# Curriculum Vitae

Emma Bourassa

# HIGHLIGHTS OF QUALIFICATIONS:

## EDUCATIONAL DEVELOPER ACTIVITIES:

**Educator Development:**

* 2020 BC Campus Facilitating Learning Online (FLO) Microcourse Introduction to Intercultural Communication 1,1,1,1 One week course
* 2019 Thompson Rivers University Interculturalizing the Curriculum 4 day program
* University Canada West 3 workshops The Power of Intercultural Interactions
* Columbia College workshop The Power of Intercultural Interactions
* 2018 Langara Train the Trainer for Interculturalizing Campus 2 day
* University of Saskatchewan workshop The Power of Intercultural Interactions
* Kwantlen Polytech University Interculturalizing the Curriculum 4 day program
* BC Campus Facilitating Learning Online (FLO) Design inaugural 4-week program, co-facilitator
* 2017 Selkirk College Business Diploma Program Mapping Learning outcomes to assessment horizontally and vertically, consulting on learning activities/pedagogy and drafting rubrics for new learning outcomes
* 2006- 2016 TESL Practicum Supervisor, Intercultural Communication Studies (post degree program)
* 2016 Langara College Intercultural Communication Train the Trainer Program co-facilitator
* 2016 Interculturalizing Curriculum 4- day faculty development program (6th cohort, 90 faculty at TRU and other institutions)
* 2016 Visiting Fellow, University of Windsor: Centre for Teaching and Learning New Faculty Orientation, Summer Series: Culturally responsive assessment
* 2015 Interculturalizing Curriculum 4- day faculty development program
* 2015 invited workshop Faculty of Social Work
* 2015 invited workshop TRU Open Learning faculty
* 2014 invited TRU Williams Lake Faculty of Nursing
* 2014 Visiting Fellow, University of Windsor: GATAcademy and faculty sessions: Effective Communication Across Languages and Cultures
* 2014 Visiting Fellow, UWindsor International Faculty Development Program for Beijing Information Sciences and Technology University (3 weeks planning and co-facilitated workshops)
* 2013 Teaching ESL practicum teacher
* 2013 workshop Faculty of Education student teachers (2 sections)
* 2010-2013 Contribution to ‘The Writing Consortium” (3rd year of involvement) international compilation of teaching ideas for dissemination to faculty (disseminated via faculty-Listserv and specific requests)
* 2008-2010 Practicum sponsor for 4 Teaching ESL post-baccalaureate certificate students
* 2008, 2011, 2012, 2013, 2015, 2016 Center for Teaching and Learning Co-facilitated “Intercultural Eyesing Curriculum” faculty development 4 day in service
* 2011, 2012 TRU Teaching Assistant program development and delivery or co-delivery
* 2008/2010 facilitated Instructional Strategies Workshop
* 2008, 2009 Initiated and coordinated mentoring sessions for new to TRU ESL instructors

**Conference Presentations/Invited Workshops**

*(Peer reviewed are italicized)*

2020

Exploring Appreciate Inquiry

2019

*POD roundtable co-facilitating Hungry for Connection: Exploring Diversity and Inclusion in Educational*

2017

* *TRU Learning at Intercultural Intersections: Enriching Intercultural Understanding- the power of experiential learning*
* *ANUPI : Using Metacognition with International Students*

 2016

* *TRU Teaching Practices Colloquium: interactive session: Active learning examples*
* Center for Student Engagement and Innovative Learning (TRU): Experiential Learning and Reflective Practice

 2015

* *Quito Ecuador: Conference of the Americas International Education: Roundtable Intercultural Eyesing Curriculum program at TRU*
* *TRU Learning at Intercultural Intersections International Conference: Findings of Faculty Perceptions of a Professional Development program (Vancouver)*
* *STLHE Vancouver: Findings of Faculty Perceptions of a Professional Development program (Vancouver)*
* TRU Open Learning Faculty Development Day: Effective communication with diverse learners

2014

* *Canadian Network for Innovation in Education co-facilitated: Interculturalizing campus: our story*
* *B.C. Symposium on the Scholarship of Teaching and Learning: Preliminary Findings of Faculty Perceptions of a Professional Development program (Vancouver)*
* TRU Williams Lake: 3 workshops (nursing students, nursing faculty, all faculty) Effective communication across language and culture

2013

* 2008, 2011, 2012, 2013, 2014, 2016 co-facilitator: Interculturalizing Curriculum 4 day program faculty professional development
* *Hawaii International Conference on Education co-presenting: Culturally Responsive Teaching For Enhancing Global Citizenship*
* TRU Learning at the Center; Setting a foundation for a successful year: Diversity in the classroom
* *University of Washington E-Portfolios: Experiential Learning and eportfolios*

2012

* Kamloops Volunteer Emergency: Working with international students
* *Congress of the Humanities and Social Sciences co-present results of research with Dr. Christine Wihak: Examining the cultural component of PLAR: Prior Learning Assessment Recognition for undergraduate students of Myanmar*
* *NAFSA co-present: Fostering faculty engagement for internationalization using change management theory*

2011

* *Citizenship Knowledges and Education: CGCER International Citizenship Conference: Intercultural professional development for faculty: Potential for global citizenship curricula*
* New TRU Faculty: Culture in the classroom co-presented
* International Days: Presented unreleased film: Crossing Borders

2010-2012

* Invited speaker: TESL 3030 Intercultural Communication

2008- 2012

* Center for Teaching and Learning: Culture in the Classroom, Writing across borders, Assessment, Big Ideas- backward design for program curriculum development

2010

* Closing Plenary Educational Developers Caucus co-presenter: Culturally Diverse Learners
* BC Campus ScoPe online synchronous co-facilitator session “Culturally Diverse Learners” film
* International Days: Sizzling Language Samplers (mini language lessons (including Elder Harold Eustace),
* 2005-2010 *TRU Teaching Practices Colloquium:*

*Intercultural Intersections, Experiential Learning, Shifting a Paradigm of Curriculum, Why Question?*

2009

* Invited speaker: EDSL 420 Intercultural Communication (2 sections)
* Invited speaker: Writing Center: Rhetorical styles
* Invited speaker: Vancouver Island University: Creating Community with international students
* *Improving University Teaching (SFU) conference co-presenter: Intercultural Intersections*
* *Vocational Instructors (TRU) conference co-presenter: Bridging Cultural Differences*

2008

* Initiated and co-coordinated with TRU Center for Teaching and Learning: Brown Bag faculty share sessions and presented ‘Perspectives on Curriculum’, ‘Learning Styles’, ‘Gradekeeper’

2006 invited Adult Basic Education conference, Faculty of Education “Culture in the classroom”

2006 *BCTEAL conference co-presenter Roundtable on Internationalizing curriculum*

*2003 BCTEAL conference presenter – Using Children’s Literature in the ESL classroom*

## EDUCATION

2013 Certificate in E/Online Learning (asynchronous) Vancouver Community College

2012 Intercultural Communications Certificate UBC (blended)

(Foundations and Skills in Intercultural Communication, Intercultural Teams, Internationalizing Curriculum, Train the Trainer)UBC

 2011 Participatory Research in Education, University of Calgary EdD (synchronous, online)

2012 Action Research in Education, University of Calgary EdD (online)

2006 Master of Education, Curriculum Studies, University of Victoria

 Project: Designing a Curriculum for Intercultural Communication and Understanding

 2004 Certificate in English Language Teaching of Adults, Cambridge with distinction

1997 Bachelor of Education, Career and Personal Planning, graduated With Distinction, University of Victoria

## PROFESSIONAL DEVELOPMENT:

**Training and Courses**

2017

* Reconciliation through Indigenous Education UBC, MOOC
* Educational Developer’s Caucus, Guelph
* BC Campus: Facilitating Learning Online pilot consultant for design, organization, learning activities, clarity, facilitation
* ISW Retreat, Lac La Jeune

 2016

* Facilitating Instructional Strategies Workshop *Online version* (2 weeks)

 2015

* 21st Century Skills University of Melbourne (Coursera MOOC, asynchronous) With Distinction
* Instructional Strategies Workshop Online (5 weeks) Royal Roads synchronous/asynchronous

 2014

* Facilitation: Educational Developer Caucus (subcommittee of STLHE)
* Introduction to Appreciative Inquiry (2 days) Las Vegas

 2013

* Educational Developers Symposium (3 days) Experienced stream ‘Facilitating’, UBC
* University of Saskatchewan TOOC (Totally online open course) Introduction to Learning Technologies

2012

* Teaching Dossiers, University of Windsor (4 days, mentored by Alan Wright)

2005

* Intercultural Development Inventory Qualified Administrator

**Conference participation:**

2006-2017

* STLHE (Society for Teaching and Learning in Higher Education) Halifax
* POD, Montreal
* ANUPI, Puerto Vallarta
* Instructional Strategies Workshop Retreat, Lac La Jeune
* Learning at Intercultural Intersections, TRU
* E-Portfolios University of Washington, Bothell
* Asking Difficult Questions, Society for International Education, Teaching And Research, Vancouver
* Evaluating cultural competency, Portland, Ore.
* Learning Outcomes and Assessment (Peter Wolf, University of Guelph), TRU
* Hawaii International Conference on Education
* I3 (Indigenizing, Internationalizing, Interculturalizing), TRU
* Society for Teaching and Learning in Higher Education (STLHE) conference, Montreal
* NAFSA (International Educators) conference, Houston
* Congress of the Humanities and Social Sciences (CHSS), Waterloo
* Center for Global Citizenship Education and Research (CGCER) conference, Edmonton
* BCCIE (B.C. Center for International Education) conference, Victoria
* CBIE (Canadian Bureau of International Education) conference, Ottawa
* POD (Professional and Organizational Development) conference, Atlanta
* Stenislow Aboriginal Education conference, Burnaby
* Social Planning and Research Council of BC (SPARC) Dialogue research training and facilitator for: Exploring cultural pluralism: A travelling intercultural dialogue through Metro Vancouver’s diverse communities (Native Education Center, Japanese Cultural Center)
* Educational Developers Caucus, TRU
* French immersion Quebec City
* Research Focus group attendee for Internationalization Sheryl Bond (Queens)
* Instructional Design online course
* Jossey-Bass online conference
* Moodle – developed online component to be used with ESAL 058 Academic Writing, TESL 3030
* Writing Across Borders, TRU
* Teaching Practices Colloquium (8), TRU
* Online discussion groups POD, STLHE, EDC
* Intercultural Development Inventory conference, Minneapolis
* CURA Qualitative Research session, TRU
* Facilitator Training for Instructional Strategies Workshop, BCIT
* Canadian Bureau of International Education Conference, St. John’s
* Web Page Design- online courses

**Scholarship of Teaching and Learning research questions**

* What it’s like to be an international student?
* How does the use of Communication pattern visuals support students’ communication skills?
* What considerations emerge when using PLAR in an international context?
* What are Faculty perceptions of the Intercultural Eyesing professional development program?

## LEADERSHIP SKILLS AND EXPERIENCE:

* Collaboration in brainstorming, revising, and implementing and assessing
* Setting and managing timelines
* Budgeting
* Facilitating and communicating project progress
* Aligning learning outcomes to assessment and learning activities
* Recruiting for and scheduling of faculty development sessions
* Facilitate faculty professional development sessions: Experiential Learning and Reflective Practice, Writing Across Borders, Assessment, Shifting a Paradigm of Curriculum, Learning Styles, Gradekeeper, Culture in the Classroom, Diverse Learners, Big Ideas: Backward Design for Program Curriculum Development, Why Question?, Rhetorical Styles, Internationalization, Weekly Teaching and Learning Ideas (TRU community via email), Culturally Diverse Learners
* Designing and facilitating/co-facilitating programs: Instructional Strategies Workshop (3 days), Internationalizing/Interculturalizing Curriculum (4 days), Teaching Assistant Program (1 day)
* Scholarship of Teaching and Learning research and dissemination
* Teacher trainer (practicum sponsor and practicum supervisor)
* Department Head, Acting Chair, Coordinator, Team Lead

**Committees:**

* Teaching Practices Colloquium (8 years)
* Bachelor of Interdisciplinary Studies Curriculum
* Student Success Global Competency
* Performance Review
* Senate: First Nations and Aboriginal Affairs, International Affairs, Environmental Sustainability
* TRUFA Executive
* BC ESL Articulation Committee

**Other relevant activity:**

* Peer reviewer for Professional and Organizational Development, and Educational Developers’ Caucus conference proposals
* Educational Developers Caucus literature review “Mentoring”
* Web design, e-portfolio (full resume, education developer dossier, e.g. of work) emmabourassa.com and MeltmethodKamloops.com
* Wrote and revised (7 editions) “New to TRU Faculty Handbook”
* Revised/edited TRU” Handbook for Educators of Aboriginal Students” and “Aboriginal Student Handbook”

## WORK HISTORY:

Contracts

2017

* BC Campus, Facilitating Learning Online (FLO) Design 4 week program co-facilitator
* Selkirk College: Business Diploma Program Curriculum Mapping

2016

* Langara College: Train the Trainer
* Thompson Rivers University: Intercultural Eyesing the Curriculum

Thompson Rivers University: 2001- retired March 2016

Faculty:

* Teaching ESL (TESL), a post degree certificate program: Practicum Supervisor (formative and summative evaluation of lesson planning and lesson progression, learning activities and assessment and delivery) and Intercultural Communications Studies (modeling experiential lesson planning and inclusive pedagogy, culture general models, reflective practice)
* English as a Second Language (ESL) Department Bi-partite faculty (teaching and service required) Teach and integrate 5 skill levels and 5 subject areas
* Sponsor teacher for 4 TESL students (mentoring lesson planning, lesson progression, learning outcomes, assessment and teaching activities, observation, constructive feedback and metacognition)

ESL Coordinator approximately 250 hours per year with one course release (teach 8 courses)

* Acting Chair for 6 weeks (newly elected Chair was overseas)
* Manage new student intake 3x year (testing, assessment, placement, student inquiries)
* Schedule workloads for 25 faculty 3x year
* Liaise with Room booking, International Student Success, Academic Advisors, International Registration
* Develop and revise materials for student orientation

TRU World

Instructor: Western Teaching Methodology (3 groups of visiting teachers from China)

Curriculum revision for Elementary Teachers English as a Foreign Language program

Curriculum development for Chile “Leadership in EFL Teaching”

TRU Aboriginal Education

Research and Revision to “A Handbook for Educators of Aboriginal Students”

Editing of “A Handbook for Aboriginal Students”

 Vancouver Community College (Secondment) July 2013- January 2014

Team Lead: ESL Pathways Project: Experiential Learning Curriculum and Materials Developer, and Field Test Instructor

* Setting and managing project timelines
* Reporting to Project Manager
* Liaising with Project Facilitator
* Creating 3 frameworks for Experiential Learning courses for incoming team of curriculum and materials developers
* Managing meetings, facilitating teamwork to choose one curriculum framework and develop to full completion of Experiential Learning Certificates 1 and 2, including learning outcomes, assessment, lesson plans, learning activities, all resources (either sourced OER or created in house), and student needs assessment and feedback on course
* Revision of materials to prepare for publication

Field Test Instructor

Co- teach model: either teaching 3 hours or observing and collecting data for 3 hours

Daily debriefs on

* methodology,
* lesson plans and materials,
* timing,
* assessment of learning
* revisions for lesson plans
* materials documented completed class
* revisions for lesson plans, materials for the next day

Whole team debrief

* relevancy of topics
* materials to 2 levels of learners
* revisions to curriculum timing/ quantity of activities
* scheduling, setting priorities for further meetings

Brackendale Elementary, Montgomery Middle Schools 1997- 2001

P.E., French, English, ESL, Language Arts, Gifted program, Learning Assistance, Visual and Performing Arts, Sex Education; wrote, coordinated and directed student play and managed school wide winter celebration

Home and Fine Arts Department Head: coordinate school-wide, cross disciplinary exhibits and activities

Japan 1992-1994

ESL curriculum development, lesson planning, assessment, lesson progression, materials development for daycare to doctors

## AWARDS AND PUBLICATIONS:

Awards:

2014 Faculty Award for Excellence in Internationalization $2500

2013 nominated for Excellence in Teaching Award

2010 TRU Open Learning awarded $10,000 for research to examine whether a North American model for Prior Learning Assessment Recognition for undergraduate students in Myanmar (Burma) can be delivered in a different cultural context. Research led to 2 conference presentations, a national Canadian conference and an international conference in Sweden.

2009 BC Campus collaboration in $30,000 award to co-develop Culturally Diverse Learners film for faculty development, which has been disseminated via webinar with BC Campus and in hard copy to Canadian and international colleagues.

2008 TRU Center for Teaching and Learning $650 for Facilitator Instructional Strategies Workshops

2006 TRU World $1200 for Internationalizing Curriculum training at Malaspina College (now Vancouver Island University) which led to 90 faculty engaging in the program I co-developed and co-facilitate at TRU

2004 UCC (now TRU) Short term projects $1400 for M. Ed research in Mexico. This was experiential learning involving becoming an international student to understand their experience with language and pedagogical approach. This led to curriculum revision for all of my ESL courses and further certification and publication in the area of intercultural communication.

2004 BC TEAL (Teachers of English and Additional Languages) Nan Poliakoff Award $500 used for conference attendance.

Publications:

Garson, Kyra; Bourassa, Emma & Odgers, Todd (2016) Interculturalising the curriculum: faculty professional development, Intercultural Education, 27:5, 457-473, DOI: 10.1080/14675986.2016.1240506 To link to this article: http://dx.doi.org/10.1080/14675986.2016.1240506

Michel, Katherine; Bourassa, Emma; Walton, Patrick; Miller, Jack (Eds) (2016) Our Living Languages. Conference papers 19th Annual Stabilizing Indigenous Languages Symposium. Linus Books. New York

Bourassa, Emma; Ruiz, Patricia; Johnson, Kerry; McLeod, Morna (2015) ESL Pathways Experiential Learning 1 and 2 Curriculum and Instructor Guide, Government of B.C.

Wihak, Christine and Bourassa, Emma (2013) “Examining the cultural component of PLAR: Prior learning assessment & recognition for distanced education students in Myanmar “

*The Joy of Learning Enhancing Learning Experience - Improving Learning Quality* ISBN 978-963-89559-3-7

Proceedings of the European Distance and E-Learning Network 2013 Annual ConferenceOslo, 12-15 June, 2013

Bourassa, Emma (2012). The Mobius Intercultural Communication Model in Deardorff, D., Berardo, K. Building Cultural Competence: Innovative Strategies. Stylus Inc.

Bourassa, Emma (2012) Visuals to Explore Communication Style in Deardorff, D., Berardo, K. Building Cultural Competence: Innovative Strategies. Stylus Inc., Sterling VA

Levy, Carolyn; Bourassa, Emma (2011) BC English Language Settlers Assistance Program ESL Volunteer Coordinator Handbook, and Volunteer ESL Tutor Handbook. Queens Press, Victoria.

2009 BC Campus Open Educational Resource: Culturally Diverse Learners film project at:

<http://solr.bccampus.ca:8001/bcc/items/e9c660f5-06e5-ed0a-2826-e6abfbc3122e/1/cdl.zip/cdl/index.html>

## **ASSOCIATIONS AND MEMBERSHIPS:**

Society for Teaching and Learning in Higher Education (SIETAR)

Professional and Organizational Development (POD)

Educational Developers Caucus (EDC)

TESL Canada Level 3 Permanent

Society for International Educational Teaching and Research (STLHE)

## **PHILOSOPHY OF TEACHING**

Teaching fascinates me; I remain a learner, reflecting on how I can be empathetic to students’ challenges and thus change my approach to each new class. Whenever possible I involve students in the curriculum. I believe curriculum lives and is dependent on the lived experiences of students as well as the goals of the course. That’s what keeps me invigorated! To expand these ideas into a more comprehensive philosophy of teaching, I believe it is important to:

1. Create a learning situation then get out of their way- encourage autonomous learning and a dialectic about the process, with myself taking the role of facilitator whenever it is more effective for student learning. Whenever possible facilitate experiential learning from which students can apply skills and make their own conclusions about the concept.
2. Let students know that I believe that learning should affect the whole person- cognitive and affective. In lieu of this, lessons must challenge students to go beyond what they already know and include all levels of Bloom’s Taxonomy of learning, yet support this disequilibrium- or creative change in understanding. Celebrate and facilitate critical thinking.
3. Share the curriculum- students bring individual expertise and needs that I only will know by allowing them to emerge naturally and be given feedback on frequently
4. Welcome dynamism in the class- do not rely on anything going as planned and be open to teaching and learning moments, keeping in mind that the experiences should have a grounding in real life
5. Respect students as capable beings with different learning styles due to personality and culture and be open about the acknowledgement and acceptance of these challenges for them and me.
6. Share the expectations. Give reasonable criteria that challenges them to grow and be fair when assessing.
7. Realize that learning is never done, model continuous learning and acknowledge what they individually and as a group give to my learning process. Allow for my own ‘disequilibrium’.

## **Comments from faculty and staff:**

“Emma Bourassa has had a profound impact on my development and growth as an educator. I am but one of the many colleagues she has touched through her activities with the Centre for Teaching and Learning”

*Lian Dumouchel, Senior Lecturer, Tourism Management Department (TRU*

“The planned activities which placed participants outside their cultural comfort zone were both intellectually and emotionally demanding. This required Ms. Bourassa to facilitate in a manner inspiring trust, openness, and fearlessness in the participants. Her knowledge, quiet presence and capable professionalism make her an outstanding leader.”

*Nina Johnson, Lecturer, English and Modern Languages (TRU)*

“I am sooo very appreciative of your invaluable information and insights. Thanks so much for the video. Incidentally, we had a second mini-workshop for those who couldn’t make it and I used the video for them! It worked out beautifully.”

*Dr. Estrella Romero, Associate Professor Communication Studies, Riverside College, Riverside, California*

“It is my belief that teaching, administrative work and communication all depend on skillful facilitation that empowers learners to stretch their own skills beyond what they believe to be their comfort zones. I have watched you do this in the classroom and in various workshops.” *Jane Birkbeck, Associate Professor, Social Work (TRU)*

## **REFERENCES:**

Dr. Erika Kustra, Director Teaching and Learning Development, Centre for Teaching and Learning, University of Windsor kustraed@uwindsor.ca (519) 253-3000 ext. 4842

Dr. Alan Wright, Vice-Provost Teaching and Learning, University of Windsor Alan.Wright@uwindsor.ca (519) 253-3000 ext. 5090

Dr. Kyra Garson, Coordinator Internationalization, Center for Student Engagement and Learning Innovation, Thompson Rivers University kgarson@tru.ca 250 852-7154

Dr. Christine Wihak, Director Prior Learning Assessment Recognition TRU Open Learning cwihak@tru.ca (250) 852-6448

Penny Heaslip, Educator Emerita, former Coordinator TRU Center for Teaching and Learning pheaslip@tru.ca (613) 269 4759

Ms. Patricia Ruiz, ESL Pathways Project team member pcruiz@gmail.com

Ms. Jacquie Harrison, ESL Pathways Project Facilitator jharrison@vcc.ca