



college educator development program



Phase 1 CEDP

Fanshawe College - August 12th – 15th, 2013

Welcome New Western Region Faculty

Fanshawe College is proud to host this year's Phase 1 CEDP conference. The College Educator Development Program (CEDP) is a collaborative creation of Western Region Colleges - Conestoga, Fanshawe, Lambton, Mohawk, Niagara and St. Clair.

CEDP is a 3-phase faculty development program that takes place over three years. Phase 1 offers some of the essentials for teaching in a college setting with brief educational theory and concepts considered essential for educators in today's Ontario college system.

The objective is to share a broad range of relevant ideas, topics, skills and attitudes as part of a lifelong approach to learning about teaching and learning. Please see www.collegeeducator.ca/ for more information.

Our facilitators and speakers look forward to sharing and exploring strategies and ideas for today's changing and challenging post-secondary environment. Passionate about teaching, our facilitators have developed a variety of sessions featuring varying approaches.

There will be opportunities for practical, hands-on application of theory, opportunities to share insights and expertise, and equally important, several networking opportunities. Tap into the collective knowledge of your peers, build relationships, reflect on your teaching, and share your experiences and concerns in a safe and supportive environment.

Please take time now to review the program, make your selections, and register online. Your registration is due upon receipt of this package. To ensure your choice in workshops, please register immediately.

Registration deadline is Friday, August 2 at noon. Register at [this link](#).

Your Western Region CEDP Planning Team



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Conference at a Glance

NOTE: In an effort to reduce paper waste, hard copies of this program will not be made available. Participants will be given a summary schedule upon arrival.

Monday, August 12, 2013

| | |
|------------------|---|
| 8:30 a.m. | Registration and Check in at Merlin House Residence |
| 9:15 a.m. | Continental Breakfast outside of R1020 |
| 9:45 a.m. | Welcome and Housekeeping – R1020 |
| 10:00 a.m. | Opening Keynote: Idahlynn Karre <i>Engaging Learners in Collaborative Classrooms</i> |
| 11:30 a.m. | Lunch with your College Grouping |
| 12:30 p.m. | Concurrent Sessions |
| 2:30 p.m. | Break |
| 3:00 – 5:15 p.m. | Small Group Session: What Brought You to Teaching? |
| 6:30 p.m. | Dinner |
| 7:30 p.m. | 2013 Small Group Trivia Night: Small Group Teams (Cash Bar) |

Please bring this program with you to Phase 1. A brief agenda with room numbers will be distributed at registration.

Tuesday, August 13, 2013

| | |
|------------------|---|
| 6:45 a.m. | Walk/Run/Yoga |
| 7:30 – 8:15 a.m. | Breakfast – Hot Buffet |
| 8:30 a.m. | College Groupings: Outcomes-Based Education and Program Standards – Just the Facts! |
| 10:00 a.m. | Break |
| 10:30 a.m. | Plenary Session: Kathy Bouma <i>Lesson Planning with Learning Needs in Mind</i> |
| 12:00 p.m. | Lunch |
| 1:00 p.m. | Concurrent Sessions |
| 3:00 p.m. | Break |
| 3:30 – 5:00 p.m. | Small Group Session: Lesson Planning |
| 6:30 p.m. | Dinner |
| 7:30 p.m. | (Optional) Mix, Mingle, Move (Cash Bar) |

Wednesday, August 14, 2013

| | |
|------------------|---|
| 7:00 a.m. | Walk/Run/Yoga |
| 8:00 – 8:45 a.m. | Breakfast – Hot Buffet |
| 9:00 a.m. | Keynote: Jesse Hirsh <i>Learning at the Speed of Light: How Technology Accelerates Education and Expands the Classroom</i> |
| 10:30 a.m. | Break |
| 11:00 a.m. | Concurrent Sessions |
| 12:30 p.m. | Lunch |
| 1:30 p.m. | Concurrent Sessions |
| 3:00 p.m. | Break |
| 3:30 – 5:00 p.m. | Small Group Session: Set-up for Lesson Plan Presentation and Guidelines for Constructive Feedback |
| 6:00 p.m. | Dinner |
| 7:00 – 8:30 p.m. | Preparation for Lesson Plan Presentation (if needed) |
| 9:00 p.m. | (Optional) Karaoke and Cash Bar |

“The mind is not a vessel to be filled but a fire to be kindled.”
Plutarch

Thursday, August 15, 2013

| | |
|-------------------|---|
| 6:45 a.m. | Walk/Run/Yoga |
| 7:30 – 8:15 a.m. | Breakfast – Hot Buffet |
| 8:30 a.m. – | Small Groups: Lesson Plan Presentation |
| 12:30 p.m. | Break – Take 15 minutes between 10:00 and 11:00 a.m. Small Group Closing: The Reflective Practitioner CEDP Phase 1 Program Feedback |
| 12:30 – 1:30 p.m. | Box lunch to go or sit and chat – Merlin House Atrium |
| | <i>Please be sure to drop off your feedback form before you leave!</i> |
| 1:30 p.m. | Check-out of Residence |

Keynotes & Plenary

Day 1 Keynote

Monday, August 12 – 10:00 – 11:30 a.m.

ENGAGING LEARNERS IN COLLABORATIVE CLASSROOMS – Dr. Idahlynn Karre



What does the science of teaching and learning say about what matters most in the college classroom? Educational engagement, achievement, retention, and satisfaction in the college classroom (and beyond) all involve getting learners involved. You will discover the keys that transform your classroom, teaching, and most of all students' learning. We will explore current research and offer actionable ways teachers can use the research in pursuit of excellence in student learning.

Dr. Karre has spent her career as a college teacher researching and practicing the benefits of cooperative learning, active learning, and performance assessment. She retired after 35 years of award winning college teaching to devote her time and professional energy to helping college faculty with resources for developing positive learning experiences and outcomes for their students.

Day 2 Plenary

Tuesday, August 13 – 10:30 a.m. – 12:00 p.m.

LESSON PLANNING WITH LEARNING NEEDS IN MIND – Kathy Bouma



Teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learning goals. The lesson plan provides a guide for managing the learning environment. It is a guiding principle to be applied as an aid, not a blueprint, to systematic instruction. Planning and preparation will allow for flexible delivery. This plenary session will introduce faculty to a lesson planning process that will help them to plan for productive use of instructional time while ensuring that a variety of learning needs are considered in the process.

Kathy is a Learning Consultant with Fanshawe College, and a member of the CEDP Planning Team. She has been developing and delivering training for more than 25 years and has worked on contracts with businesses, industry and not-for-profit organizations, including Lambton College and Fanshawe College. Kathy 's undergraduate studies focused on adult learning theories and principles and computer applications and she holds a Master of Arts in Leadership from Royal Roads University.

Day 3 Keynote

Wednesday, August 14 – 9:00 – 10:30 a.m.

LEARNING AT THE SPEED OF LIGHT: HOW TECHNOLOGY ACCELERATES EDUCATION AND EXPANDS THE CLASSROOM – Jesse Hirsh

The challenge for educators in the face of rapidly evolving technology is not only how to keep up with changing technology tools, but also how to keep up with the students' growing use of technology. Collaborative tools allow us to harness the insights and intelligence of the entire class rather than relying solely on the instructor's knowledge. Similarly there are issues that impact education and economics in ways that require engagement, transforming the school from an area of intellectual isolation into a fertile ground for business and cultural incubation. The challenge is how to do more with less, and operate at a speed that makes critical thinking difficult, yet necessary. We will discuss how we can bridge the digital divide and ensure that everyone has access to the education and empowerment our emerging society requires.



Jesse Hirsh is an internet strategist, researcher, and broadcaster based in Toronto, Canada. He has a weekly nationally syndicated column on CBC radio explaining and analyzing the latest trends and developments in technology using language and examples that are meaningful and relevant to everyday life. He owns and operates two companies: Openflows Networks Ltd., which specializes in using free and open source software for advanced interactive platforms, and [Metaviews Media Management Ltd.](#), which focuses on research and consulting around new media business models. Educated at the McLuhan Program at the University of Toronto, his passion is educating people on the potential benefits and perils of technology.



“Never doubt that a small group of thoughtful people could change the world. Indeed, it’s the only thing that ever has.”
Margaret Mead

SMALL GROUPS

Upon registration, you will be placed into one of the following small groups. You will be meeting with your small group daily. Each group is led by an experienced college professor(s).

*“It’s easy to make a buck. It’s a lot tougher to make a difference.”
Tom Brokaw*

| | |
|-----------------|------------------------------|
| Small Group #1 | Kim Chapman |
| Small Group #2 | Peter Vanscoy |
| Small Group #3 | Barbara Buetter |
| Small Group #4 | Nancy Nelson |
| Small Group #5 | Andrew Middleton |
| Small Group #6 | Cheryl Kennedy |
| Small Group #7 | Steve Minten |
| Small Group #8 | Jody Merritt |
| Small Group #9 | Sue Prestedge |
| Small Group #10 | Audrey Sloat/Steve Gedies |
| Small Group #11 | Dale Dolson/James Mears |
| Small Group #12 | Helen Harrison/Chris McCrory |
| Small Group #13 | Sandra Neubauer |

LESSON PLAN PRESENTATION

During Phase 1, participants explore and practice elements of college teaching such as lesson planning, teaching strategies, feedback techniques, and the use of technology. Many of these elements are integrated and practiced on the last morning. All participants prepare and deliver a short lesson plan (5-7 minutes) to their small group and share feedback for 5-7 minutes more. The lesson plan can be focused on a subject of choice but we encourage the participants to choose a topic they will be teaching in the fall.

Through constructive feedback from peers, participants gain insight into how they can improve their skills in planning, delivery and providing constructive feedback to their own learners.

Bring a lesson on which to focus! *There will be time in small group and on one evening to prepare your lesson plan presentation.*

*“Teaching should be such that what is offered is perceived as a valuable gift not as a hard duty.”
Albert Einstein*

Concurrent Sessions

Day 1 - Monday, August 12 @ 12:30 — 2:30 p.m.

*Please choose **one***

CLASSROOM MANAGEMENT

Kim Chapman

A fundamental skill of an educator is establishing and maintaining an atmosphere that enhances the learning process for all students - even the initially disengaged and challenging. This session will discuss a variety of classroom management skills and concerns. Methods for avoiding problems by establishing clear ground rules at the outset of the course will be considered and strategies will be developed for resolving a variety of issues.

E-LEARNING FOR STUDENT SUCCESS: YOUR TOOLKIT

Peter Vanscoy

A Learning Management System (LMS) should enhance the pedagogic approach to teaching and contribute towards student success. This workshop provides an overview of LMSs including effective organization and presentation of course content. A review of the resources offered by your LMS will be outlined as we focus on the benefits to the learner. In addition, participants will explore how to use online learning tools in order to engage students in active learning that is clearly mapped to course objectives.

HELPING THE UNDER-PREPARED STUDENT

Janice Cardy

What do you do to help students who just don't seem ready for your college course or program? How can you support them? As enrollment increases and diversifies, so do the students 'at-risk' for academic success. Who are these students? We will overview students who are academically under-prepared as a result of prior educational experiences (e.g., academic failure, poor preparation, low expectations, communication challenges, etc.) We will share practices and brainstorm additional ways of ensuring such students are noticed, supported and valued from the first week of classes.

DEFINING YOUR TEACHING PERSONALITY

Tania Fera-VanGent

When students are engaged with their professor, their course material and learning environment have a greater chance of success. In fact, the atmosphere in a classroom has a great impact on student engagement and student success. The professor's attitude and demeanor set the tone in the classroom and will influence the students' perceptions. This workshop will help you examine your teaching style, and how you can have a positive impact on student success through credible teaching.

TEACHING YOUR STUDENTS TO WORK EFFECTIVELY IN GROUPS

Sandra Neubauer

Students often do not come to us with the ability to cooperate, contribute and collaborate and such skills are essential to success. Preparing students to be effective in group situations can enhance their abilities as both student and future employee. This workshop will present a variety of tools that can be applied in the classroom to assist students in developing the vital skills needed for successful group work.

Day 2 - Tuesday, August 13 @ 1:00 — 3:00 p.m.

Please choose one

GETTING STUDENTS ENGAGED IN DISCUSSIONS

Cheryl Kennedy

Initiating and sustaining lively and productive discussions are among the most challenging activities for an instructor. This workshop will provide you with some strategies that will help you prepare for and lead an effective discussion.

ICEBREAKERS, GROUPINGS, ENERGY BREAKS

Helen Harrison

Students learn better when they are actively involved physically, mentally, interpersonally, and emotionally. By creating a warm, friendly environment, student anxiety and uncertainty is reduced, and students will connect with each other, participate and learn more. Laughter puts students at ease, cuts through barriers and breaks resistance to learning. This fun-filled, action-packed workshop is loaded with lots of exercises to stimulate your curiosity and get the adrenaline pumping. These activities can be used at the beginning of class, when things are beginning to drag, to hook into a topic, and to refocus after breaks.

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WORKING WITH TRADES AND APPRENTICESHIP STUDENTS

Steve Minten

Working with our Trades and Apprenticeship students presents some challenges that differ from the traditional post-secondary students. At times, these challenges can be exciting because the students are motivated. However, our traditional ideas of working with students are often challenged in the Trades and Apprenticeship classrooms and labs. As well, these students often bring a whole new dynamic to the classroom with spouses, children, mortgages, and trying to live on EI while going to school. We will look at some good and not-so-good ideas, for the Trades and Apprenticeship classrooms and labs.

LEARNING STYLES AND STRATEGIES

Jody Merritt

We learn best in different ways, but unless we are given a reason to change, we tend to teach in the way we ourselves learn. We will explore four major learning styles and strategies for meeting the needs of those styles of learning in our classrooms. Upon completion of this session, participants should be able to list the four learning styles, describe the characteristics of the four learning styles, identify the importance of learning styles in teaching and learning and select appropriate teaching strategies for each type of learner.

EVALUATING PRESENTATIONS, SEMINARS & GROUP PROJECTS

Dale Dolson

Student presentations, reports and group seminars represent high levels of achievement and learning. This is when students can demonstrate convincingly and appealingly that they know their stuff! You will leave this workshop with ideas on how best to evaluate a variety of presentation types, reports and seminars using different rubrics and marking sheets, and most importantly, how to set students up for successful experiences.

Day 3 - Wednesday, August 14 @ 11:00 a.m. — 12:30 p.m.

Please choose one

NEW TEACHER SURVIVAL GUIDE

Audrey Sloat

Are you stepping in front of a class for the first time? This workshop has been created to help make your first days and months go as smoothly as possible. We'll define the jargon, explore best practices and identify resources to help you make the most of your freshman year of teaching. Join us as we unlock a few secrets for surviving and thriving!

PROJECT/PROBLEM-BASED LEARNING

Nancy Nelson

Project-based learning (PBL) is an instructional strategy that promotes active learning. This innovative methodology is gaining in popularity globally as a way to facilitate learning in a student centered way that focuses on self-directed learning. In addition to the learning of important subject content, PBL facilitates the development of problem-solving skills. The challenge for teachers in PBL is learning to change from being the "sage on the stage" to the "guide on the side"! This session will provide the opportunity to discover more about this exciting instructional strategy and what it offers to both the student and the teacher.

INTRO TO USING TECHNOLOGY: WHAT CAN I DO WITH IT?

Steve Torrens

We have PowerPoint, streaming videos, DVDs, posted discussions etc... now what? With so many different tools available the question now is; How do we use these technologies to engage the learners and know that they actually support student success? In this session we will look at strategies to help you use these tools in your class to facilitate greater learning opportunities. Through the use of demonstrations and discussions we will explore some of the strategies that enable you to use these technologies as part of teaching, reinforcing and assessing in your class. Clickers will be used as part of this workshop to demonstrate the technology.

WHO AM I? WHO ARE YOU? - CREATING COMMUNITY IN THE CLASSROOM

Sue Prestedge

This session will explore the benefits of creating a learning community in the classroom. It will address the unique approach of learning in an environment that fosters mutual respect and group learning. Teaching strategies and tools will be introduced in order to facilitate the development of a learning community. It will be an interactive sharing of a teaching approach that is rewarding for both faculty and learners alike.

THE WORLD IN YOUR CLASSROOM

James Mears

Anyone teaching in Ontario's increasingly diverse college classroom will find this workshop both useful and intriguing. Intercultural communication skills have become essential yet few of us have any training at all. Research indicates that when individuals approach challenging intercultural moments with a solid approach and practical steps, such episodes can become positive and enriching. The workshop will feature strategies for introducing newcomers to your teaching environment.

REDEFINING LECTURES

Jody Merritt

The public lecture is one of the oldest modes of education, remains a core component of contemporary curriculum, and yet faces continual challenges as a viable, vital and valuable means of engaging students. On one hand, new understandings of educational psychology, pedagogy, and alternative delivery styles emphasize student participation and active learning; on the other hand, the emergence of podcast and lecture capture technologies; and the prevalence of YouTube and Ted Talks have brought renewed attention on traditional presentation skills. This workshop will answer the question "what are lectures good for?" and consider the craft of preparing effective lectures in order to meet these challenges. It offers some suggestions on how to improve planning, content, form and delivery, as well as highlighting problems and pitfalls to avoid.

Day 3 - Wednesday, August 14 @ 1:30 — 3:00 p.m.

Please choose one

ASSESSING PSYCHOMOTOR SKILLS

Steve Gedies

This workshop explores the psychomotor domain and evaluating skills performance in labs, workshops and field placements. Evaluating hands-on skills can be a time consuming, difficult process and evaluating student behaviours can be fraught with subjectivity. In this workshop, you will learn about methods of evaluating skills that can reduce subjectivity while ensuring that students receive the feedback that they need to develop competence and be successful in workplace settings that demand safe, skilled practice.

EVALUATION TASTING: MATCHING COURSE OUTCOMES TO COURSE EVALUATION METHODS

Tracy Gedies

In this workshop, participants will be “tasting” a variety of outcomes grown locally and provincially followed by a sampling of methods of evaluation and how they might best “pair” with the course outcomes.

DESIGNING AND EMPLOYING RUBRICS

Cheryl Kennedy

Rubrics - bridging the gap between expectation and performance. Explore the combination of effective instruction, efficient management, and authentic assessment that rubrics can provide for your course. We'll consider their design, construction, and use as well as showcase their versatility in comparing outcomes and establishing standards. If validity, reliability, and utility are crucial components in your assessment and evaluation efforts, you will leave the session with assessment dimensions to consider, templates to use, and with increased optimism.

GETTING THE MOST OUT OF MULTIPLE CHOICE TESTS

David DiBattista

Multiple-choice tests are a popular method of checking for understanding of material. MC tests can easily be incorporated into classroom or online learning as a method of formative and/or summative assessment. While they may be easy to grade, designing good MC tests is another matter. This workshop will provide faculty with very practical tips that they can start using immediately.

GRADING ESSAYS AND REPORTS

Kim Chapman

Writing assignments connect students to the course material in a way no other activity does. In fact, essays and reports are the best measures of students' skills in higher order thinking and they display students' overall understanding of a topic. However, grading written assignments can be very difficult and time-consuming. Join this interactive session exploring evaluation of various types of written assignments, especially essays and reports; find some clear evaluation tools and create sample questions for specific assessment.

HELPING YOUR STUDENTS TO MAKE A DIFFERENCE IN THE GLOBAL COMMUNITY

Andrew Middleton

Our colleges, like most educational institutions, are buzzing with groups of students, faculty and support staff who volunteer their time for a wide range of causes; from raising funds to building homes in their local communities to helping reduce famine in drought-stricken areas of Sub Saharan Africa. Our main aim as educators is to ensure that our students play an integral part in the future economic development of their communities but how can we also instill in future graduates the desire to make a difference in social development. This interactive workshop explores how you can integrate social values into your learning environment so that students not only learn the professional skills they require but also consider how they can make a difference in their local communities and beyond.

PROFILES OF FACILITATORS AND PRESENTERS

Barb Buetter—Niagara

Barbara is a teacher, curriculum developer, writer, and artist. She began her 15-year teaching career at Centennial College in Toronto and is now with Niagara College in Niagara-on-the-Lake, where her special interests include hybrid delivery and college-university partnerships. Barbara is bit of an education junkie with ties to seven post-secondary institutions (in a range of programs including fashion merchandising, digital photography, and English literature) and plans to keep studying! She draws on her background in marketing, advertising, and commercial art to create engaging learning experiences for her students. Barbara works to build connections between students, faculty, industry, and more; she believes that these interpersonal links not only help build careers, but also make the work more fun!

Janice Cardy—Conestoga

Janice is in her 10th year of teaching accounting and business at Conestoga College. Janice is a Chartered Accountant with a Bachelor of Business Administration from Wilfrid Laurier University, a Bachelor of Education from the University of Western Ontario and a Master of Arts – Global Change from Athabasca University. She enjoyed being coordinator of the Business Foundations program for three years and will assume coordinator responsibilities for the second year of the accounting diploma program in September. This year Janice organized CRA Tax Clinics to provide accounting students the opportunity to prepare tax returns for their fellow students who needed assistance. Over 40 third year accounting students volunteered! Outside the classroom she is a workshop coordinator for the Connect Leadership series and a proud supporter of the Conestoga Family Campaign. Janice is the mother of three teenage boys. The oldest just finished his first year of college.

Kim Chapman—Niagara

Kim Chapman teaches in the Social Service Worker Program at Niagara College. She began her teaching career in 1997 at Sheridan College as a part-time faculty, and later spent some time teaching at Mohawk College before joining Niagara College as a full time faculty in 2007. As a clinical professional Kim has worked in the areas of addiction, child protection, youth justice and family law. She places great focus on teaching through experience and enriches student learning through case studies inspired by 20 years of working in the field. Kim is a firm believer that life can be too busy, too often- do what you love, love what you do, and take time to enjoy it.

David DiBattista, Brock University

David received his doctorate in Biopsychology from the University of Waterloo and is now a Professor of Psychology at Brock University in St. Catharines, Ontario. After many years of doing research on eating and drinking behaviour, he now focuses his efforts on issues relating to teaching and learning. David has been invited to make presentations on multiple-choice testing at numerous colleges and universities across Canada. He has won several teaching awards, and in spring of 2007, he was named a 3M National Teaching Fellow.

Dale Dolson—Fanshawe

Dale has been a faculty member with Fanshawe College since 1994 in the School of Tourism and Hospitality. His background includes Hotel Management for the early part of his career and 20 years' experience in owning and managing successful fine dining establishments. He has been involved with CEDP for about 10 years and continues to enjoy the experience and benefits completely from his involvement.

Tania Fera-VanGent—Niagara

Tania is a Communications/English Professor at Niagara College, and Faculty Associate in the Centre for Educational & Professional Development. In addition to the College Educator Development Program, Tania participates in the Part-time teacher Training Program and Spotlight on Teaching and Learning at Niagara College. Her educational background includes an Honours BA in English Literature from the University of Western Ontario, and a Masters in Communications

from Brock University. Currently, Tania is developing innovative workshops and online resources to promote positive and dynamic dialogue among faculty. She also enjoys unique topics surrounding hybrid learning, specifically, teaching strategies to develop class synergy (both face-to-face and online). Her special interests are discussion-based learning, student engagement and differentiated learning.

Steve Gedies—Fanshawe

Steve is a carpenter by trade with a degree in Physical Education and a Masters of Education degree in curriculum studies. He has taught Building Construction for the last 18 years at both the secondary level within the Thames Valley District School Board (TVDSB) and Fanshawe College in the School of Building Technology. Steve is currently a facilitator with the MTCU exploring apprenticeship retention research. Steve is a recipient of the TVDSB Award of Distinction for his commitment to learning and teaching as well as the Art Geddis award for reflective practice. Steve is a dad of 3 busy boys and husband and best friend to Tracy. He is an avid paddler and outdoorsman who enjoys cooking and travelling on his motorcycle in his free time.

Tracy Gedies—Fanshawe

Tracy has been with Fanshawe College since 1988 as a faculty member in the Fitness and Health Promotion program. She's fulfilled the role of coordinator for this program as well as the Emergency Management graduate certificate. Most recently she's assumed a new role in the Centre for Academic Excellence as a Curriculum Consultant responsible for program reviews and new program development. In 2000, Tracy earned her Doctorate of Education from the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education. Tracy was also fortunate enough to have received the President's Distinguished Team Award in 2010 for her participation in the annual Trauma and Treatment training weekend. Tracy is a mom of 3 busy boys and wife and best friend to Steve. She is an avid hockey player and hockey coach. Her down time includes gardening and photography. She's also an Instructor/Examiner with the Canadian Society of Exercise Physiology and an ERT PARE assessor with the RCMP.

Helen Harrison—Fanshawe

Helen is a nursing professor at Fanshawe College and graduated from phase 3 of CEDP in 2006. She teaches theory, lab and clinical courses in the School of Nursing. A nurse for over 25 years, she has held staff nurse, clinical research, nurse practitioner and staff education positions at University Hospital in London. Helen has completed degrees in biology, nursing and education, all from the University of Western Ontario. She is a competitive jazz dancer, and also enjoys photography and travelling with her husband and two daughters. She loves meeting and learning with participants of CEDP.

Cheryl Kennedy—Conestoga

Cheryl has been involved in teaching and learning in both private and corporate sectors for over 20 years with a focus on post-secondary environments in the most recent eleven. She is currently a full time Curriculum Consultant with Conestoga College and part time teacher of adult education. Outside of Conestoga, Cheryl pursues a private educational consulting practice in the post-secondary sector. Cheryl's current areas of special interest is faculty professional development for face to face and online learning development. Along with qualifications and experience in children's services, technology and telecommunications management, Cheryl's additional credentials include a B.Ed in Adult Education, and an M.Ed (Teaching, Learning and Development). She enjoys travelling, and to experience the outdoors in as many ways as possible, most recently with golf and hiking.

Chris McCrory

Chris has been a faculty member with the Chemical, Environmental and Biotech department at Mohawk College since 2007. He teaches organic chemistry, gen chem and health and safety and also manages student projects for MARC (Mohawk Applied Research Center). Previously, Chris had increasing roles in the area of R&D/Product Development for about 10 years with experience in petrochemical, pharmaceutical, food/beverage and water treatment. He holds a Ph.D. in Polymer Chemistry and a Masters in Inorganic Chemistry.

James Mears - St. Clair College

James is a nursing professor at St. Clair College (Thames Campus). Currently, he teaches theory, lab, and clinical courses in both the collaborative and practical nursing programs. Prior to this, he spent 14 years working in various areas of healthcare both in Canada and the United States. His educational background includes a Diploma of Health Sciences from St. Clair College as well as a Bachelors and Master's degree in Nursing from the University of Windsor. James was fortunate enough to co-lead a team of 22 volunteers down to assist relief efforts immediately following Hurricane Katrina in 2005. Although James is a recent addition to the CEDP team, he is extremely excited about having the opportunity to collaborate with both new faculty and existing veterans.

Jody Merritt – St Clair

Jody is a certified human resource professional and has taught in the diploma program in human resource management at St. Clair College since 2003. She is also a current and past member of the planning committees for the college educator development program and curriculum developer's affinity group. For the past year, she has assumed a new role as the Coordinator of Teaching and Learning Development for St. Clair College. Prior to this, Jody worked as a Curriculum Development Coordinator and was employed as a human resource manager within the professional services, manufacturing and public sectors for over thirteen years. Jody is also presently, the President of the Human Resources Professionals Association, Windsor chapter. She has earned a doctorate, masters and undergraduate degrees in Business Administration. In 2010 and 2008, Jody was the recipient of the "Odette School of Business Sessional Lecturer of the Year" award and the "Sessional Lecturer GLAD Award for Outstanding Mentorship" at the University of Windsor. In 2007, she received an "Excellence in Teaching" lapel pin at St. Clair College. In her spare time, Jody reads, travels and plays a variety of sports (her favourites being curling and competitive slow pitch).

Andrew Middleton—Conestoga

For the last 3 years Andrew has been teaching in the faculty of Hospitality at Conestoga. He spent 25 years in the hotel industry in Europe and Africa before coming to Canada. He returned to school as a mature student and gained degrees in International Studies, Education and Global Development before teaching high school and then joining the college. His main interest is in Human Development and he feels fortunate to be able to contribute to this development within CEDP and the college system.

Steve Minten—Lambton

Steve is the coordinator for the Carpentry Apprenticeship, Renovation Technician and Construction Carpentry Techniques programs at Lambton College. Steve is a licensed General Carpenter and has 15+ years' experience in the commercial construction field. Steve is a dynamic and engaging faculty member who is enthusiastic about his students' learning. Steve recently completed his CEDP and is looking forward to becoming a CEDP facilitator and meeting all the new CEDP participants.

Sandra Neubauer—Fanshawe College

Sandra Neubauer began teaching computer courses at Fanshawe College in the School of Human Services in the fall of 1997. During her eleven years with Human Services, Sandra taught in several different programs including Recreation & Leisure Services, Fitness and Health Promotion, and Early Childhood Education. In 2007 Sandra took on the role of Program Coordinator for the Law Clerk Program in the School of Information Technology then in 2008 joined the Office Administration team and began teaching in the Office Administration program. Sandra has a B.A. from The University of Western Ontario, and an M.Ed. from St. Francis Xavier University in Nova Scotia where her thesis focussed on how higher education faculty best learn to use emerging computer technology. In her spare time Sandra is a winter hockey Mom to two children and a summer soccer Mom and volunteers her time as a Board Member on the Board of Directors for the Aeolian Hall, a London arts performance venue.

Nancy Nelson—Conestoga College

Nancy has been teaching in the engineering technology department at Conestoga since 1984. Winner of Conestoga's Award for Teaching Excellence and McGraw-Hill's Educational Innovation Award, her interest in education has seen her involved as a CEDP facilitator, initiating Conestoga's educational technology department, and most recently leading the development and implementation of a project-based degree program.

Sue Prestedge—Mohawk

Sue has taught at Mohawk for a total of ten years. Her speciality is Media Communication and is Coordinator of PreMedia and Entertainment at the College. Sue came to Mohawk after a thirty year career in media where she was fortunate enough to work in local news, national news, sports, and communications. However, her greatest claim to fame is that she participated in her first CEDP session alongside Dale Dolson in Ridgetown.

Audrey Sloat—Lambton College

Audrey Sloat is an energetic professor who is committed to offering her students an education that extends beyond the confines of the traditional classroom. She loves to share experiential and active learning with her students and creates an energized learning environment. Audrey has been a faculty member and coordinator at Lambton College for over 25 years and a member of the CEDP team for more than 15 years. She earned her MBA from the University of Guelph and is a past recipient of the Province of Ontario LIFT Awards (Leadership in Faculty Teaching).

Steve Torrens—Fanshawe College

As an Instructional designer in the Centre for Innovation at Fanshawe College, Steve liaises with faculty in the development and revision of programs and courses for classroom and hybrid delivery (on-line courses; instruction that blends classroom meetings with distance education). Previously he was a Technologist/ Instructor in the Fine Art Program where he taught digital art. Steve has a Diploma of Education in the Arts from McGill University, a Bachelor of Fine Arts from Western University and a Master of Fine Arts from the University of Windsor.

Peter Vanscoy—Niagara College

Peter is a Professor and Coordinator of Niagara College's Computer Programmer/Computer Programmer Analyst programs. Peter has forged valuable relationships within the college, community and industry. He is a member of the Canadian Information Processing Society (CIPS), and is the recipient of the College's 2010 Faculty Award of Excellence and the 2002 Health and Safety award.

Phase 1 is like 'returning to School'

Do you fondly remember your days of living in residence at college or university? Well, here is your chance to re-live those happy times as you head back to school. No need to bring along the Kraft Dinner and hotdogs....but do keep in mind the following:

- You will find four-bedroom suites at Fanshawe's Residence. Each suite contains four private bedrooms with two shared bathrooms (shower only—no tub), a kitchenette with a microwave and a fridge, and a small living room with TV. You will have your own private bedroom but will share the suite with three others and the bathroom with one other. Linens are provided. For more information, [see this link](#). One bedroom within a four-bedroom suite is included in your registration. Please contact Fanshawe College Conference Services from the link above to reserve and make payment arrangements for a private suite.
- The rooms have no clocks or radios. Bring your own alarm and music. TV is available in the lounge and in the suites.
- Soap, basic towels and linens are provided. Bring your own toiletries, hair-dryer, favourite pillow and blanket, big fluffy towel, etc. if you will miss yours.
- Each morning you can join your colleagues for a guided morning walk or run or yoga. Bring runners or walking shoes if you wish to run or walk and a yoga mat or towel if you wish to participate in yoga.
- Bring casual dress – feel free to bring shorts and t-shirts (and a sweater to ward off the AC), a raincoat or umbrella, an instrument if you want to entertain in the evenings.
- The Residence & Conference Centre requires an Ethernet cable for internet access. Please bring your own Ethernet cable (CAT5). The college is mostly a wireless environment and a login and user name will be supplied at registration. Access to email will also be available in a college lab throughout the conference.

Check-in, Check-out

Conference registration begins at 8:30 a.m. **at the Merlin Residence & Conference Centre in the Atrium.** Please check in at your college's table, and you will receive your room key there. You can go to your room immediately to unpack if you wish.

Check out after the conference by 1:45 p.m. on Thursday.

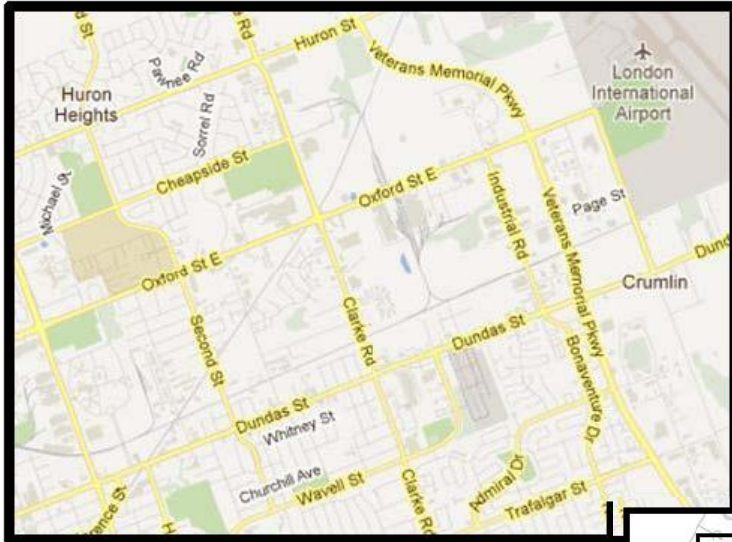
The residence 24 hr. emergency telephone is: 519-452-4440

The Residence Address:

Merlin House Residence
1001 Fanshawe College Boulevard
London, ON N5Y 5W2

Please Note:

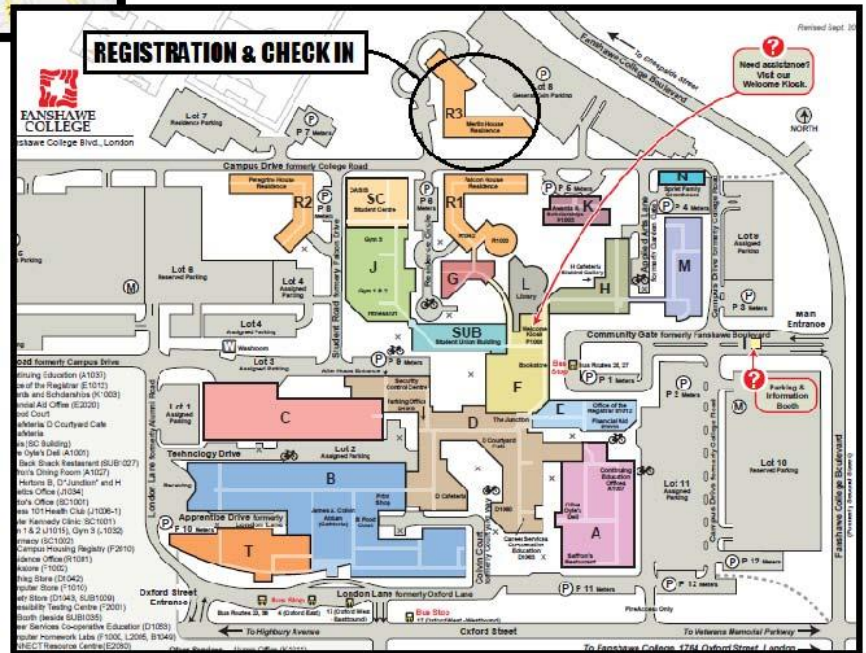
- **Scents:** We have attendees with allergies. This will be a scent-free event. Please avoid colognes, perfumes, and scented products even in the evenings.
- **Alcohol:** In the Residence Building, alcohol consumption is limited to your room or the downstairs recreation room. Open alcohol is not permitted in the corridors. Quiet activity only after 10 p.m. except in the recreation room.
- **Photos:** Photos will be taken in your small groups. If you do not wish to be photographed, please speak directly to the photographer.



Conference Services

1001 Fanshawe College Blvd
London, Ontario, Canada N5Y 5W2
Telephone: 519.452.4440
Website: www.fanshawec.ca

From Hwy 401 east of London
 Exit 401 at Veterans Memorial Parkway (exit 194)
 Proceed north to Oxford Street
 Turn left (west) onto Oxford Street
 Turn right onto Fanshawe College Boulevard
 Take left onto Community Gate & right on Campus Drive
 Proceed on Campus Drive.
 Merlin House R3 is on right hand side



From Hwy 401 west of London
 Exit 401 at Highbury Avenue (exit 189)
 Proceed north to Oxford Street
 Turn right (east) onto Oxford Street
 Turn left onto Fanshawe College Boulevard
 Take left onto Community Gate & right on Campus Drive
 Proceed on Campus Drive. Merlin House R3 is on right hand side