



For immediate release — Monday, April 18, 2016

University of Lethbridge highlights for the week of April 18 to 23

The University of Lethbridge has a number of events lined up this week that may be of interest to your readers, viewers and listeners. Members of the media who are interested in covering these events are encouraged to contact the individual event organizer directly.

Student Success Centre — Therapy Dogs

Monday, April 18 and Tuesday, April 19, 6 to 7 p.m., L1008B, Library

The Student Success Centre, in partnership with St. John Ambulance, is giving tired and stressed students the chance to relax with a furry friend. As final exams loom, the Library is also offering its Stress-Free Zone in L1114 from 6 to 10:30 p.m. nightly until April 25. Coffee, snacks, games, puzzles, movies, colouring books and a Lego table are available for students when they want to take a break from their studies.

Contact: Jesse Malinsky, malijn@uleth.ca

Women Scholars Group Speaker Series — Identity, Experience, and Belonging: Forest Encounters and Outdoor Skill in the Yukon Territory

Tuesday, April 19, noon to 1:30 p.m., AH100, Andy's Place

Dr. Jodie Asselin, a U of L anthropology professor, is interested in environmental anthropology with a focus on rural and northern North America. She explores the tensions surrounding rural-urban relations, and discusses place, local environmental use and perception in the context of land-use planning, landscape change and environmental history.

Contact: Andrea Amelinckx, 403-332-5216, andrea.amelinckx@uleth.ca

Lunch & Learn — Self-Defense

Wednesday, April 20, noon to 1 p.m., PE 255

Brandie Lea, a U of L development officer and black belt in Taekwondo, is a three-time national competitor. She will be sharing some simple self-defense strategies and tactics.

Contact: Suzanne McIntosh, 403-332-5217, suzanne.mcintosh@uleth.ca

Professional Inquiry Project Symposium

Friday, April 22, 2 p.m., L1170A, Library

U of L education students complete the Professional Inquiry Project (PIP) in their final practicum and they will present their projects during the symposium. The project requires them to do an in-depth exploration of an educational question they have encountered in the course of their practicum. Students may develop a resource to respond to a specific need, implement a new instructional strategy or work on a large-scale endeavor that enhances the school's educational programming.

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