

8:00	Registration check-in	
8:30	Langara welcome and territorial acknowledgement	
8:45	<p>Keynote</p> <p>Leeva Chung</p>	<p>The I's Have IT: Facilitating the Intersections of Inclusivity and identity Negotiation through Intercultural Engagement</p> <p>In our daily life we negotiate our identities as we interact with others of different or similar cultural groups. This dance, between finding common ground, support and understanding, results in shades of a positive transformative experience. Just how do we work out a sense of complex multiple selves and identities to find common ground? What is the impact of this dynamic global self on intercultural communication, indigenization and inclusivity?</p>
9:45	Break	
10:00	Concurrent Sessions A	
	<p>Session A1:</p> <p>The Intercultural Classroom</p> <p>Heather Tobe</p>	<p>When teachers and students come from different cultures, the teacher - student and student-student relationship can become confusing. In this interactive session, we will explore intercultural interactions in the classroom by using a model of cultural understanding and share ideas on perspectives and skills at the core of growing intercultural flexibility in our classrooms.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Reflect on how educational practices such as teaching, learning, and academic standards are culturally bound • Understand and apply a model of cultural understanding to analyze situations of cultural differences and address implications for learners and teachers • Explore interculturally competent strategies for working with culturally diverse students
	<p>Session A2:</p> <p>Expanding Intercultural Repertoires for a Wider Engagement of Diversities on Campus</p>	<p>In this interactive session, participants will investigate and develop approaches to addressing how the internationalization of our past needs to change to remain relevant in our current and future realities. At earlier stages in the evolution of internationalization, international students represented the most identifiable source of ethno-cultural-linguistic diversity on our campuses. With the increasing number of international students combined with advancements in indigenization initiatives and ongoing high levels of immigration, student diversity has changed substantially. As a result, how we apply intercultural tools must incorporate a more critical approach to integrate our post colonial realities. Join us in a conversation about how the equation “inclusion= diversity + engagement” can be practically applied to approach how the multiple diversities present on our campuses can engage and move our campuses to a more inclusive future state of practice.</p> <p>Objectives:</p> <p>By the end of the session participants will:</p>

	<p>Todd Odgers and Heather Williams</p>	<ul style="list-style-type: none"> • Be able to identify how traditional ways of viewing internationalization need to change because of indigenization initiatives following the TRC. • Articulate how their own institutional experiences reflect or differ from the “new reality” of internationalization’s evolving practice in light of ongoing high levels of immigration • Apply the equation “inclusion = diversity + engagement” to describe and evaluate approaches to student teaching, learning and service undertaken at their own institutions • Be able to outline areas where they/their institution effectively engage across their diversities and areas needing more attention and effort to achieve better inclusion outcomes
	<p>Session A3: Indigenizing Internationalization Daryl Smith and Aurelia Kinslow</p>	<p>In this workshop, we will consider how the four I's: indigenization, inclusivity, interculturalization and internationalization - are not separate projects, but are very much interrelated. In the first part of the presentation, the facilitators will share insights on their educational and professional work, and on the ways internationalization, intercultural and inclusion efforts can support indigenization efforts. This will include a discussion in which we will consider the teachings outlined by Drs. Verna Kirkness and Ray Barnhardt around the Four R’S, as well as the Calls to Action outlined by the Truth and Reconciliation Commission of Canada, for the ways that inclusion, equity and intercultural competency are addressed. The workshop will then lead into group discussions for everyone to reflect on ways to support indigenization and internationalization within their own systems or institutions. To encourage meaningful discussion, we suggest participants read the following:</p> <p>First Nations and Higher Education: The Four R’S – Respect, Relevance, Reciprocity, Responsibility http://www.ankn.uaf.edu/IEW/winhec/FourRs2ndEd.html Truth and Reconciliation Commission of Canada: Call to Action http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action English2.pdf</p> <p>Objectives: By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • Reflect on ways to support indigenization and internationalization within participants’ respective systems and institutions.
<p>11:45</p>	<p>Lunch</p>	
<p>1:00</p>	<p>Concurrent Session B</p>	
	<p>Session B1:</p>	<p>Interculturalization comes as a result of not only the internationalization of our campuses but of the changing student demographic as a result of immigration, recognition of our first nations communities, our global economy and interdependence, and continuing international relations. For faculty, this creates a refocus of the curriculum and how it is taught. In this interactive workshop, we will explore ways to incorporate</p>

	<p>Interculturalizing the Curriculum</p> <p>Heather Tobe</p>	<p>interculturalization practices into curricular areas such as courses objectives, content and resources, and teaching/learning strategies.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Reflect on how educational practices are culturally bound • Review best practice guidelines for interculturalizing the curriculum • Apply those guidelines to our own practice
	<p>Session B2:</p> <p>Methods of Engagement: Experiential Learning For Educators</p> <p>Todd Odgers and Leeva Chung</p>	<p>Join this session and explore how you can incorporate an experiential learning approach that deepens learners' personal connection to intercultural frameworks and provides them with a means to grow skills that make up intercultural competence and flexibility. One of the many goals of education is to empower students to be active and engaged learners, critical thinkers, and to grow their capacity to become global citizens in an increasingly complex, diverse and interconnected world. Intercultural communication theory frames these goals and provides a solid foundation when experiential learning is the vehicle for making the theory a felt reality. As a methodology, experiential learning is well-established for developing learner self-awareness, appreciation of other worldviews, resilience, and skill interacting among different cultures.</p> <p>Objectives:</p> <p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Be able to identify places in their own teaching or work that experiential learning can support learner outcomes; • Be able to outline the key components of organizing experiential learning used in conjunction with theory; • Identify how experiential learning fits into their own intercultural learning and teaching approach; and • Analyze how experiential learning and traditional teaching and lecture approaches intersect to support each other
	<p>Session B3:</p> <p>From Intercultural to Inclusion</p> <p>Daryl Smith and Heather Williams</p>	<p>Internationalization, Indigenization and interculturalization have evolved over the last decade to now require more complex understanding and engagement with equity and inclusion. In this interactive session explore key introductory equity and inclusion concepts to enrich your discussions in BC Education today. We will explore how some of the systems, structures and processes lead to dissonance in our diverse educational communities. You will be invited to consider how as a community invested in internationalization, indigenization and interculturalization you might move towards inclusion.</p> <p>Objectives:</p> <p>By the end of this workshop participants will be able to:</p>

		<ul style="list-style-type: none"> • Discuss the connection of internationalization, interculturalization and Indigenization and why equity and inclusion are part of the conversation • Analyze some of the systems, structures and processes that create tensions for you to do your job effectively • Apply concepts in examples of how you might address inclusion at an institutional level
	<p>Session B4: Research is Both Trauma and Medicine: How Libraries Can Provide an Ethic of Care</p> <p>Jessie Loyer</p>	<p>For many, libraries are warm, welcoming places, tinged with nostalgia and fond memories. Yet these library collections and spaces are also sites of trauma for researchers, particularly Indigenous students. This is a chance for those who work in research, libraries, and in student support to draw from nêhiyaw laws of relationality to consider the way that libraries can make space for emotional competency in supporting student research.</p> <p>*Please note: this session is an external event that we have partnered with. The session will be offered to symposium attendees as well as external participants.</p>
3:00	Break	
3:15	Closing	
4:00	End of Day	