



COLLEGE  
EDUCATOR  
DEVELOPMENT  
PROGRAM *Phase 2*



MAY 11 – 13, 2010

ST. CLAIR  
COLLEGE

# WELCOME TO *phase 2*

## AT ST. CLAIR COLLEGE



As promised, Phase 2 of the College Educator Development Program is planned and ready to go. The dates are **May 11th, 12th and 13th, 2010** and the location is St. Clair College, Windsor, Ontario. The Steering Committee has been busy planning what we hope will be an interesting, informative and helpful experience that will build on your skills as we continue the lifelong pursuit of excellence in teaching and learning.

We have invited a number of speakers to address you on their subjects of expertise and in addition have asked several of the college teachers who worked with us in Phase 1 to return as workshop leaders. And of course, on the understanding that people learn best when they are happy and engaged, we hope that you will also enjoy the networking activities we have planned for the evening!

Please read through this brochure and choose which of the concurrent sessions you are most interested in attending. Then go to the registration website at [www.stclaircollege.ca/cedp](http://www.stclaircollege.ca/cedp) to confirm your choices and information. After you complete registering, you will be redirected to the following page: <http://www.stclaircollege.ca/cedp/thanks.html>. **Registration closes on April 23rd at Noon.** Please check the campus map link <http://www.stclaircollege.ca/>

[campusmap/scc-windsor-map.html](http://campusmap/scc-windsor-map.html) for directions to Room 320 for our Welcome session. Upon arriving at St. Clair College please follow the signs and park in Lot N by the Residence. Please bring your bags into the residence as check in will occur upon arrival. We will meet you at the registration table in the residence foyer. Breakfast and parking passes will be available for you prior to our opening session. College volunteers will be available to guide you from the residence to Room 320 where your colleagues will be waiting for you. Also, we ask that you do not wear scented products while attending Phase 2 as others participating have severe fragrance allergies.

The Western Region PD Steering Committee and facilitators are looking forward to another great phase and the opportunity to reconnect with you. Our new website link is now available at: [www.collegeeducator.ca](http://www.collegeeducator.ca).

Sincerely,  
Jody Merritt, on behalf of the Western Region Colleges CEDP Steering Committee  
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# AT A GLANCE



<b><u>Tuesday, May 11th, 2010</u></b>		
9:30 am	<b>Registration, Check-In, Continental Breakfast</b>	<b>Residence</b>
10:30 am	<b>Welcome</b>	<b>Room 320</b>
11:00 am	<b>Keynote Address with Robert Aitken: "The Impact of Brain Research on Teaching"</b>	<b>Room 320</b>
12:30 pm	<b>Lunch with College Groups</b>	<b>Cafeteria (Hangar)</b>
1:30 pm	<b>Small Groups: (How Am I Doing?)</b>	
	<i>Group 1 – Rick Overeem</i>	224
	<i>Group 2 – Joe Cannon &amp; Doug Daniels</i>	225
	<i>Group 3 – Helen Harrison</i>	226
	<i>Group 4 – Dale Dolson &amp; Cheryl Batten</i>	228
	<i>Group 5 – Peter Vanscoy</i>	232
	<i>Group 6 – Tony Kattenhorn &amp; Tom Groulx</i>	236
	<i>Group 7 – Kathryn Brillinger</i>	238
	<i>Group 8 – Kathy Bouma</i>	241
	<i>Group 9 – Roberta Burke</i>	264
	<i>Group 10 – Barbara Buetter</i>	266
	<i>Group 11 – Geoff Johnstone</i>	267
3:00 pm	<b>Break</b>	<b>Cafeteria (Hangar)</b>
3:30 pm	<b>Concurrent Sessions A</b>	
	<i>What's the Hidden Message? – Kathryn Brillinger</i>	224
	<i>Teaching Your Students How to Work in Groups – Audrey Sloat &amp; Rick Overeem</i>	225
	<i>Reducing Marking Madness – Dan Rorai</i>	226
	<i>Copyright Issues in the Classroom – Martie Groff-Ionelli</i>	228
	<i>Matching Evaluation Methods to Learning Outcomes – Roberta Burke</i>	232
	<i>Enhancing Learning with Educational Technology – Kathy Bouma</i>	236
5:00 pm	<b>Free Time</b>	<b>Residence</b>
5:30 pm	<b>Buses Depart to Viewpointe Winery</b>	<b>Residence</b>
6:15 pm	<b>Cash Bar</b>	<b>Viewpointe Winery</b>
7:00 pm	<b>Dinner at Viewpointe Winery</b>	<b>Viewpointe Winery</b>



# AT A GLANCE



<b>Wednesday, May 12th, 2010</b>		
6:30 am	<b>Walk or Run (Optional)</b>	<b>Residence</b>
7:30 am	<b>Breakfast</b>	<b>Cafeteria (Hangar)</b>
8:30 am	<b>Plenary: Sonja Christopherson "Make the Connection"</b>	<b>Room 320</b>
10:00 am	<b>Break</b>	<b>Cafeteria (Hangar)</b>
10:30 am	<b>Concurrent Sessions B</b>	
	<i>Getting the Most Out of Multiple Choice Questions – David DiBattista</i>	<b>224</b>
	<i>Teaching Critical Thinking in the Classroom – Helen Harrison</i>	<b>225</b>
	<i>Effective Lecture Techniques – Tony Kattenhorn</i>	<b>226</b>
	<i>Creating A Stimulating Learning Environment with Games and Other Tools – Geoff Johnstone &amp; Audrey Sloat</i>	<b>228</b>
	<i>More on Teaching and Learning Styles – Valerie Grabove</i>	<b>232</b>
	<i>Rubric Design/Creating Marking Schemes – Cheryl Batten</i>	<b>236</b>
12:00 pm	<b>Lunch with Discipline Groups</b>	<b>Cafeteria (Hangar)</b>
1:30 pm	<b>Concurrent Workshops C</b>	
	<i>Getting the Most Out of Multiple Choice Questions – David DiBattista</i>	<b>224</b>
	<i>Teaching Critical Thinking in the Classroom – Helen Harrison</i>	<b>225</b>
	<i>Creating A Stimulating Learning Environment with Games and Other Tools – Geoff Johnstone &amp; Audrey Sloat</i>	<b>226</b>
	<i>Effective Teaching for Skilled Trades – Tony Kattenhorn &amp; Doug Daniels</i>	<b>228</b>
	<i>More on Teaching and Learning Styles – Valerie Grabove</i>	<b>232</b>
	<i>Rubric Design/Creating Marking Schemes – Cheryl Batten</i>	<b>236</b>
3:00 pm	<b>Break</b>	<b>Cafeteria (Hangar)</b>
3:30 pm	<b>Small Groups (From Here to Practice)</b>	
	<i>Group 1 – Rick Overeem</i>	<b>224</b>
	<i>Group 2 – Joe Cannon &amp; Doug Daniels</i>	<b>225</b>
	<i>Group 3 – Helen Harrison</i>	<b>226</b>
	<i>Group 4 – Dale Dolson &amp; Cheryl Batten</i>	<b>228</b>
	<i>Group 5 – Peter Vanscoy</i>	<b>232</b>
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	<i>Group 9 – Roberta Burke</i>	<b>264</b>
	<i>Group 10 – Barbara Buetter</i>	<b>266</b>
	<i>Group 11 – Geoff Johnstone</i>	<b>267</b>
5:00 pm	<b>Free Time</b>	
5:30 pm	<b>Buses Depart to St. Clair Centre for the Arts</b>	<b>Residence</b>
6:00 pm	<b>Cash Bar</b>	<b>SCC for the Arts</b>
6:30 pm	<b>Dinner/Theatre Evening</b>	<b>SCC for the Arts</b>

<b>Thursday, May 13th, 2010</b>		
6:30 am	<b>Walk or Run (Optional)</b>	<b>Residence</b>
7:30 am	<b>Breakfast</b>	<b>Cafeteria (Hangar)</b>
8:30 am	<b>Concurrent Sessions D</b>	
	<i>The Second Career Student: Triumphs and Challenges – David Simon</i>	<b>224</b>
	<i>De-escalating Tension in the Classroom: Some Coping Strategies – Joe Cannon</i>	<b>225</b>
	<i>The True Nature of a Hybrid Course – Peter Vanscoy</i>	<b>226</b>
	<i>Grading Student Contributions to Group Work – Dale Dolson</i>	<b>228</b>
	<i>Understanding the SWF – Roberta Burke</i>	<b>232</b>
	<i>Helping ESL Students in Post-Secondary Programs – Kathryn Brillinger</i>	<b>236</b>
10:00 am	<b>Break</b>	
10:30 am	<b>Plenary: Andrea Dinardo: "Be The Motivation"</b>	<b>Room 320</b>
12:00 pm	<b>Official Closing and Farewell</b>	<b>Room 320</b>
12:15/ 12:30 pm	<b>Lunch and Final Networking</b>	<b>Cafeteria (Hangar)</b>

# KEYNOTE



## “IMPACT OF BRAIN RESEARCH ON TEACHING”

### ROBERT AITKEN, PROFESSOR, VANCOUVER COMMUNITY COLLEGE

Everyone will find Bob's non-technical presentation about recent brain research inspiring yet practical. Brain researchers tell us that 90% of what we know about the human brain has been discovered in the last 5 years. Recent brain research has important implications for all of us involved in teaching, working, learning, leading and parenting.

Participants will explore answers to the following questions:

- How can we create a brain-friendly environment in our colleges, classes, offices and homes?
- How can we teach so students learn in a cognitive way rather than by merely memorizing content?
- What happens to intelligence as we age? How can we, as adults, maintain peak mental ability for as long as we live? How do nutrition, exercise, heredity, stress, friendships, drugs and other factors affect our mental sharpness?
- Why are memory and emotions so closely tied together?
- How much of our intelligence is a result of nature and what role does nurturing play in intelligence?
- Why is the (EQ) Emotional Intelligence Quotient of an individual four times as accurate in predicting the person's success in life as the IQ (Intelligence Quotient)?
- How can a person increase his or her emotional intelligence?

We will examine and demonstrate practical ways in which we can apply the information from brain research to our teaching and our lives outside of the classroom.

#### BIO:

Robert Aitken is with the School of Instructor Education at Vancouver Community College. He teaches in the Provincial Instructor Diploma Program and the Diploma in Adult Education Program offered by Vancouver Community College. He holds a MEd in Curriculum and Instruction and is a doctoral candidate in Adult Education. He travels extensively, working with faculty in schools and colleges, leaders in corporations, and government and non-profit organizations to help them realize the value of brain research to teaching, working, leading and living. His practical approach and keen sense of humour guarantee you will find this session fascinating and entertaining.

## PLENARY SPEAKERS:

### “MAKE THE CONNECTION”

#### **SONJA CHRISTOPHERSON, LEADERSHIP AND DIVERSITY CONSULTANT**



This overview is intended to help faculty recognize and respond effectively to a broad range of culturally diverse students. Aimed at raising awareness and using tools and strategies to respond with respect and dignity, the goal is to help participants create a rich learning environment that encourages student participation and maximizes learning outcomes.

##### **BIO:**

Sonja Christopherson's background is in organizational development, diversity (cross-cultural communication) and professional/life coaching. She spent 25 years in the manufacturing sector as a Diversity, Learning and Development Specialist and is currently responsible for curriculum design and delivery for a huge retail chain in both Canada and the U.S. Sonja earned her degree at McMaster University and is working on her Masters in Distance Education through Athabasca University. She attended the Richard Ivey School of business and earned her “Practitioner of Change” certification from the Organizational Learning Institute in Calgary, Alberta. She has been a coach with the Windsor Law School Mediation Program, offered by the Stitt, Feld, Handy Group for several years. Sonja is a part-time instructor at Mohawk College and was mentored by community elders on native teachings and is now pursuing her accreditation on professional and life coaching through the horse/human relationship. Sonja is proficient in all phases of communication and collaboration and has been a key note speaker for Deans and Department Heads, as well as the HRPAA in Halton. Most recently, Sonja toured with the Disney Institute in partnership with her organization.

### “BE THE MOTIVATION”

#### **DR. ANDREA DINARDO, PROFESSOR, PSYCHOLOGIST, AUTHOR, ST. CLAIR COLLEGE**



Students attend to 7% of what professors say and 93% of what professors do. Thus, it is not surprising that professors who are passionate about what they teach inspire students to higher levels of motivation. Accordingly, modeling passion, enthusiasm, and intrinsic interest in the subjects we teach is a powerful technique for engaging and motivating students. Is it possible to model motivation in the classroom? Can a teacher's passion and enthusiasm be defined or measured or taught? This workshop will explore the research in educational psychology supporting the motivational effects of teacher enthusiasm in the college classroom. Modeling motivation will be explored in four parts: (1) harnessing the power of first impressions – why “blink” matters in the classroom, (2) modeling teacher passion and enthusiasm, including: movement, gestures, facial expressions, humour, positive emotion, voice modulation, and eye contact, (3) igniting curiosity and “a need to know more” through student connection and rapport, and (4) capturing student attention and maintaining interest using strength-based, positive learning practices. Be the motivation you wish to see in the classroom.

##### **BIO:**

Dr. Andrea Dinardo is a Psychology Professor at St. Clair College and at the Faculty of Education at the University of Windsor. She received her M.A. and Ph.D. from the University of Western Ontario. She is the recipient of the Robert J. Menges New Researcher Award from the AERA Special Interest Group on Faculty Teaching, Evaluation, and Development for her doctoral research: An experimental analysis of the effects of teacher enthusiasm on student attention, motivation, and learning. As a registered psychologist with the College of Psychologists of Ontario, and member of the Canadian Psychological Association, Dr. Dinardo applies the principles of Humanistic and Positive Psychology to facilitate personal growth and transformative change in individuals and groups. Dr. Dinardo's first book with McGraw-Hill Ryerson “Essentials of Understanding Psychology” published in 2009.

## CONCURRENT PRESENTER/SMALL GROUP FACILITATOR BIOS:

### **Cheryl Batten, Conestoga College**

Cheryl has been involved in teaching and learning in both public and corporate sectors for over 20 years. Over the last eight years, Cheryl's work has focused primarily in academic environments. She is currently a full-time Curriculum Consultant with Conestoga College and continues to engage in educational consulting and teaching with other academic institutions on an ongoing basis. She loves to travel, and to experience the outdoors in as many ways as possible, most recently with golfing and hiking.

### **Kathy Bouma, Fanshawe College**

Kathy is a Learning Consultant with Fanshawe College in London and a member of the CEDP Western Region Steering Committee. She has been developing and delivering training for more than 25 years, and has worked on contract with businesses, industry and not-for-profit organizations, as well as Lambton College in Sarnia and Fanshawe College in London. Kathy believes in lifelong learning and is currently completing her Master of Arts in Leadership degree at Royal Roads University in B.C. Her undergraduate studies involved adult learning theories and principles as well as computer applications.

### **Kathryn Brillinger, Conestoga College**

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 TESL, ESL, Communications and Liberal Studies. She has four daughters, a large garden, and a passion for blitz chess.

### **Roberta Burke, Mohawk College**

Roberta's current role in the Centre for Teaching and Learning is to develop workshops and programs for faculty at various stages in their career, focused on teaching excellence. She has a passion for assessment stemming from her role as Coordinator of Prior Learning Assessment for 13 years. She has worked on many initiatives including program mapping and student feedback on teaching. She began her career 29 years ago as a Life Skills Coach in Job Readiness Training programs working with adult learners and has since taught in Humanities and Social Sciences. She is also the Communications Officer for the Faculty Union and possesses a certificate in dispute resolution.

### **Joe Cannon, Lambton College**

Joe has been teaching in the Social Service Worker Program at Lambton College since 1988. He is a past recipient of the President's Award of Excellence.

### **Doug Daniels, Mohawk College**

Doug teaches in the Mechanical Technician program specializing in Fluid Power and Automation. He also coordinates the post secondary mechanical students. 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 College**

Robert is a Professor in the Mechanical Department at the Stoney Creek campus at Mohawk College. Robert swears he's taught a new course every semester and is patiently waiting for that time when he repeats a whole semester of something he has previously taught. Robert is the "go to guy" in the department for educational technology and learning management systems. He is an avid photographer and music lover.

**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 College**

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.

**Valerie Grabove, Niagara College**

Valerie is the Chair for the Centre for Educational and Professional Development at Niagara College which coordinates organizational, curriculum and professional development for all employees at Niagara College. She has been an educator and facilitator for over 20 years in a variety of disciplines – theatre, communication, and leadership to name a few. In her role as Chair, she designs, develops and facilitates workshops, programs, conferences and retreats for diverse populations. In her spare time, she enjoys fly fishing, canoe tripping, dog sledding, wine tasting and traveling. Valerie is also the Chair of the Western Region CCHRD Committee.

**Martie Groff-Ionelli, Fanshawe College**

Martie Groff-Ionelli is the Manager of Library and Media Services at Fanshawe College, a very busy operation in the centre of the campus. Martie and her staff provide information and support to all college staff and students related to print and media. Martie is the college's Cancopy specialist and presents to numerous groups and organizations on topics related to copyright issues.

**Tom Groulx, St. Clair College**

Tom is in his tenth 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 thirtieth 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 College**

Helen is a Nursing Professor at Fanshawe College, and graduated from phase 3 of CEDP in 2006. She has been teaching theory, lab and clinical courses in the Practical Nursing program since 2004. A nurse for over 20 years, she has held staff nurse, clinical research and staff education positions at University Hospital in London. Helen and her two daughters are competitive jazz dancers, but her husband prefers golf to dance. Helen has completed Bachelor's degrees in biology, nursing and education, a Nurse Practitioner certificate and a Master of Science in Nursing, all from the University of Western Ontario. She loves meeting and learning with participants of CEDP.



**Geoff Johnstone, Conestoga College**

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.

**Tony Kattenhorn, Conestoga College**

Tony has been teaching in the Mechanical Engineering program at Conestoga College for the last 29 years. He plays golf in the summer, curls in the winter, and enjoys watching any sport on TV if his wife lets him! The rest of his time is taken up with Skills Canada Competitions and listening to music.

**Rick Overeem, Lambton College**

Rick has been a Professor in the Massage Therapy Program at Lambton College since 2001. Rick has had an extensive background in competency-based, outcomes based education and has been instrumental in developing the current Ontario Competency Document for the profession of massage therapy. Recently, Rick was presented with the prestigious Meritorious Service Award for his contributions to the profession and excellence in education, based on nominations from his colleagues. Rick has a BA in Psychology from the University of Western Ontario in addition to his professional designation of RMT.

**Dan Rorai, St. Clair College**

Dan teaches English, Communication, Systems Analysis, and Computer Programming courses at St. Clair College in Windsor, Ontario. He holds a Master's Degree in Communication. In his 21 years of teaching, he has authored and delivered 18 different post secondary, continuing education, and contract training courses. In 1995, he won a National Institute of Staff and Organizational Development (NISOD) award for teaching excellence for a major study he co-authored on Learning Technologies. Daniel recently served as a facilitator and steering committee member for the College Educator Development Program (CEDP).

**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 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 10 years. Audrey was a recipient of the Province of Ontario LIFT Awards (Leadership in Faculty Teaching) in 2007.

**David Simon, Lambton College**

David has worked for Lambton College since 2003 as a Recruitment Advisor, Co-op Consultant, Professor, and most recently as the Employer Client Relations Consultant. In this new role, part of the responsibility is to provide support as the primary point of contact for all registered Second Career students. David is responsible for the smooth transition of Second Career students into post-secondary education at Lambton College and employment transition upon graduation by providing direction regarding all college services and programs, and through the development and delivery of relevant seminars, workshops, and presentations.

**Peter Vanscoy, Niagara College**

Peter is a Professor and Coordinator of Niagara College's Computer Programmer/Computer Programmer Analyst programs in the School of Media Studies. 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.

# WORKSHOPS



## CONCURRENT WORKSHOPS A

TUESDAY, MAY 11 FROM 3:30 PM – 5:00 PM

### WHAT'S THE HIDDEN MESSAGE?

**Kathryn Brillinger, Conestoga College**

This session provides a fascinating look at how a professor's non-verbal behavior can influence student/faculty relations and the teaching/learning context. The workshop covers seven areas of body language. Short demonstrations and examples will be provided as well as opportunities for discussion.

### TEACHING YOUR STUDENTS HOW TO WORK IN GROUPS

**Audrey Sloat & Rick Overeem, Lambton College**

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

### REDUCING MARKING MADNESS

**Dan Rorai, St. Clair College**

Do you ever feel like the end of the term is overwhelming? Are your energy and patience running low? Do you feel overrun with student questions, concerns, and excuses? Well, this workshop is for you! Join us for some fun and learn a lot of helpful tips and tools for avoiding stress and crisis during the final weeks of term, lots of good ideas for evaluation, and some self- and student-management strategies.

### COPYRIGHT ISSUES IN THE CLASSROOM

**Martie Groff-Ionelli, Fanshawe College**

As copyright violations become increasingly publicized, faculty is being asked to review how they use copyrighted materials in teaching. With the general accessibility of the world-wide web, images, text, video and other graphics are appearing more regularly in faculty lectures – and, in many cases, this is likely illegal! Understanding copyright laws and guidelines can help faculty avoid copyright violations. This workshop will help faculty to make informed decisions before using materials in their lectures.

### MATCHING EVALUATION METHODS TO LEARNING OUTCOMES

**Roberta Burke, Mohawk College**

Most new teachers have little or no experience with assessment or assignment design. Perhaps you inherited a course outline with assessments already in place. There are many variables that impact the assessment of student learning: learning outcomes, Blooms Taxonomy, assessment methods, class size. This workshop will provide a process to analyze and revise your current assessment practices according to best practice principles. Feel free to bring a sample course outline to review.

### ENHANCING LEARNING WITH EDUCATIONAL TECHNOLOGY

**Kathy Bouma, Fanshawe College**

Interactive tools can be used to supplement a variety of lessons and provide an opportunity for students to use technology while developing and promoting self-study and content review to augment your teaching and facilitate greater learning opportunities. This hands-on, interactive session will explore an assortment of interactive tools and activities that can be easily implemented in your own classroom. Included will be the use

of Clickers as well as online interactive activities that are often included as additional resources to student textbooks.

## CONCURRENT WORKSHOPS B

**Wednesday, May 12 from 10:30 am – 12:00 Noon**

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### GETTING THE MOST OUT OF MULTIPLE CHOICE QUESTIONS

**David DiBattista, Brock University**

Multiple-choice tests are the most widely used form of objective assessment in college and university settings, but using them effectively is not always a simple matter. Because writing structurally sound, high-quality items requires some expertise we will begin by considering guidelines that can make the task much easier. In addition, we will consider how to write multiple-choice items that assess students' higher-level thinking rather than their ability to remember facts. This session is designed to provide instructors with practical tips that they can start using immediately in their everyday teaching.

### TEACHING CRITICAL THINKING IN THE CLASSROOM

**Helen Harrison, Fanshawe College**

This seminar will introduce instructors to the basic concepts of critical thinking. We will complete some critical thinking exercises and then move on to discussing how we can implement critical thinking skills in the classroom. We will learn how to build critical thinking categories and activities right into students' tests and assignments. We will also be exploring how to create questioning and discussion sequences.

### EFFECTIVE LECTURE TECHNIQUES

**Tony Kattenhorn, Conestoga College**

Have you ever thought that you should be talking less in a lecture and doing more? Do you spend hours thinking about what you want to say only to have your learners forget it all in minutes? Do you have a subject area that is difficult to maintain student interest? This session may be for you. This session will commence by running a one hour lesson of a course taught to first year Robotics and Automation students in the Mechanical Engineering program. You do not require any prior technical knowledge, so even if you teach in another discipline you can still experience the interactive learning environment that can be

used to benefit you and your learners. The second half of the session will consist of some basic strategies for developing effective lectures using your individual creativity.

### CREATING A STIMULATING LEARNING ENVIRONMENT WITH GAMES AND OTHER TOOLS

**Geoff Johnstone & Audrey Sloat, Conestoga/Lambton College**

Understanding what brought your students to the classroom is a first step in determining what you need to do to motivate them.

This workshop will be chock full of ideas you can use to create an interesting and stimulating environment for all. Activities and topics will focus on encouraging students to prepare for class, be active in class and link course materials. Make the classroom fun and empower students to achieve their goals.

### MORE ON TEACHING AND LEARNING STYLES

**Valerie Grabove, Niagara College**

We all learn best in different ways, differing both from person to person and depending on the nature of what is being taught. But unless we have a reason to change our teaching styles, we are inclined to teach our students in the way we learn ourselves. This session will explore a variety of learning styles and learning style inventories as well as the teaching strategies that support them. Attending this session will help teachers to build their repertoire of teaching styles so they can more effectively reach all their students.

### RUBRIC DESIGN-CREATING MARKING

**Cheryl Batten, Conestoga College**

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, this workshop's for you. You will leave the session with assessment dimensions to consider, templates to use, and with increased confidence in grading consistency.

## CONCURRENT WORKSHOPS C

Wednesday, May 12 from 1:30 pm – 3:00 pm

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### GETTING THE MOST OUT OF MULTIPLE CHOICE QUESTIONS

**David DiBattista, Brock University**

Multiple-choice tests are the most widely used form of objective assessment in college and university settings, but using them effectively is not always a simple matter. Because writing structurally sound, high-quality items requires some expertise we will begin by considering guidelines that can make the task much easier. In addition, we will consider how to write multiple-choice items that assess students' higher-level thinking rather than their ability to remember facts. This session is designed to provide instructors with practical tips that they can start using immediately in their everyday teaching.

### TEACHING CRITICAL THINKING IN THE CLASSROOM

**Helen Harrison, Fanshawe College**

This seminar will introduce instructors to the basic concepts of critical thinking. We will complete some critical thinking exercises and then move on to discussing how we can implement critical thinking skills in the classroom. We will learn how to build critical thinking categories and activities right into students' tests and assignments. We will also be exploring how to create questioning and discussion sequences.

### CREATING A STIMULATING LEARNING ENVIRONMENT WITH GAMES AND OTHER TOOLS

**Geoff Johnstone & Audrey Sloat, Conestoga/Lambton College**

Understanding what brought your students to the classroom is a first step in determining what you need to do to motivate them. This workshop will be chock full of ideas you can use to create an interesting and stimulating environment for all. Activities and topics will focus on encouraging students to prepare for class, be active in class and link course materials. Make the classroom fun and empower students to achieve their goals.

### EFFECTIVE TEACHING FOR SKILLED TRADES

**Tony Kattenhorn & Doug Daniels, Conestoga/Mohawk College**

We will continue to explore different ways of working with our Trades and Apprenticeship students, building on our collective experiences with these students. How can we use the real life experiences of the mature students as a teaching tool for the younger students? How can we leverage the skills of technology savvy postsecondary students to teach the second career students who may be less technology advanced? This ability to balance the generation gaps can bring a whole new atmosphere into the classroom.

### MORE ON TEACHING AND LEARNING STYLES

**Valerie Grabove, Niagara College**

We all learn best in different ways, differing both from person to person and depending on the nature of what is being taught. But unless we have a reason to change our teaching styles, we are inclined to teach our students in the way we learn ourselves. This session will explore a variety of learning styles and learning style inventories as well as the teaching strategies that support them. Attending this session will help teachers to build their repertoire of teaching styles so they can more effectively reach all their students.

### RUBRIC DESIGN-CREATING MARKING SCHEMES

**Cheryl Batten, Conestoga College**

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, this workshop's for you. You will leave the session with assessment dimensions to consider, templates to use, and with increased confidence in grading consistency.



## CONCURRENT WORKSHOPS D

THURSDAY, MAY 13 FROM 8:30 AM TO 10:00 AM

### THE SECOND CAREER STUDENT: TRIUMPHS AND CHALLENGES

**David Simon, Lambton College**

There are more than 15,000 Second Career students at Ontario's 24 colleges. They are one of the big reasons for record enrolment at colleges across Ontario and it is up to the colleges to educate, train, and help manage this unique group. These students are in a government program called Second Career which pays laid-off workers to return to school, learn new skills and find new jobs. You will notice them in the halls and in your classrooms, carrying their books and backpacks just like any other student. The difference is this group has children to support, mortgages to pay, and emotional demands that place large amounts of stressors both in and out of the class. So, what do the statistics say about this group, and what are we seeing from them in terms of performance at college? What have we been hearing from these students, and what challenges does an instructor face with this unique group? Look for some tips and tricks from this session to take back to the classroom.

### DE-ESCALATING TENSION IN THE CLASSROOM: SOME COPING STRATEGIES

**Joe Cannon, Lambton College**

Have you had any experiences with anger in your classroom? This workshop will provide a forum for debriefing and discussion. Experiential exercises will lead to some strategies for coping with the various levels of students' angry responses.

### THE TRUE NATURE OF A HYBRID COURSE

**Peter Vanscoy, Niagara College**

This workshop looks at designing an effective learning plan that clearly maps what learning is done in-class versus out-of-class. Participants learn to use LMS tools to facilitate interactive out-of-class learning.

### GRADING STUDENT CONTRIBUTIONS TO GROUP WORK

**Dale Dolson, Fanshawe College**

The successful grading of student contributions to group projects requires a clear schedule of project due-dates, a clear statement of the standards for grading the project, a clear process for monitoring student contributions, and appropriate forms for grading those contributions. Working in small groups, workshop participants will develop and discuss a schedule, standards, a monitoring process, grading forms, and dispute resolution strategies for grading student contributions to group work.

### UNDERSTANDING THE SWF (STANDARD WORKLOAD FORMULA)

**Roberta Burke, Local 240 - Mohawk College Faculty Union**

So now you have been "swfed". This workshop will review the elements that make up the SWF (i.e. teaching contact hours, class size, the type of course, type and number of preparations, evaluation factors, complementary functions) which will hopefully take the mystery out of the standard workload formula.

### HELPING ESL STUDENTS IN POST-SECONDARY PROGRAMS

**Kathryn Brillinger, Conestoga College**

With greater numbers of immigrants coming to Ontario and an ever growing focus on international student recruitment, it is becoming the norm to have ESL students in post-secondary programs. This workshop will highlight the many challenges ESL students face and provide practical strategies on how we can assist this student group to overcome these challenges.

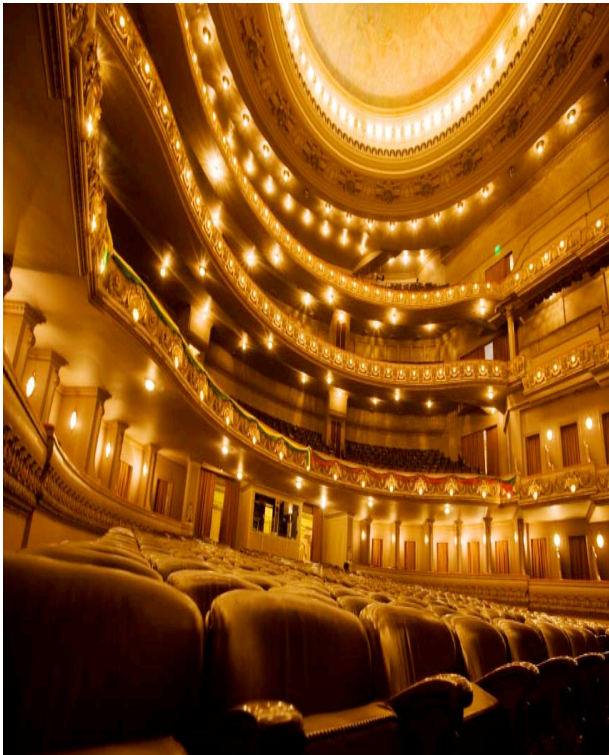


## DINNER AND ENTERTAINMENT:

**Tuesday, May 11th**  
**Dinner at Viewpointe Winery**  
[www.viewpointewinery.com](http://www.viewpointewinery.com)

A fabulous dinner has been planned for **Tuesday, May 11th** at Viewpointe Winery in Harrow, Ontario. Please feel free to visit the attached website link to get a feeling for the winery and its outstanding attributes. Viewpointe provides an excellent venue to showcase the region's finest product and talent.

Influenced by the history of the region, the plans for Viewpointe were inspired by a charming piece of the past: the "Mettawas", a luxury hotel and casino built by Hiram Walker (Canadian Club founder) in 1890. Each room is designed with exceptional detail and considers every aspect of our guest's enjoyment. The site was developed to enhance the region's charm. The design process considered the best way to move the vision forward, while supporting regional resources and talent. Viewpointe stands as a modern connection to the region's rich history.



**Wednesday, May 12th**  
**Dinner/Theatre Evening at St. Clair Centre for the Arts**  
[www.stclaircentre.ca/facility.shtml](http://www.stclaircentre.ca/facility.shtml)  
[www.stclaircentre.ca/images/map-large.gif](http://www.stclaircentre.ca/images/map-large.gif)

A fabulous dinner and theatre evening has been planned for your enjoyment on **Wednesday, May 12th** along with a visit to the St. Clair College Centre for the Arts. Both inside and out, you'll be inspired by the centre's beautiful architecture and scenery. Our location on the Detroit River, overlooking Detroit's magnificent skyline provides a wonderful backdrop to this event. The perfectly manicured gardens along Windsor's Riverfront provide a remarkable foreground to the beauty beyond and give you the chance to discover the splendor of Windsor's downtown. And, within a short walk are the following additional attractions that you may wish to experience on your own:

- Casino Windsor
- Windsor Sculpture Garden
- Windsor Art Gallery



## **Registration:**

**Please complete registration form online at: [www.stclaircollege.ca/cedp](http://www.stclaircollege.ca/cedp)  
College Educator Development Program (Phase 2: May 11 – 13, 2010)**

Name: \_\_\_\_\_ College: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Program: \_\_\_\_\_

In case of emergency, call: \_\_\_\_\_ Tel. No: \_\_\_\_\_

Please list any medical problems, special needs, dietary requirements:

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We intend to provide a list of participants and their college email addresses. Please indicate only if you do not wish to have your name and college email included on the list. \_\_\_\_\_ **Do not include my name or email.**

**Accommodation – Experience Living Like a Student <http://www.stayrcc.com/windsor/index.html>**

We invite you to stay in the residence on **May 11th and 12th** so that you will be able to participate fully in the networking sessions planned over meals and in the evening. Each unit contains two private bedrooms with a shared bath and kitchenette. Linens are provided. Please bring personal toiletries (hair dryer, alarm clocks, etc.) We encourage you to treat this event as a conference away from home, even if you live within driving distance.

**Male** \_\_\_\_\_ **Female** \_\_\_\_\_ (required for room assignments)

I would like to share a suite with: \_\_\_\_\_

If you live more than two hours away, you are welcome to come in on the evening of **May 10th**. Please confirm dates: I will need a room reservation for: **May 10th** \_\_\_\_\_ **May 11th** \_\_\_\_\_ **May 12th** \_\_\_\_\_

Reservations will be made on your behalf for dinner/entertainment on **Tuesday, May 11th** and **Wednesday, May 12th**. If you have another commitment and will not be able to join us, please let us know in advance.

Sorry, I cannot attend the dinner on **Tuesday, May 11th, 2010**: \_\_\_\_\_

Sorry, I cannot attend the dinner theatre on **Wednesday, May 12th, 2010**: \_\_\_\_\_

A complimentary \$10 off coupon for golfing at Fox Glen Golf Course is available should you wish to stay and take in a round of golf after the conference. The website for this golf course is: <http://www.foxglengolfclub.com>. Please let us know if you will need a coupon for golfing: **Yes** \_\_\_\_\_ **No** \_\_\_\_\_

If you are unable to register on line at [www.stclaircollege.ca/cedp](http://www.stclaircollege.ca/cedp) please return this form along with the Workshop Selection sheet through email to:

**Jody Merritt, Professor, School of Business, Human Resources & Management**  
**College Educator Development Program Coordinator**  
St. Clair College, 2000 Talbot Rd. W., Windsor, ON, N9A 6S4  
Email: [jmerritt@stclaircollege.ca](mailto:jmerritt@stclaircollege.ca) Website: [www.stclaircollege.ca](http://www.stclaircollege.ca)

Please note that registration closes **Friday, April 23, 2010 at noon**.  
Also, please don't forget to complete the Workshop Selection Page.

## **Workshop Selection:**

<b><u>Concurrent Sessions A</u></b> <b>Tuesday, May 11th from 3:30 pm to 5:00 pm</b>	<b>Pick A First and Second Choice From A</b>
What's the Hidden Message? (Kathryn Brillinger)	
Teaching Your Students to Work in Groups (Audrey Sloat & Rick Overeem)	
Reducing Marking Madness (Dan Rorai)	
Copyright Issues in the Classroom (Martie Groff-Ionelli)	
Matching Evaluation Methods to Learning Outcomes (Roberta Burke)	
Enhancing Learning with Educational Technology (Kathy Bouma)	
<b><u>Concurrent Workshops B</u></b> <b>Wednesday, May 12th from 10:30 am to 12:00 pm</b>	<b>Pick A First and Second Choice From B</b>
Getting the Most Out of Multiple Choice Questions (David DiBattista)	
Teaching Critical Thinking in the Classroom (Helen Harrison)	
Effective Lecture Techniques (Tony Kattenhorn)	
Creating A Stimulating Learning Environment with Games and Other Tools (Geoff Johnstone & Audrey Sloat)	
More on Teaching and Learning Styles (Valerie Grabove)	
Rubric Design /Creating Marking Schemes (Cheryl Batten)	
<b><u>Concurrent Workshops C</u></b> <b>Wednesday, May 12th from 1:30 pm to 3:00 pm</b>	<b>Pick A First and Second Choice From C</b>
Getting the Most Out of Multiple Choice Questions (David DiBattista)	
Teaching Critical Thinking in the Classroom (Helen Harrison)	
Creating A Stimulating Learning Environment with Games and Other Tools (Geoff Johnstone & Audrey Sloat)	
Effective Teaching for Skilled Trades (Tony Kattenhorn & Doug Daniels)	
More on Teaching and Learning Styles (Valerie Grabove)	
Rubric Design /Creating Marking Schemes (Cheryl Batten)	
<b><u>Concurrent Workshops D</u></b> <b>Thursday, May 13th from 8:30 to 10:00 a.m.</b>	<b>Pick A First and Second Choice From D</b>
The Second Career Student: Triumphs and Challenges (David Simon)	
De-escalating Tension in the Classroom – Some Coping Strategies (Joe Cannon)	
The True Nature of a Hybrid Course (Peter Vanscoy)	
Grading Student Contributions to Group Work (Dale Dolson)	
Understanding the SWF (Roberta Burke)	
Helping ESL Students in Post-Secondary Programs (Kathryn Brillinger)	



## UPON ARRIVAL:

### Parking

From Talbot road, please turn right into the college campus. Immediately you will see a sign directing you to the residence. Please turn left. As you follow the road around the college you will come to a bend in the road and the residence will immediately come into view. At the stop sign, turn left. Shortly after turning left, you will see parking Lot N on the left hand side immediately behind the residence. Please park in this lot. A parking pass will be provided to you at the registration desk.

### Registration

Registration will take place in the main foyer of the residence upon entering the front entrance. We suggest that after you register, that you walk over to the main campus with the college volunteer waiting to guide you to Room 320 (third floor) where your colleagues will be waiting to greet you.

### St. Clair College Campus Map:

<http://www.stclaircollege.ca/campusmap/scc-windsor-map.html>

### St. Clair College Residence:

(519) 966-1601 / (877)-225-8664 <http://www.stayrcc.com/windsor/index.html>

There will be time for you to check into the residence upon arrival on the first day. Each unit consists of two bedrooms and/or open concept suites, each with two double beds, private bathroom, satellite tv, air conditioning, high speed internet access, outdoor patio with barbeque, laundry and kitchen facilities, full housekeeping and linen service.

### Fitness:

If you look at the CEDP – At A Glance on pages 3 and 4 of the brochure you will notice that daily walks and runs are available. Should you wish to take part in the daily runs please meet at the front of the residence Wednesday and Thursday mornings at 6:30 a.m. If you wish to take a daily walk there is a walking trail right behind the residence.

### Going Green:

We will be replacing bottled water with pitchers of water. You may want to bring a reusable water bottle and/or travel mug given out in Phase 1. Please bring this brochure so that we can save paper.

### Photographs:

A photographer will be taking individual and group shots throughout the conference. If you do not want your picture to be taken, please speak directly to the photographer (Robert Deeks).

## DRIVING DIRECTIONS TO:

St. Clair College located at: 2000 Talbot Rd, Windsor, ON, N9A 6S4  
(519) 972-2727  
<http://www.stclaircollege.ca/map.html>

Please click on the link and enter your postal code. Once you do this, you will see driving directions and a google map outlining your driving route to St. Clair College. Also included below are the driving directions from your individual college for your convenience.

### DIRECTIONS FROM CONESTOGA COLLEGE

(About 2 hours, 47 minutes)

Head west on Doon Valley Dr. toward Old Mill Rd. (0.6 km)  
Continue onto Conestoga College Blvd. (0.6 km)  
Turn left at Homer Watson Blvd. (0.2 km)  
Take the ON-401 ramp to London (0.7 km)  
Merge onto King's Hwy 401/MacDonald-Cartier Fwy. (263 km)  
Continue onto Talbot Rd. (Destination will be on the right)

### DIRECTIONS FROM FANSHAWE COLLEGE

(About 2 hours, 4 minutes)

Head south on Fanshawe College Blvd toward Fanshawe Blvd (0.2 km)  
Take the 2nd right onto Oxford St. E. (1.2 km)  
Turn left at Highbury Ave. N. (3.5 km)  
Turn right to stay on Highbury Ave. N. (4.4 km)  
Take the ON-401 ramp to Windsor (0.9 km)  
Merge onto King's Hwy 401/MacDonald-Cartier Fwy. (178 km)  
Continue onto Talbot Rd. (Destination will be on the right)

### DIRECTIONS FROM LAMBTON COLLEGE

(About 1 hours, 23 minutes)

Head north on London Rd toward Old Exmouth St. (0.3 km)  
Turn left at Exmouth St. (2.5 km)  
Turn right at Indian Rd. N. (0.3 km)  
Take the ON-402 ramp (0.7 km)  
Merge onto King's Hwy 402 (Partial Toll Road, Entering United States (Michigan) (4.1 km)  
Continue onto I-94 W (Partial toll road) (97.5 km)  
Take exit 215A on the left to merge onto MI-10S toward Downtown (2.8 km)  
Take the exit onto I-75 S (2.8 km)  
Take exit 47B for Porter St. toward Bridge to Canada (0.4 km)  
Continue straight (0.3 km)  
Continue straight onto Ambassador Bridge St. (Entering Canada – Ontario) (1.0 km)  
Continue onto Ambassador Bridge (Partial toll road) (1.5 km)  
Continue onto Huron Church Rd. (6.0 km)  
Continue onto Talbot Rd. (1.5 km)  
Make a U-turn at Geraedts Dr. (Destination will be on the right) (34 m)

### DIRECTIONS FROM MOHAWK COLLEGE

(About 3 hours, 49 minutes)

Head west on Fennell Ave. W. toward Strathallan Dr. (0.9 km)  
Take the 2nd left onto Garth St. (2.0 km)  
Take the Lincoln M. Alexander Pkwy W/Lincoln M. Alexander Pkwy ramp to ON-403 (0.7 km)  
Merge onto Lincoln M. Alexander Pkwy. (2.7 km)  
Take the ON-403/ON-6 exit (0.3 km)  
Keep left at the fork, follow signs for 403/Brantford and merge onto King's Hwy 403 (65.7 km)  
Merge onto King's Hwy 401/MacDonald-Cartier Fwy. (223 km)  
Continue onto Talbot Rd. (Destination will be on the right) (2.6 km)

### DIRECTIONS FROM NIAGARA COLLEGE

(About 4 hours, 27 minutes)

Head east on Woodlawn Rd. toward First Ave. (0.8 km)  
Take the 3rd left onto Niagara St. (1.9 km)  
Slight right toward Merritt Rd. (0.3 km)  
Continue straight onto Merritt Rd. (1.3 km)  
Turn left at King's Hwy. 406 (20.4 km)  
Take the Queen Elizabeth Way exit toward Toronto (1.7 km)

Merge onto QEW (37.1 km)  
Take Exit 88/89 to merge onto Red Hill Valley Pkwy (9.6 km)  
Continue onto Lincoln M. Alexander Pkwy (11.0 km)  
Take the ON-403/ON-6 exit (0.3 km)  
Keep left at the fork, follow signs for 403/Brantford and merge onto King's Hwy 403 (65.7 km)  
Merge onto King's Hwy 401/MacDonald Cartier Fwy. (223 km)  
Continue onto Talbot Rd (Destination will be on the right) (2.6 km)



## HOW TO FIND US:

St. Clair College is located at 2000 Talbot Road West, Windsor, ON N9A 6S4  
A driving map can be found on [www.stclaircollege.ca/map.html](http://www.stclaircollege.ca/map.html)  
Please click in the link and enter your postal code.  
Driving directions and a google map to St. Clair College will be provided.



2000 Talbot Rd. W.  
Windsor, ON  
N9A 6S4  
[stclaircollege.ca](http://stclaircollege.ca)

For further information contact Jody Merritt  
Phone number 519-972-2727 Ext. 4431

## IT'S EASY

- Take the 401 west to Windsor.
- On the approach to Windsor, the highway signs will indicate Windsor: Bridge or Tunnel – Take the **BRIDGE** – left hand lane.
- Follow the highway, after a large curve, it turns into Talbot.
- Through the lights at Howard Ave., you'll see Windsor Crossing Outlet Mall on your left. Go through the lights and look to your right, St. Clair College's campus will appear. At the lights, turn right into the campus. Veer left to follow the road around to the Residence for your accommodations and registration.