Fanshawe College presents...

Phase 1

London, Ontario
August 13th-16th, 2012
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. A special welcome to our guest faculty from the Anishinabek Educational Institute (AEI).

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 http://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 3 at noon.
Register at: www.fanshawec.ca/cedp

CEDP PLANNING TEAM

Kathryn Brillinger  Conestoga College  kbrillinger@conestogac.on.ca
Kathy Bouma  Fanshawe College  kbouma@fanshawec.ca
Audrey Sloat  Lambton College  audrey.sloat@lambtoncollege.ca
Leslie Marshall  Mohawk College  leslie.marshall@mohawkcollege.ca
Tania Fera-VanGent  Niagara College  tvangent@niagaracollege.ca
Tom Groulx  St. Clair College  tgroulx@stclaircollege.ca
Please bring this program to Phase 1 with you. A brief agenda with room numbers will be distributed at registration.

<table>
<thead>
<tr>
<th>MONDAY, AUGUST 13, 2012</th>
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<tbody>
<tr>
<td>8:30 a.m. Registration and Check-in at Merlin House Residence</td>
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<tr>
<td>9:15 a.m. Continental Breakfast outside of R1020</td>
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<td>9:45 a.m. Welcome and Housekeeping—R1020</td>
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<td>Lane Trotter, Sr. Vice President Academic</td>
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<td>10:00 a.m. Opening Keynote: Idahlynn Karre</td>
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<td>Engaging Learners in Collaborative Classrooms</td>
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<td>11:30 p.m. Lunch with your College Grouping</td>
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<td>12:30 p.m. Concurrent Sessions</td>
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<td>2:30 p.m. Break</td>
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<td>3:00 - 5:00 p.m. Small Group Session: What brought you to teaching?</td>
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<td>6:30 p.m. Dinner</td>
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<td>7:30 p.m. 2012 Small Group Trivia Night: Small Group Teams (Cash Bar)</td>
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<th>TUESDAY, AUGUST 14, 2012</th>
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<tr>
<td>7:00 a.m. Walk/Run/Yoga</td>
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<td>7:30 - 8:15 a.m. Breakfast—Hot Buffet</td>
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<td>8:30 a.m. College Groupings: Outcomes-Based Education and Program Standards—Just the Facts!</td>
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<td>10:00 a.m. Break</td>
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<td>10:30 a.m. Plenary Session: Kathy Bouma</td>
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<td>Lesson Planning with Learning Styles in Mind</td>
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<td>12:00 p.m. Lunch with your discipline group</td>
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<td>1:00 p.m. Concurrent Sessions</td>
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<td>3:00 p.m. Break</td>
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<tr>
<td>3:30 - 5 p.m. Small Group: Lesson Planning</td>
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<tr>
<td>7:00 p.m. Dinner &amp; Mix, Mingle, Move (Cash Bar) Live Music</td>
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**Program at a Glance**

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<tr>
<th>Time</th>
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<tr>
<td><strong>WEDNESDAY, AUGUST 15, 2012</strong></td>
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<tr>
<td>7:00 a.m.</td>
<td>Walk/Run/Yoga</td>
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<td>8:00-8:45 a.m.</td>
<td>Breakfast—Hot Buffet</td>
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<tr>
<td>9:00 a.m.</td>
<td>Keynote: Jesse Hirsh Learning at the Speed of Light: How Technology Accelerates Education and Expands the Classroom</td>
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<td>10:30 a.m.</td>
<td>Break</td>
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<td>11:00 a.m.</td>
<td>Concurrent Sessions</td>
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<td>12:30 p.m.</td>
<td>Lunch</td>
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<td>1:30 p.m.</td>
<td>Concurrent Sessions</td>
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<td>3:00 p.m.</td>
<td>Break</td>
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<td>3:30 p.m.</td>
<td>Small Groups: Set-up for Micro Lessons and Guidelines for Constructive Feedback</td>
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<td>5:00 p.m.</td>
<td>Free time</td>
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<tr>
<td>6:00 p.m.</td>
<td>Dinner</td>
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<td>7:00 - 8:30 p.m.</td>
<td>Practice Teaching Preparation (if you need it)</td>
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<td>9:00 p.m.</td>
<td>(Optional) Karaoke and Cash Bar</td>
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<td><strong>THURSDAY, AUGUST 16, 2012</strong></td>
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<tr>
<td>7:00 a.m.</td>
<td>Walk/Run/Yoga</td>
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<td>7:30 - 8:15 a.m.</td>
<td>Breakfast—Hot Buffet</td>
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| 8:30 a.m. - 12:30 p.m. | Small Groups: Practice Teaching for Feedback  
  Break - Take 15 minutes between 10:00 - 11:00  
  Small Group Closing: The Reflective Practitioner  
  CEDP Phase 1: Program Evaluation |
| 12:30 p.m. - 1:30 p.m. | Box lunch to go or sit and chat—Merlin House Atrium |
| Please be sure to drop off your evaluation form before you leave! |
| 1:30 p.m.       | Check-out of Residence                                                   |

*"The mind is not a vessel to be filled but a fire to be kindled."* Plutarch
DAY 1  KEYNOTE
Monday, August 13 : 10:00 -11:30 am

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 14 : 10:30 am—12:00 noon

LESSON PLANNING WITH LEARNING STYLES 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 styles 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 15 : 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).

Small Group #1  Tom Groulx
Small Group #2  Doug Daniels
Small Group #3  Jody Mett
Small Group #4  Peter Vanscoy/Andrew Middleton
Small Group #5  Sandra Neubauer
Small Group #6  Helen Harrison/Sue Prestedge
Small Group #7  Dale Dolson/Noma Ewing
Small Group #8  Geoff Johnstone/Kim Chapman
Small Group #9  Nancy Nelson
Small Group #10 J anice Cardy
Small Group #11 Cheryl Kennedy
Small Group #12 Leslie Marshall/Steve Minton
Small Group #13 Tania Fera-VanGent

"It’s easy to make a buck. It’s a lot tougher to make a difference."
Tom Brokaw

Practice Teaching for Feedback

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 (5-7 minutes) on a subject of choice in their small groups and share feedback for 5-7 min. more.

Some examples of topics that participants have chosen in the past are business etiquette, golf course ethics, the basics of aerodynamics, cultural savviness, sewing on a shank button, transplanting a seedling, and mind mapping.

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.

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

Bring an idea! There will be time on one evening to prepare your practice teaching lesson. You may want to gather special props or materials for support and to add a lively, visual element. If you choose to use PowerPoint to support your teaching, you will be limited to 3 slides.
101 WAYS TO UNLOCK LEARNING SUCCESS

Let's explore 101 ways to make learning happen in our classrooms. 101 Faculty Favourites.

CLASSROOM MANAGEMENT

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

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

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

When students are engaged with their professor, their course material and learning environment have a greater chance of success. The atmosphere in a classroom has a great impact on student engagement. 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

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.
GETTING STUDENTS ENGAGED IN DISCUSSIONS
Geoff Johnstone

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.

TEACHING YOUR STUDENTS TO WORK EFFECTIVELY IN GROUPS
Audrey Sloat

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.

WORKING WITH TRADES AND APPRENTICESHIP STUDENTS
Doug Daniels

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.
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.

CREATING COMMUNITY IN THE CLASSROOM  Norma Ewing

This session will explore the benefits of creating a learning community in the classroom. It will address the unique approach of teaching 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  Kathryn Brillinger

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  Leslie Marshall

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.

TOUR OF THE TRADES AND TECHNOLOGY AREAS AT FANSHAWE—PART 1  Steve Gedies

In Part 1 of the Tour, Faculty will have an opportunity to explore the Construction, Electrical, Plumbing, Mechanical and Culinary lab areas. Part 2 of the Tour is offered in the next Concurrent Workshop time slot. Feel free to register for both parts, or just one, depending on your interest.
ASSESSING PSYCHOMOTOR SKILLS
Leslie Marshall
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
Geoff Johnstone
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
Tom Groulx
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.

TOUR OF THE TRADES AND TECHNOLOGY AREAS AT FANSHAWE—PART 2
Steve Gedies
In Part 2 of the Tour, Faculty will board a bus at the main campus and travel a short distance to the new Centre for Transportation Technology where they will tour the state of the art facilities housing programs such as Aviation, Aircraft Structural Repair and Motive Power.

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

Kathryn Brillinger—Conestoga

Kathryn has been teaching at the college level for 22 years. She has taught at four colleges and is currently at Conestoga College where she teaches courses in Teaching English as a Second Language (TESL) and works as a Teaching and Learning Consultant with the Professional Development Department. She has four daughters, a large garden, and a passion for intercultural communication.

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 interested in the ways that technology can enhance learning and she is currently exploring ways to thoughtfully infuse her curriculum with these strategies. Still a practicing clinical professional, married and a mother of two young children, Kim is immensely grateful for all that she has. She 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.

Doug Daniels—Mohawk

Doug teaches in the Mechanical Technician program specializing in Fluid Power and Automation. He is also the Program Director of CE Mechanical at the Mohawk STARRT Campus. His passion is to help students develop into enthusiastic, active professionals able to find employment in an industry that he has been involved with for the past 37 years. His career began as a junior engineering designer after graduating from the Mohawk College “Mechanical Engineering Technologist” program. He worked in engineering and technical sales until joining the faculty of Mohawk College in 1999.

Robert Deeks—Mohawk

Robert worked 21 years for a Fortune 500 company in a manufacturing environment. Robert teaches in the Mechanical Department at Mohawk, and is currently chair of the Provincial Industrial Mechanic Millwright, Program Advisory Committee in its transformation to the Ontario College of Trades and Apprenticeship. Robert finished CEDP as a participant in 2005 and then returned as a small group facilitator. After a couple of phases he took over the role of A/V and PowerPoint go-to person, gofer, DJ in the evenings, and event photographer. Robert believes that CEDP will be a transformative experience for all and warmly remembered with a few photographic mementos. However, if you feel you would like one of the candid photos of you deleted from the collection, please let him know.

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.

Norma Ewing—Conestoga

Norma McDonald Ewing has served as a faculty member and program coordinator for the Recreation and Leisure Services diploma program at Conestoga College since 1995. Norma has been recognized for her distinguished teaching as well as her faculty and community leadership. Norma holds BA and MA degrees from the University of Waterloo as well as a diploma in Adult Education from St. Francis Xavier.
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 17 years at both the secondary level within the Thames Valley District School Board (TVDSB) and Fanshawe College in the Building Technology Division. Steve is currently a consultant 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.

Tom Groulx—St. Clair

Tom is in his thirteenth year as a full-time faculty member at St. Clair College. He teaches general education electives primarily in the area of sociology. He is in his thirty-first year as a Sessional Instructor at the University of Windsor where he teaches criminology. He also teaches for Brock University in their education program. In addition to that, he has taught at Wayne State University in Detroit as well as the University of Alberta and the University of Calgary.

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 Practical Nursing program. A nurse for over 20 years, she has held staff nurse, clinical research 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 has recently taken up photography as an additional hobby. She loves meeting and learning with participants of CEDP.

Geoff Johnstone—Conestoga

Geoff is the Coordinator of the Liberal Studies degree electives at Conestoga College. Geoff was raised in Liverpool England and has a Bachelor of Science from the University College Swansea and his Masters of Arts from McMaster University. He is Conestoga’s longest serving faculty member. In 2011, Geoff was inducted into the OCAA Hall of Fame in the coaching category.
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.

Leslie Marshall—Mohawk College

After 12 years as a professor in the Medical Radiation Sciences collaborative program Leslie is currently working as a Faculty Development/Curriculum Development Specialist at Mohawk. In the past he has worked in curriculum development for two degree programs in Medical Radiation Sciences, and on the National Competency Profile for Medical Radiation Technologists, as well as a number of curriculum design projects. He has a deep interest in the integration of assessment into course design and learning outcomes. Leslie also carried out research into the professional identities of college educators. Outside of work his interests include painting and golf.

Jody Merritt—St. Clair College

Jody is in her 8th year as a full-time faculty member at St. Clair College where she teaches human resources and management courses. Jody is a member of the steering committee for the College Educator Program and is a curriculum development coordinator for St. Clair College. She is also a sessional lecturer for the Odette School of Business at the University of Windsor where she teaches management courses. Jody has earned a doctoral degree in Business Administration, a Masters of Business Administration, Honours Bachelor of Commerce degree and Chartered Human Resources’ Professional Designation and she was the recipient of the 2010 “Odette School of Business Sessional Lecturer of the Year” at the University of Windsor. Jody enjoys travelling, reading and playing sports in her spare time.

Andrew Middleton—Conestoga

For the last 3 years Andres 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 interests are in Human Development and feels fortunate to be able to contribute to this development within CEDP and the college system.

Steve Minton—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 focused 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 for 27 years. Winner of Conestoga’s 2003 Award for Teaching Excellence and McGraw-Hill’s inaugural 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 project-based degree program. She has just returned from sabbatical where she researched ways to better reach today’s digitally-aware learners.

Sue Prestedge—Mohawk

Sue has taught at Mohawk for a total of ten years. Her speciality is Media Communication and is Coordinator of Pre-Media 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 along side Dale Dolson in Ridgetown.

Audrey Sloat—Lambton College

Audrey is an energetic professor who is committed to offering her students an education that extends beyond the confines of the traditional classroom. She has been a faculty member and coordinator at Lambton College for over 20 years and a member of the CEDP team for more than 15 years. Audrey 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 Steven 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.
Tuesday Evening Entertainment
Live Band: The Soul Mission
A chance to network
and get to know one another!

The Soul Mission brings together blues, soul, R&B and funk. Made up of 4 of the best local musicians plus 2 guests, The Soul Mission has been hosting one of Ontario’s hottest blues jams for the past 7 years.

Mix, Mingle and Move with the Tunes!
Bring an instrument and jam or get up and do background vocals.
Chat with colleagues.
(Cash Bar)

Opener: Alysha Brillinger
http://alyshabrillinger.com/
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. Linens are provided. For more information, see this link.

- 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 at 7 am, 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 or to jam with the band on Tuesday.

- 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 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**: Our resident CEDP photographer (Robert Deeks) will be taking pictures. If you do not wish to be photographed, please speak to Robert directly.
Location:
How to find Fanshawe College’s London Campus

The London Campus is located at:
1001 Fanshawe College Boulevard
(formerly Second Street)
London, ON N5Y 5R6 | 519-452-4430

From the West:
Take Hwy. 401 to Highbury Avenue exit
Go north on Highbury Avenue
Turn right onto Oxford Street
Turn left onto Fanshawe College Blvd. (formerly Second St.)
Turn left at the main college entrance

From the East:
Take Hwy. 401 to Veteran’s Highway (formerly Airport Road)
Go north on Veteran’s Highway
Turn left onto Oxford Street
Turn right onto Fanshawe College Blvd. (formerly Second St.)
Turn left at the main college entrance

Parking
There will be signs posted on campus to direct you to the parking lot. The Merlin House Residence is located directly to the west of the parking lot.

From the Main College entrance on Fanshawe College Boulevard, enter the College onto Fanshawe Boulevard and turn right at College Road. Follow the road around to the back of the campus. You’ll pass the greenhouse on the left and will see the residence buildings – one on each side of the road. The parking lot you need is Parking Lot # 8 – on your right. When you register in Residence, you will be provided with a parking pass to display on your dashboard.

Registration
Registration will take place in the Merlin House Residence Building, just inside the main doors. If you wish, you can stop at the main doors to unload your car before parking in Parking Lot # 8.