama Room

Join CELT in welcoming this dynamic speaker to examine truths and misunderstandings of colonization in Canadian Education.

Dr. Dustin Louie is the Director of the Indigenous Teacher Education Program (NITEP) in the Faculty of Education at the University of British Columbia.

Indigenous Teaching and Learning Series

The Teaching and Learning Life Cycle Through the Framework of the Pit House

March 10 • 11 a.m.-Noon • Online

The pit house, an ancient symbol of strength and resilience, serves as a framework for this workshop. Participants will explore how the holistic aspects of physical, mental, emotional, spiritual, and volitional (will) balance can guide teaching and learning. The session emphasizes how these principles foster sustainability and collaboration within educational environments.

Designing Our Future: the role of Design Thinking in Education with David Carter

March 11 • 2-3 p.m. • HL 269

Based on his most recent work with the Stanford University d-School, David will review and discuss some of the design thinking materials and mindsets he was exposed to at the d-school's 2024 Teaching and Learning Studio. This workshop will explore the cutting edge of design thinking “as a suite of abilities”, bringing this philosophy to TRU and encouraging faculty to consider how to incorporate these ideas into their own teaching practice.

The workshop will feature an interactive activity on imagining the future of education and will also explore the continuation of this topic as a Community of Practice which seeks to create a space for a design thinking studio on the TRU Campus.

Teaching or Educational Philosophy Statements: Getting started on building one

March 12 • 10-11 a.m.
Online

Your Teaching Philosophy or Educational Philosophy Statement is a required component of your package(s) for Tenure and/or Promotion. It is something that with some reflection and guidance can be a major part of your T&P submission.

Join Diane for this session which will include a discussion of the components of a philosophy statement, strategies for composing one, a critique and discussion of some samples, and a guided writing exercise to begin exploring your own educational philosophy.

Indigenous Teaching and Learning Series

Redefining Indigenous Learning: Measuring Success

March 24 • 11 a.m.-Noon
Online

This session delves into holistic approaches to Indigenous lifelong learning. Participants will learn about the key characteristics of Indigenous learning models for First Nations, Inuit, and Métis communities, along with strategies to address data gaps and challenges in measuring success. This workshop emphasizes culturally rooted practices that enhance educational outcomes for Indigenous learners.

Indigenous Teaching and Learning Series

What Are Indigenous Learning Outcomes (ILOs)?

April 7 • 11 a.m.-Noon
Online

In this workshop, participants will gain an in-depth understanding of Indigenous Learning Outcomes (ILOs) and their role in decolonizing education. The session will provide strategies to create inclusive teaching environments by incorporating Indigenous perspectives into curricula. Participants will learn how ILOs support culturally appropriate curricula and the protection and revitalization of Indigenous languages.

Working as and with Multicultural Multilingual Faculty

Apr. 10 • 10-11:30 a.m.
HL 269

Building relationships across cultural and linguistic boundaries is an exciting opportunity for faculty in higher education. My own experience includes being born and raised in China, and studied, worked and lived in South Korea and Canada. Exploring the range of multicultural multilingual experiences that TRU faculty bring to our shared spaces is an invitation for all of us. Attendees of this workshop will have the opportunity to better understand the needs and challenges faced by multicultural multilingual faculty and strategies for us to support one another in enriching our culture of excellence. This workshop is supported by the 2024-25 TRU-TRUFA EDI Fellowship Program.

Indigenous Teaching and Learning Series

Medicine Bag Teachings

April 14 • 10:30 a.m.-Noon • HL 269

In this hands-on workshop, participants will assemble their own medicine bags using artificial sinew, with the option of adding beadwork. The session highlights the cultural and spiritual significance of medicine bags within Indigenous traditions, offering participants a meaningful experience that connects them to Indigenous teachings and practices.

Fostering an Inclusive Classroom

Apr. 17 • 10-11:30 a.m. • HL 269

In the classroom, international students strive to be successful learners while being positioned at the intersection of language, culture and academic standards. My own experiences as an international student and language learner in two foreign countries (South Korea and Canada) reveal the confluence of student responsibilities and challenges, and the value of a well-structured system. In this workshop, attendees will engage with international students' experiences, discuss successful faculty strategies, and make plans on how they can build an inclusive classroom for their learners. This workshop is supported by the 2024-25 TRU-TRUFA EDI Fellowship Program.

Indigenous Teaching and Learning Series

Indigenous Terms and Protocols

May 5 • 11 a.m.-Noon
Online

This workshop provides historical and practical guidance on respecting Indigenous knowledge and protocols. Participants will engage in discussions on working with Elders, understanding ceremonies, and planning culturally sensitive events. Topics include land acknowledgements, language, governance, and best practices for collaboration with Indigenous communities.

SAVE THE DATE

May 13 & 14, 2025

2nd Annual

Thompson-Okanagan Teaching and Learning Conference

Thompson Rivers University, Kamloops, BC

Theme:

Scholarly Teaching and the Scholarship of Teaching and Learning: Evidencing our Practice

Keynote: Dr. Melanie Hamilton, University of Saskatchewan

Visit totlc.opened.ca for more information.

May 26-29, 2025

4th Annual

Learning From The Land

Clearwater, BC

The Centre for Excellence in Learning and Teaching promotes teaching excellence for all TRU faculty members. The centre supports faculty in their work to develop innovative and engaging pedagogies and programs across the university communities to improve student learning, recruitment, transition, and retention. CELTeam

Scholarship of Teaching and Learning

CELT supports research into teaching and learning in higher education through three types of grants.

New to SoTL? Apply to join the 2025 STL Scholars Development and Grant Program!

Experienced with SoTL? Apply for an Established SoTL Scholar Grant.

Ready to present your SoTL to an external audience? Apply for a SoTL Dissemination Grant.

CELT also offers encouragement and support to faculty seeing to develop scholarly inquiry of SoTL projects through consults and the SoTL Spark Community of Practice.

Professional Learning and Development

We offer a wide variety of workshops and courses to faculty to enhance teaching and learning across the university. These include our popular CELTalks series, new faculty orientation, and regularly-scheduled educational technology and instructional skills support opportunities.

Consulting and Mentorship

The teaching and learning coordinators at CELT use an appreciative inquiry model that focuses on using strengths and goals to support the development of a successful discipline-specific teaching practice for all faculty, programs, and departments. CELT also offers customized program learning outcome and curriculum mapping workshops for programs and departments.

Awards and Fellowships

Are you a great teacher, or do you know someone who deserves recognition? From disciplinary teaching awards to national or international competitions, our team will work closely with you to help assemble a winning portfolio.

TRU Internal Awards:

Faculty Excellence Award (FEA)
President's Distinguished Teacher Award (PDTA)
Award for Excellence in Interculturalization (AEI)

External Awards:

West Coast Teaching Excellence Award (WCTEA)
3M National Teaching Fellowship (3M-NTF)
BCcampus Research Fellows

The CELTeam

Dr. Brett McCollum
Director

Carolyn Ives
Coordinator, Learning & Faculty Development

Dr. Diane Janes
Coordinator, Learning & Faculty Development

Dr. Wei Yan
Coordinator, Learning & Faculty Development

Laura Grizzlypaws

Educational Developer, Indigenous Teaching & Learning

Dr. Alexis Brown
Coordinator, Learning & Faculty Development

Support Staff:
Teresa Dickmeyer