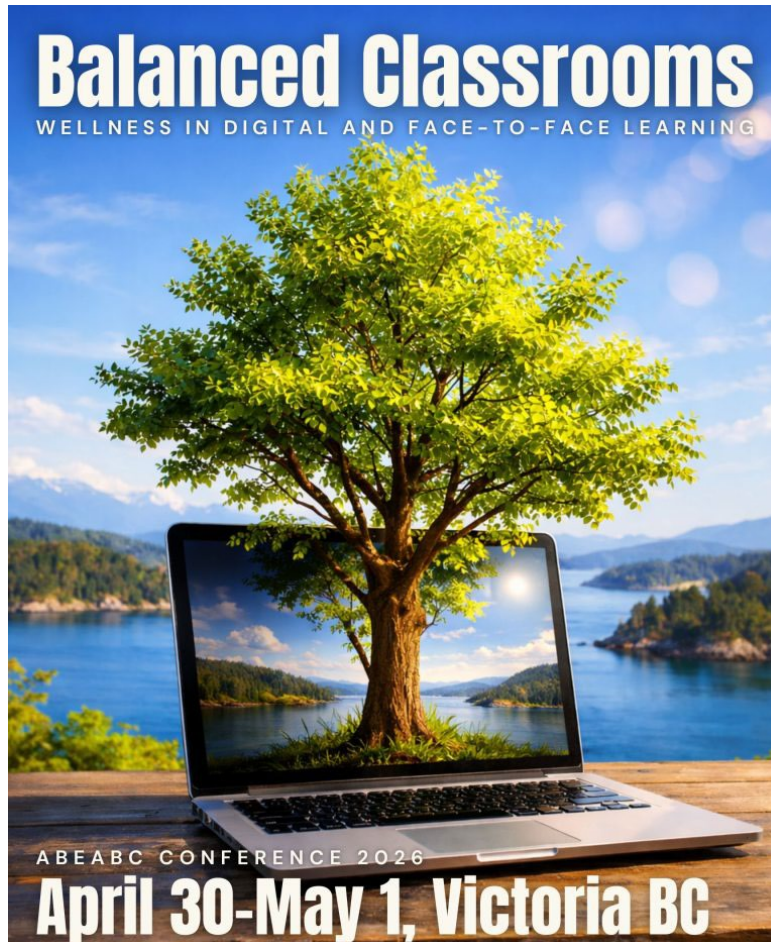




Presents



Hosted by



ABEABC 2026 Conference Schedule – Day 1

Camosun College – Lansdowne Campus, Wilna Thomas (WT) Building

Time	Sessions – April 30 th		
8:00 – 9:00	Conference Registration and Morning Coffee - WT224		
9:00 – 9:30	Welcome and Opening Remarks - WT224		
9:30 – 10:30	Keynote: Chelsea Corsi – You Are Worthy of Wellness Tags: Wellness & Resilience, Professional Development - WT224		
10:30 – 10:45	Transition Break		
10:45 – 11:45	Alexander Warrington – Beyond Compliance: Using the 5Rs Framework to Guide Ethical GenAI Integration Tags: Tech & Innovation, AI Ethics, Equity & Inclusion WT200	Annelies Bertsch – Peace Education for Inner Well-Being and an Effective Learning Environment Tags: Wellness & Resilience, Teaching Practice WT224	
11:45 – 12:00	Transition Break		
12:00 – 12:45	Notice Ringa – A Comparative Study of Student Views on WebWork in ABE Mathematics Tags: Tech & Innovation, Math & Assessment WT201	Soheila Tahmasbi & Vanessa Valerga – Beyond Using AI: How Learner Attitudes Shape AI-Supported Writing in LINC Classrooms Tags: Tech & Innovation, Literacy & Language WT224 CANCELLED	Jack Massalski - From Self-Doubt to Self-Trust: Supporting Adult Learners in Overcoming Imposter Feelings Tags: Wellness & Resilience, Student Support WT202
12:45 – 2:15	Lunch + ABEABC Annual General Meeting - WT224		
2:15 – 3:00	Emily Schudel & Monique Brewer – Rethinking Assessment for Online and Blended Learning in the Age of AI Tags: Tech & Innovation, Assessment, Teaching Practice WT200	Stephanie Boychuk – “We cannot direct the wind, but we can adjust the sail”: Discovering meaningful actions in the face of institutional change Tags: Leadership & Strategy, Equity & Inclusion WT202	
3:00 – 3:15	Transition Break		
3:15 – 4:00	Iuliia Shakirova – I Am NOT Fake! Impostor Syndrome as a Threat to Educators’ Identity Tags: Wellness & Resilience, Professional Development WT200	Beverly Jones – What Went Right Here? The Analogue/Acoustic Essay Draft Tags: Teaching Practice, AI Balance WT201	
4:00 – 4:10	Closing and Check-in - WT224		
6:00	Dinner in Sherri Bell Hall - WT224		

ABEABC 2026 Conference Schedule – Day 2

Camosun College – Lansdowne Campus, Wilna Thomas (WT) Building

Time	Sessions – May 1 st		
8:00 – 8:45	Welcome Back – Networking and Morning Coffee - WT224		
8:45 – 9:00	Welcome remarks by Dr. Lane Trotter (Camosun College President)		
9:00 – 10:00	Keynote: Iuliia Shakirova – Digital Fatigue and Burnout Tags: Wellness & Resilience, Tech & Innovation - WT224		
10:00 – 10:15	Transition Break		
10:15 – 11:15	Jane Erickson – Rethinking Professional Learning: Designing for Connection and Community – Tags: Professional Development, Connection & Community WT200 CANCELLED	Diane Nadeau, Cristina Petersen & Laura Hiltz – The Self-Care Café Starts in WT224, then moves to WT200 & WT234 for stations Tags: Wellness & Resilience, Professional Development WT224	
11:15 – 11:30	Transition Break		
11:30 – 12:15	Izabela Mazur & Geordie Stenner – OER Collaboration to Develop a Textbook for Foundations of Mathematics 12 Tags: Teaching Practice, Math & Assessment, Open Education WT224	Christine Miller – Equity Centred Practice in Rural and Remote Programming Tags: Equity & Inclusion, Teaching Practice WT202	Ramona Scott – Grounding Exercises for Classes Tags: Wellness & Resilience, Teaching Practice WT201
12:15 – 1:45	Lunch (Networking) and New Board Meeting - WT224		
1:45 – 2:45	Anjela Godber – Creating Academic Momentum for First Year Students: How we can build connection, collaboration and a reciprocal learning environment Tags: Teaching Practice, Student Support, Connection & Community WT 200	Tory Anchikoski From Screen to Scene: Using Scientific Observation & Apps to Reconnect with the Natural World Tags: Wellness & Resilience, Teaching Practice WT201	
2:45 – 3:00	Transition Break		
3:00 – 4:00	Hannah Sanvido – Restoring Balance: Integrating Movement, Mindfulness, and the Medicine Wheel in the Classroom Tags: Wellness & Resilience, Teaching Practice WT200	Gwen Nguyen – Centering Student Voice and Choice in AI-Enhanced Teaching and Learning Tags: Tech & Innovation, Student Agency, Teaching Practice WT201	Megan Monkman – Reframing Adversity: Student Mental Health and the Courage to Persevere Tags: Wellness & Resilience, Student Support] WT202
4:00 – 4:30	Conference Closing, Door prizes & Reflections - WT224		

Opening Keynote: Chelsea Corsi (she/her/elle)

You Are Worthy of Wellness: Finding Self-Compassion and Joy in Academia Even if it Doesn't Always Love us Back

April 30th, 9:30, WT224

Weytk (hello)! My name is Chelsea Corsi (she/her/elle) and since 1999 it has been my privilege to live, love, and work on the ancestral and stolen lands of the Tk'emlúps te Secwépemc people within Secwépemcúl'ecw. I honour the Elders, Knowledge Keepers and many others from Secwépemcúl'ecw and the surrounding territories who have been my teachers, mentors, and friends. I am a better person because of your care, love, openness, and acceptance.

In my faculty role as Senior Wellness Coordinator at Thompson Rivers University (TRU), I have had the pleasure of leading and collaborating on campus wellness initiatives at the local, provincial, national, and international level for over 21 years. I passionately



mentor the TRU Student Wellness Ambassador Team (SWAT) and numerous other practicum students, gratefully learning as much from them as they do from me! I am also proud to be a Registered Nurse and am committed to upholding the Standards of Practice and Code of Ethics outlined by the British Columbia College of Nurses and Midwives (BCCNM).

Every day I show up on campus hoping to make a difference in the lives of others by prioritizing caring, trusting, and reciprocal learning relationships with students, colleagues, and community partners. I have made it a priority to increase my learning and unlearning about how oppressive colonial structures create disparities in health and well-being, and work to embed the principles of decolonization, Indigenization, truth, reconciliation, equity, diversity, and inclusion into my practice and the work of the Wellness Centre team.

Closing Keynote: Iuliia Shakirova

Digital Fatigue and Burnout

May 1st, 9:00, WT224

Iuliia Shakirova is an educator and psychotherapist with a background in clinical and industrial and organizational psychology. She began her career in adult education in Ukraine in 2008 after completing her Master's degree in Clinical Psychology. After immigrating to Canada, she continued her work in post-secondary education while completing the Business Management Post-Degree Diploma at Northern Lights College, the Provincial Instructor Diploma Program at Vancouver Community College, and a Doctorate in Industrial and Organizational Psychology at Adler University.

Her work integrates psychology, leadership, and applied behavioural science. In addition to teaching, she works as a psychotherapist with Haven Family Services, supporting individuals and families through evidence-based approaches. She is passionate about inclusive education, social justice, and advocacy for children with special needs.



Presenters:

Tory Anchikoski

Tory is a professor teaching Adult Basic Education (ABE) science in the University and Employment Preparation Department (UEPrep) at Thompson Rivers University in British Columbia. Her passions include making science education interesting, engaging, accessible and attainable for a diverse student population.

From Screen to Scene: Using Scientific Observation & Apps to Reconnect with the Natural World

May 1st, 1:45, WT201

We all need to discover grounding methods that work for ourselves. Grounding to me, looks like ways I am able to disengage with the stress or life, work and my internal saboteur. In this session I will share a few of the techniques that have worked for me. These techniques include using my scientific background of observing the natural world around me and using smartphone apps to help feed my curiosity and help my mind become focused to my immediate surroundings. Note that this session will start indoors, lead to outdoor time and end with a sharing circle of ways other folks have been able to ground



Annelies Bertsch

Annelies Bertsch, a retired elementary school teacher from Saskatchewan now living in Victoria, BC, has volunteered with the Peace Education Program since 2013. She facilitates the program at William Head Correctional Institute, supports other Peace Education Program volunteers in western Canada and helps train new Peace Education Program facilitators in North America.



Peace Education for Inner Well-Being and an Effective Learning Environment

April 30, 10:45, WT224

The Peace Education Program, developed by the Prem Rawat Foundation, is an innovative educational course designed to help individuals discover their own personal peace and inner resources.

In this presentation, we will explore the program's core themes: focusing on recognizing our inner strengths, the significance of appreciation, and the transformative power of choice.

Participants will gain insights into the program's objective of self-discovery and its emphasis on empowering individuals to cultivate their understanding of ten universal themes common to all humanity: Peace, Appreciation, Inner Strength, Self-Awareness, Clarity, Understanding, Dignity, Choice, Hope and Contentment.

The Peace Education Program is applicable across various cultures and sectors, including education, corrections, and health and wellness.

A workshop participant will:

- Learn essential concepts related to the program's 10 themes
- Experience inspiring videos featuring former participants' transformative journeys with the program
- Discover shared benefits for both educators and students
- Engage in a sample of a workshop (OR sample guided exercises, depending on length of our session) offering hands-on insights into the program's approach and its potential impact on adult learners

Stephanie Boychuk



Stephanie (she/her) is an instructor and department chair for the ABE program at Vancouver Island University's Nanaimo campus. She started her career as an educational technologist and believes deeply in the power of open educational resources and (thoughtful) online learning. As a self-professed "policy wonk", she is part of both ABE provincial articulation and VIU's Curriculum Committee. She has used Liberating Structures with both students and faculty to try to support more collaborative

and practical conversations around a variety of challenging topics.

"We cannot direct the wind, but we can adjust the sail": Discovering meaningful actions in the face of institutional change

April 30th, 2:15, WT202

This interactive session will focus what actions we can take during these times of significant institutional change. If the results of the provincial review are available, the potential impact of the report will also be considered.

We will use Liberating structures (*What, So What, Now What?* followed by *15% Solutions*) to work on separating observations and facts from rumours and assumptions, which is a difficult (but valuable) practice during times of extreme change. Once we have established what we know, we will move on to the patterns we can identify and the beliefs we have about what we can expect. Afterwards, we will develop and discuss a list of actions that make sense given what we have discovered together.

Finally, we will focus on what we can do individually to support ourselves, our colleagues, our programs, or our institutions. This final phase isn't about systems change; it is about finding ways to move forward in our current reality. The goal is for each participant to leave with at least one small action they can take that is concrete and meaningful to them.

Jane Erickson

Jane Erickson is an adult educator, learning designer, and researcher focused on community-centred professional learning in digital and blended contexts. Her work examines how intentional design supports connection, belonging, professional identity, and educator well-being across distributed learning environments. Jane has presented at regional and national conferences on communities of practice and professional learning and is currently engaged in research within the Canadian adult education community. She brings a research-informed, practice-based perspective to her facilitation and scholarship and is preparing for doctoral studies examining virtual communities of practice in adult education. Her interests include educator wellness, relational learning, and sustainable design.



Rethinking Professional Learning: Designing for Connection and Community

May 1st, 10:15, WT200

Adult educators increasingly navigate professional learning across multiple programs, platforms, roles, and institutional contexts. While opportunities for professional development are abundant, many educators describe feeling disconnected, isolated, or unsupported in sustaining meaningful professional relationships over time. This interactive workshop invites participants to rethink professional learning not as a series of events or activities, but as a community-centred, relational practice that supports connection, belonging, and educator wellbeing.

Drawing on research and applied experience in virtual and blended professional learning contexts, this session explores how intentional design choices can foster continuity, trust, and shared identity among adult educators—even when learning environments are digitally mediated or distributed across face-to-face and online spaces. Participants will reflect on their own professional learning experiences, examine the difference between networking, professional development, and community, and engage in collaborative activities to identify design principles that support connection and sustainability.

The workshop emphasizes practical, values-aligned strategies that participants can adapt within their own programs, institutions, or communities of practice. By the end of the session, participants will have a clearer lens for evaluating professional learning initiatives and concrete ideas for designing learning spaces that genuinely support connection and community in adult education.

Anjela Godber



Anjela Godber has over 30 years of experience supporting young adults with diverse learning needs across multiple roles. As Faculty in the Employment and Community Studies program at Kwantlen Polytechnic University, she teaches first-year students navigating new and often uncertain academic expectations. Anjela fosters a collaborative, respectful classroom through the use of learning portfolios, emphasizing reflection and critical thinking. Her approach encourages meaningful discussion, self-awareness, and student advocacy, helping learners build confidence and actively engage in their educational journeys. Anjela upholds a strong commitment to the First Peoples Principles of Learning and actively works to decolonize her curriculum.

Creating Academic Momentum for First Year Students: How we can build connection, collaboration and a reciprocal learning environment

May 1st, 1:45, WT200

As an instructor in the Employment and Community Studies program at KPU in Richmond, I teach students with barriers to traditional education streams. Often these students experience significant challenges in their first year of post-secondary school:

- Understanding expectations of post-secondary
- Connecting with the concept of “owning your learning” and independent accountability
- Valuing the ideas of reciprocal and collaborative learning

While I introduced these concepts within the first few weeks of courses, I often found that students were not really making important connections to their learning. There had been significant opportunities to build reflective learning within the Pebble Pad workbooks I had created, but I still found something was missing.

I decided to create a specific Pebble Pad workbook that was designed for an Introduction to the Transition from High School to Post Secondary. Within this workbook, we look at the various differences between expectations of High School and Post-Secondary, introduce the concept of “deep learning” and what that means to the students, and create a Learning Agreement where I have an understanding of what the students expect from me as their instructor. In this presentation, I will feature the Pebble Pad workbook, and discuss the concept of “deep learning”, and a reciprocal learning environment.

Beverley Jones

Beverley Jones is an Associate Professor at the University of the Fraser Valley. She is a member of the Upgrading and University Preparation Department teaching English and mathematics. Her research interests include using dialectical journals and Socratic seminars to promote student engagement with tests and writing, and using social-emotional learning to enhance student engagement with literary analysis.



What Went Right Here? The Analogue/Acoustic Essay Draft

April 30th, 3:15, WT201

In winter 2025, I bumped into the awkwardness of receiving some AI-sounding essays as provincial-level English submissions. For several years now, I have marked essays via OneNote screenshared in Zoom with students during 30-minute appointments scheduled with Bookings.

I paused our (traditional) process (class discussions leading to essay outlines, rough drafts, peer editing, and final drafts), feeling curious about how to manage this new-to-me challenge of writing voices that sounded inauthentic. In the interest of academic integrity, I added a requirement for a tools disclosure statement (as we use many tools, sometimes in positive ways), and I created a voice-checking assignment where students wrote an unplugged/analogue/acoustic draft of their essay in class.

My expectation was that the in-class essays would be weaker than the final drafts, but that they would verify authorship and prove appropriately limited use or non-use of outside tools, such as human tutors or AI/technology.

These two additions to OneNote and our Zoom conferences felt successful in terms of addressing academic integrity, but something else happened, to my surprise.

The in-class unplugged essays, using only a skeleton outline with a maximum of 80 words, were often significantly stronger and more engaging than the original final drafts. This experience was repeated in fall 2025.

I will share details of my process and information I have uncovered that may explain why this unfolded the way it did. I set out to address academic integrity and stumbled into an effective writing practice. What went right here?

Jack Massalski



With over 25 years of experience in English language education, Jack brings expertise in TESOL, applied linguistics, and intercultural communication. He thrives in diverse learning environments and is deeply committed to inclusive pedagogy that values equity, accessibility, and student voice. His teaching integrates technology-enhanced assessment practices to support meaningful feedback and learner autonomy. Jack is passionate about mentoring students, supporting academic and professional growth, and fostering confident, reflective communicators. He collaborates across disciplines, adapts curriculum to evolving contexts, and continually

engages in professional development to ensure students are equipped to reach their full potential in higher education and beyond.

From Self-Doubt to Self-Trust: Supporting Adult Learners in Overcoming Imposter Feelings

April 30th, 12:00, WT201

Many Adult Basic Education (ABE) learners carry a quiet but powerful barrier into the classroom: persistent self-doubt that undermines their confidence, participation, and overall well-being. While often unspoken, these “imposter” feelings can significantly impact learning outcomes and students’ willingness to seek help. This interactive session invites educators to address this challenge directly by integrating wellness-focused strategies into their teaching practice.

Participants will explore practical ways to help learners identify and reframe self-doubt, beginning with techniques that normalize these experiences and reduce isolation through low-risk, anonymous reflection activities. The session will also unpack how negative thought patterns contribute to stress and disengagement, connecting emotional wellness to academic success. Educators will be introduced to a set of adaptable, classroom-ready strategies that empower students to recognize unhelpful thinking and build more constructive self-perceptions. The presentation will be followed by a discussion on adapting these concepts across diverse ABE contexts. The session concludes with actionable, practical pointers enabling educators to leave with realistic, wellness-centered practices that foster resilience, confidence, and a stronger sense of belonging in their classrooms.

Co-Presenters Izabela Mazur and Georgie Stenner

Izabela Mazur is the past President of the Adult Basic Education Association of British Columbia (ABEABC) Board of Directors and Executive since spring 2023. Past roles on the Board include four years serving as Treasurer of the association and one year as a Cariboo/Okanagan Representative.

Izabela was promoted to Associate Teaching Professor at Thompson Rivers University (TRU) in 2022. Dedicated and enthusiastic educator with over 22 years of teaching experience in Adult Basic Education (ABE).



A passionate advocate for the use of Open Educational Resources (OER), Izabela's goal is to make education more accessible and affordable to students. She is an author of Introductory Algebra and a co-author of Advanced Business Technical Math, two open textbooks in the BCcampus collection, and presently working on OER for Foundations of Mathematics 12.

Geordie Stenner is a TRU student in the Bachelor of Computing Science. In different roles at TRU, he has been a peer mentor in the makerspace, supported OER creation and has been the president of the film club, and the game development club and been a member of the computer science club,



OER Collaboration to Develop a Textbook for Foundations of Mathematics 12

May 1st, 11:30, WT224

In this session, we will share our collaborative journey in developing an Open Educational Resource (OER) textbook for Foundations of Mathematics 12. Together with my research assistant, Georgie Stenner, we will discuss the motivation for creating the resource, the development process, the challenges encountered, and the lessons learned along the way.

Participants will be actively engaged through interactive activities that reflect key stages of our OER creation process. These activities will provide insight into content design, accessibility considerations, alignment with curriculum outcomes, and collaborative workflows. Attendees will leave with practical strategies and inspiration for developing or adapting their own OER materials.

Christine Miller



Christine Miller is an Associate Teaching Professor at Thompson Rivers University and teaches Biology and General Science at the upgrading level. She has a Bachelor of Science and Bachelor of Education from Thompson Rivers University and a Masters of Education from the University of Calgary. She deeply enjoys helping students create education plans to meet their individual goals, working to bring education to rural communities to improve the lives of individuals and groups, and cooperating with campus partners to develop programming that draws students into higher education.

Christine is a wife and the mom of six wonderful kids. She loves any type of crafting and enjoys spending time outdoors or curled up with a book.

Equity Centred Practice in Rural and Remote Programming

May 1st, 11:30, WT202

TRU has been delivering in-person upgrading to diverse populations in rural/remote communities in the interior of British Columbia. This session describes the ways in which an equity lens has been applied to programming and how this affects all parts of the programming from intake and assessment to instruction and accommodation.

Join me for an introduction to working in small communities, strategies for overcoming challenges related to program delivery in rural and remote areas and heartwarming stories of being welcomed into these learning spaces.

Megan Monkman

Megan Monkman is a Cree-Métis mathematics graduate of Simon Fraser University with lived experience of mental health challenges. Her passion for uplifting and honouring others facing similar circumstances lead to her co-founding The Courage to Persevere Project with her mother. The Project emphasizes respect above all and provides low-barrier financial awards to students. Through Camosun College, she currently works in community with Indigenous learners across Greater Victoria on their upgrading studies, a position she feels honoured to hold. Outside of work, Megan is a student in Reconciliation Studies through First Nations University.



Reframing Adversity: Student Mental Health and the Courage to Persevere

May 1st, 3:00, WT202

The Courage to Persevere Project is a grassroots initiative that uplifts and honours students living with mental health conditions through low-barrier financial awards. Established by mother and daughter duo, Kim and Megan Monkman in 2020, the project currently supports undergraduate students registered with the Centre for Accessible Learning (CAL) at Simon Fraser University and Indigenous graduate students at the University of Victoria. Through its award programs, the project seeks to reframe lived experience using a strengths-based lens.

This session focuses on how we can meaningfully support post-secondary students without stigma or deficit-based assumptions. Rather than asking how students living with mental health conditions can become more resilient, the session makes a case for relational support, strength recognition, and respectful student data collection and management practices.

Participants will be invited to reflect on their roles as educators, staff, or administrators, and to consider meaningful ways to cultivate more inclusive, responsive, and stigma-free approaches to student support. The importance of compassion, student autonomy, and mutual trust will be emphasized while we provide a practical look at how the project implements principles of trauma-informed care. More information about the project can be found at www.courage2persevere.org

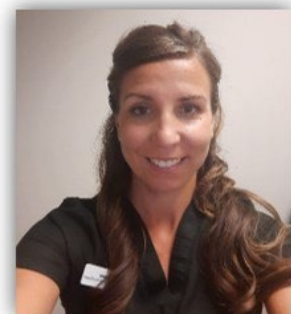
Co-Presenters Diane Nadeau, Cristina Petersen, and Laura Hiltz

Diane Nadeau is a faculty member and full-time instructor in the Nursing Program at Camosun College. She began her teaching career at Camosun as a sessional instructor in 2012 and became a faculty member in 2020. Diane is committed to supporting novice nursing learners in complex and acute care clinical settings, guiding students as they integrate theory into practice and build confidence in real world environments. She received a Teacher Recognition Award for Innovation in Student Success and, in Fall 2022, introduced the Self Care Café – Camosun Edition, promoting connection, self-care, and wellbeing across the college.



Cristina Petersen is an experienced English language educator with a TESL Canada certificate and BA and MA in Applied Linguistics from the University of Victoria. She has taught diverse learners across all ages and levels and specializes in project-based learning, curriculum development, and teacher training. Cristina has also worked as an academic English language coach, supporting students' language goals in Canadian contexts and as a Multilingual Support Specialist at Camosun College, where she collaborated with faculty and contributed to initiatives promoting equity and well-being. She is passionate about languages, creativity, and lifelong learning.

Laura Hiltz, RN, BScN, CDE, is an inpatient Diabetes Nurse Educator with Island Health. Her work focuses on diabetes education for patients, staff, and clinicians, with an emphasis on collaborative care that supports self-management and enhances the patient experience.



Laura is the co-creator of the Self Care Café initiative, developed by healthcare staff for healthcare staff and operating across Island Health since 2019. The Self Care Café was created to foster connection, recognition, and community by creating space for healthcare providers to care for themselves and one another.

Laura has been honoured with two Celebration of Excellence awards in recognition of its impact, and is deeply proud of the feedback and stories shared by attendees at these widely attended events, which often host over 300 participants.

Passionate about deep connection and meaningful relationships, Laura is committed to compassionate, patient-centered care and to strengthening both patient and provider experiences through education, collaboration, and innovation.

The Self-Care Café: Cultivating Resilience through the power of connection

May 1st, 10:15, begins in WT224, but includes stations in WT200 & WT234

The Self-Care Café is an immersive, interactive session designed to help participants recharge and prioritize wellness within their professional lives. Hosted by a collaborative team from Camosun College and Island Health, this café-style experience addresses the unique pressures of modern education.

The session begins with a brief, evidence-based keynote on simple self-care practices to combat burnout and maintain a healthy balance between working & teaching demands. Following the introduction, participants will rotate through themed "café stations" featuring hands-on activities, including:

- Mindfulness & Grounding: 3-4 Quick exercises for the busy classroom.
- Nourishment: Healthy snack preparation (with inclusive dietary options).
- Peer Community: Collaborative discussions on integrating wellness into daily routines.

Rooted in trauma-informed and strengths-based approaches, this session emphasizes building resilience while fostering community support. The Café offers an opportunity to meet a variety of learners while sharing a creative moment. By practicing the art of being truly present, educators can strengthen their capacity for empathy, improve their decision-making, and foster deeper connections with colleagues and students alike."

Gwen Nguyen



Gwen Nguyen (she/her) is a Learning & Teaching Advisor with BCcampus. Gwen holds a PhD in Education Studies from the University of Victoria and a MA in Applied Linguistics from Saint Michael's College. Recently, Gwen has developed a keen interest in exploring pedagogical approaches that ethically and creatively integrate technology (including AI) into teaching and learning. Her work in this area includes developing the open-access BCcampus Teaching and Learning with GenAI Toolkit, facilitating GenAI literacy workshops for faculty, and leading other initiatives that support educators as they teach and learn in the age of AI.

Centering Student Voice and Choice in AI-Enhanced Teaching and Learning

May 1st, 3:00, WT201

As AI becomes entangled with how we teach, learn, read, write, research, and demonstrate understanding in higher education, an important question emerges: how can we integrate these technologies in ways that empower, not limit, students' voice and choice in their own learning? This interactive workshop begins by inviting educators to reflect on what student voice, student choice, and student agency mean in AI-enhanced teaching and learning context.

We will then examine how student voice and agency can be muted, intentionally or unintentionally, in AI-enhanced learning environments, especially when tools begin to speak to students, speak for them, and subtly shape what counts as worthwhile goals, credible content, and "good" work. Through guided discussion and hands-on activities, participants will analyze meaningful (and potentially problematic) uses of AI in their own contexts and identify where agency erosion may occur across goals, content, learning actions, strategies, reflection, and self-monitoring.

Grounded in a human-centred approach identified in B.C.'s Digital Learning Strategy guidelines for Technology-Enhanced Learning, this session supports educators to critically reflect, redesign, and "love out loud" through concrete practices that centre student agency. Participants will leave with a draft redesign plan that includes: co-created AI-use guidelines with learners, at least one assessment pathway that preserves student voice with or without AI, and reflection prompts that help students set intentions for AI use, revisit impact on learning, and notice what perspectives are missing.

Notice Ringa

Notice Ringa is an Assistant Teaching Professor of Adult Basic Mathematics at Thompson Rivers University in Kamloops, British Columbia. He is an experienced researcher in mathematical epidemiology and has recently expanded his work to include research in teaching methods and curriculum development. Prior to his current role, Notice held various mathematics teaching and applied mathematics research positions at Capilano University, Columbia College, Kwantlen Polytechnic University, British Columbia Centre for Disease Control, and Botswana International University of Science and Technology. He holds a PhD and MSc in Applied Mathematics from the University of Guelph, as well as a Bachelor of Education in Mathematics from the University of Botswana.



A Comparative Study of Student Views on WebWork in ABE Mathematics

April 30th, 12:00, WT201

Students' perceptions of new technology in learning and teaching play a crucial role in determining its effectiveness and successful implementation. This study presents the results of a Technology Acceptance Model (TAM)-based survey conducted among students at Thompson Rivers University enrolled in Adult Basic Education (ABE) mathematics courses, where homework assignments were completed using WebWork. The survey instrument measured perceived usefulness, perceived ease of use, satisfaction, and overall acceptance of WebWork. Overall, the findings indicate that both first-time and experienced WebWork users generally perceive the platform as an important tool for learning mathematics. However, concerns related to technical issues, strict answer format requirements, and the need for instructor support were identified. These findings suggest that providing adequate guidance, particularly for new users, is essential to maximizing the benefits of WebWork and enhancing students' learning experiences.

Hannah Sanvido



Hannah Sanvido (she/her) is an experienced facilitator within inclusion and accessibility, working as an Assistant Professor for the TASK program at the University of the Fraser Valley. As part of accessible education and training, Hannah has worked alongside similar workplace programs for students with disabilities at KPU and Douglas College. Hannah works to create a joyful, rigorous and student-centered classroom environment through multiple engaging techniques and collaborative projects. Specifically, she works to incorporate equity, diversity, inclusion and decolonization into everything that she does. Hannah is a lover of learning and is excited to explore this topic with all of you.

Restoring Balance: Integrating Movement, Mindfulness, and the Medicine Wheel in the Classroom

May 1st, 3:00, WT200

Restoring Balance invites participants to step away from life's stressors and reconnect with themselves through an experiential, classroom tested lesson. Grounded in a practice I use with my students, this session begins with chair yoga, underscoring the importance of movement for everyone. Participants will then engage in a short video introducing the Medicine Wheel, a holistic framework where we will focus on four dimensions of health and wellness: physical, mental, emotional, and spiritual. Using this framework, attendees will reflect and complete their own Medicine Wheel, identifying areas of strength and room for growth. Designed as both a calming pause and a practical takeaway session, this experience offers educators tangible strategies for managing stress, frustration, and fatigue. Parts of this lesson including breathing techniques, simple meditation practices, and adaptable movement ideas can also be incorporated into the classroom in small yet effective ways. This session will end by sourcing information from peers about how they incorporate holistic health and wellness into their classrooms. Participants will leave feeling refreshed, grounded, and equipped with inclusive tools to support both student and instructor well-being in balanced learning environments.

Co-Presenters Emily Schudel and Monique Brewer

Emily is the Chair of the Centre for Excellence in Teaching and Learning (CETL) at Camosun College, as well as an Instructional Designer in CETL's eLearning unit. An instructional designer for over 30 years, she works with faculty enhancing their courses with technology, teaching blended courses (combining face-to-face with online technologies), and teaching fully at a distance, using synchronous technologies and asynchronous technologies (like D2L). She is also Creative Commons certified and works with faculty who are engaging in Open Education work using WordPress, Pressbooks, H5P and other open platforms.



Monique has had the pleasure of learning, living, and working on the Traditional Territories of the ləkʷəŋən (Lekwungen) and W̱SÁNEĆ peoples for over 20 years. She has worked as an educator across a variety of sectors and disciplines, including K–12, post-secondary, government, and the private sector. For the past seven years, Monique has been a faculty member at Camosun College, working primarily in the Centre for Excellence in Teaching and Learning as an Instructional Designer.

Rethinking Assessment for Online and Blended Learning in the Age of AI

April 30, 2:15, WT200

In Spring 2025, Camosun College's Assessment for Learning Committee surveyed faculty about their assessment practices. The findings led to a series of focus groups with instructors teaching in online and blended modes to better understand the unique opportunities and challenges of assessment in these modes.

These conversations explored assessment for learning in action: how instructors design meaningful assessments; foster authentic feedback and student engagement; navigate AI in assessment design; and build trust, relationships, and academic integrity in digital learning environments.

In this interactive session, we will share key themes and insights from the focus groups, highlighting practical strategies and emerging questions. Participants will be invited to reflect on their own experiences and consider how these findings resonate within Adult Basic Education contexts.

Ramona Scott



Ramona is a math educator with experience in adult upgrading, public schools, and international teaching. She joined Camosun's Community Learning Partnerships team in 2020.

Grounding Exercises for Classes

May 1st, 11:30, WT201

This session takes participants through several grounding exercises that could be used at the start of classes (in-person or online synchronous) to help students bring their attention to the present and to the course content and their engagement in it. The participants will be experiencing the process and learn how to guide others through it. There will be a brief look at research related to this practice and its impact on individuals and their learning. This session is for instructors or anyone who leads workshops or training of any kind and wants to develop a calming transition for their students/participants to encourage relaxation and focus for learning.

Iuliia Shakirova

See bio information in Keynote section 😊

“I Am NOT Fake! Impostor Syndrome as a Threat to Educators’ Identity”

April 30th, 3:15, WT200

Have you ever walked into a classroom, department meeting, or conference presentation with a quiet fear that someone will eventually discover you don’t know what you are talking about? If your answer is yes, you are not alone. “Those who can, do; those who can’t, teach,” said George Bernard Shaw in 1903, creating one of the most unfair stereotypes about educators. Though this statement has been criticized and is considered to be outdated, impostor syndrome remains remarkably common among faculty, even among accomplished, tenured, and widely published ones.

I offer you an honest conversation about the hidden self-doubt that often accompanies our careers and is on the way to our holistic well-being. Together, we’ll unpack why high-achieving educators are especially vulnerable, how institutional culture can amplify self-doubt, and what current research tells us about resilience, belonging, and professional identity. Most importantly, we’ll move beyond simply naming impostor syndrome and toward practical, compassionate strategies that help educators reclaim confidence and recognize their earned expertise.

Because you didn’t “luck into” your role. You prepared for it. And you belong here.

Co-Presenters Soheila Tahmasbi and Vanessa Valerga



Soheila Tahmasbi is an educator and researcher in Teaching English as a Second Language, with experience spanning higher education and adult language instruction. She currently teaches in the LINC program at New Directions English Language School in BC, where she works with adult multilingual learners. Her professional interests include AI-supported language learning, critical language awareness, and learner engagement in language development, with a particular focus on learner identity and autonomy.

Vanessa Valerga is a LINC instructor specializing in adult literacy and newcomer education. She holds a BA in Linguistics and German and an MA in Linguistics from UBC, as well as an MEd from Universidad Villanueva in Spain. TESL Canada certified, Vanessa brings over a decade of international teaching experience, having taught K–12 EFL in Peru for 10 years. She is currently dedicated to supporting newcomers to Canada in developing language and literacy skills for successful integration.



Beyond Using AI: How Learner Attitudes Shape AI-Supported Writing in LINC Classrooms

April 30th, 12:00, WT224

This session explores how adult learners—particularly multilingual learners and those with diverse needs—engage with AI tools in educational settings. Drawing on recent research in inclusive pedagogy and AI-supported learning, we will examine why some learners benefit more than others and share practical, evidence-based strategies to promote equitable outcomes in ABE and ESL contexts.

Alexander Warrington

Alexander Warrington is the Manager, Instructional Development and Educational Strategy at the University of Victoria where he has spent the past 5 years helping instructors and students use educational technologies with confidence and explore the impact of generative AI on teaching and learning. He has also taught Biomedical Ethics and Professional Communication in Camosun College's Allied Health programs. Alex enjoys exploring how technology and learning science can come together to make education more engaging and meaningful.



Beyond Compliance: Using the 5Rs Framework to Guide Ethical GenAI Integration in Teaching and Learning

April 30th, 10:45, WT200

As generative AI (GenAI) tools become increasingly integrated into educational technology, educators face complex decisions about how, when, and whether to incorporate them into teaching and learning. This interactive workshop moves beyond compliance-based approaches to engage participants in developing their own principled stance toward GenAI integration through the Indigenous 5Rs framework (Respect, Relevance, Reciprocity, Responsibility, and Relationships) developed by Dr. Jean-Paul Restoule.

Through guided reflection, and small group discussions, participants will be challenged to examine their own assumptions, values, and relationships with technology while critically evaluating GenAI's role in course design, learning activities, and assessment practices. The workshop creates space for educators to grapple with ethical tensions inherent in GenAI use acknowledging that we are all working through these questions together.

Rather than prescribing universal solutions, the 5Rs framework provides language and reflective practices for educators to articulate context-specific decisions that align with their disciplinary, cultural, and pedagogical commitments. Participants will explore how relational accountability, respect for knowledge sovereignty, relevance to place and community, and reciprocal learning inform technology integration decisions and how these same lenses can support students' critical and ethical engagement with GenAI tools.

Participants should expect to sit with complexity, engage in honest dialogue, and leave with a deeper understanding of their own values and a decision-making framework rather than a prescriptive checklist.