

6 December 2023

Dear Zahra Khimji, Chair of Academic and Career Foundations,

I am pleased to apply for the substitute faculty position in the Academic and Career Foundations department at Camosun College to teach learning skills. I believe I am an excellent fit for this position due to my:

- **Expertise in evidence-based metacognitive and cognitive learning strategies** (see [Davis & Hadwin, 2021](#) and [Hadwin, Davis, Bakhtiar, & Winne, 2019](#)).
- **Experience teaching two undergraduate courses on learning strategies to university students** and working as a TA five times for the same course ([see my academic CV for more information](#)).
- **Passion for student learning**, shown in my scholarship of teaching and learning publications ([Davis, Edwards, Hadwin, and Milford, 2020](#) and [Edwards, Davis, Hadwin, and Milford, 2020](#)) and the creation of [How To Grad School](#), where I [co-host a podcast](#) and [write a blog](#) about effective learning.
- **Commitment to decolonizing practices in teaching**, including decolonizing my own role as a white settler educator, and focusing on learner centered instruction and diverse voices.

I have been an uninvited visitor on the traditional territories of the Lekwungen nation and the Songhees, Esquimalt, and WSÁNEĆ peoples since beginning my PhD at the University of Victoria in 2015. [My PhD research](#) focused on exploring the interplay between self-regulated learning and undergraduate student success. I've also taught 14 postsecondary courses in psychology and education, and I am skilled in teaching cognitive and metacognitive strategies and helping students apply these strategies to their own schoolwork.

In January 2022, I joined a group of Indigenous and non-Indigenous instructors from postsecondary institutions across BC to meet to explore decolonizing possibilities in educational psychology. This experience has been transformative to my teaching as I work on addressing my own colonial practices in the classroom, as well as using a critical lens in regard to course and syllabus design, assessments, assignments, and co-constructing knowledge with my students.

I have worked with undergraduate students across all subject areas, as a one-on-one learning strategist, instructor, and counsellor. I use student examples as much as possible – this is especially true for students I work with who are studying similar topics to Camosun's Information and Computer Science and Technology Access programs. I find this approach leads to a rich learning experience because students share their knowledge with me and then we work together to apply self-regulated learning strategies and processes.

Working with colleagues to tailor learning skills topics and learning small amounts of course material would enable me to (a) model what learning can look like and (b) ensure that what I'm teaching is relevant and timely for students. This collaboration would help me to monitor student performance, help students monitor and evaluate their own performance, and make any relevant referrals as needed to other services.

Finally, I prioritize students in my teaching by asking for students to complete introduction surveys at the beginning and feedback surveys in the middle of the course to make sure I create an accessible and safe learning environment. To see what my students say about my teaching, [please read examples on my website](#).

I would love the opportunity to work as a substitute instructor teaching learning skills at Camosun College, and I look forward to discussing my application during the interview. Thank you for your consideration.

Sincerely,



Sarah K. Davis, PhD, RCC

www.sarahdavisconsulting.ca/camosun