**CALL CONFERENCE 2015   
THURSDAY MAY 28th - 9:15am - 10:15am Breakout Sessions**

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| **TITLE, SESSION PRESENTER AND COLLEGE** | **Encouraging the Critical Thinking Process**   Kathleen Moran,  Conestoga College | **PTSD in the Classroom: Communicating With Students Enduring Invisible Scars**   Nicolette Little,  Sheridan College | **Strategies for Improving Writing Skills at the College Level**   Martha Hendriks & Mubeen Ladhani, Durham College | **Adobe Connect as a Blended Learning Tool**   Evelyn Holmes,  Centennial College | **Building Diversity in the Curriculum**   Sandee Vincent,  Humber College | **Encouraging Self-Reflective Reading Practices Through Diverse Levels of Narrative Detail in Professional Communications Case Studies**  Suzanne Rintoul,  Conestoga College |
| ***FORMAT*** | *WORKSHOP* | *TBD* | *PAPER* | *ROUNDTABLE* | *WORKSHOP* | *PAPER* |
| ***DESCRIPTION*** | *Employers and administration are asking faculty to produce "critical thinkers." However, many of our younger students, and often international students, do not have the tools that they need in order to begin learning this process. This workshop will present some exercises to foster a safe questioning environment and will provide tips about how to engage students and encourage them to analyze what they are being fed through the media and other sources.* | *Post-Traumatic Stress Disorder impacts many Canadians of all sexes, ages and ethnicities. Sometimes PTSD is the result of an experience in a place of conflict. For others, it is the result of trauma that occurred closer to home—for example in a robbery or assault. People with PTSD can experience some difficulties in the classroom. They benefit from the awareness and support of their instructors, and communication is key. This mini-lecture, then round-table discussion, will examine how we can communicate sensitively with students who suffer PTSD.* | *We often focus on format (report, letter, essay, etc.) at the expense of clear and organized writing. So, how do students learn to write a clear, concise and organized paper? How do they learn that they need to go through their writing line by line searching for the best way to express their thoughts? This presentation compares three methods to improve student writing: one-on-one/line- by-line work with the instructor; revision assignments; and lecture-based learning combined with in-class group activities. In addition, we look at the ability of students to apply learning from on-line grammar modules to their subsequent college writing.* | *This session shares my experiences using Adobe Connect software as a teaching tool in a technical report writing course. Given its ability to capture sound and video and conferencing capabilities, Adobe Connect allows instructors to effectively transition from traditional delivery to mixed modes of teaching. Students are able to view recorded lectures or pre-taped vignettes, which maximizes class time and discreetly builds language skills. Likewise, reviewing recorded material allows instructors to reflect and refine their teaching methodology and practices. This session will also include a short demonstration of some of Adobe Connect’s features and student feedback on the pilot project.* | *As our communities become more diverse, there are opportunities at the educational level to build an understanding and acceptance of diversity into our curriculum, our educators, our students, our workplaces, our families, our communities, and even ourselves.*  *Can theorists such as Hofstede, de Bono, Maslow, Skinner, and even Archie Bunker impact and affect the outcome of education?*  *Can we have even an all-inclusive classroom? Is it possible?*  *This workshop will offer a very candid and open discussion of how it just might be possible.* | *This session explores how varying levels of narrative detail in Communications case studies can encourage consciousness and interpretation of larger socially constructed narratives regarding workplace diversity. Kathryn Rentz (1999) finds that the higher the level of narrative detail in a case study the more likely students are to draw “reader-specific conclusions” based on “naturalistic generalizations” or “common sense.” But how, I am asking, can we move beyond a paradigm of common sense conclusions (informed, as they are, by historically and culturally specific hegemony) by helping students to consider both that which is plainly accessible and that which is left unsaid?* |

**CALL CONFERENCE 2015   
THURSDAY MAY 28th - 10:45am - 11:45am Breakout Sessions**

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| **TITLE,  SESSION PRESENTER AND COLLEGE** | **“Is This for Marks?”: Inspiring Students to Meet High Expectations**  Meghan Juuti,  Cambrian College | **Elementary Schools and On-Line Learning**  Chad Richard,  Durham Catholic District School Board | **A Picture is Worth a Thousand Words: Exploring multimodal assignments in Language and Literacy Courses**  Maya Samson,  Humber College | **From Start to Finish: A Collaborative Essay Writing Process Incorporating No-Tech and High-Tech Tools**  Anna Bartosik,  Sheridan College | **Creating an Inclusive Classroom Through Critical Thinking**  Parminder Mann,  George Brown College |
| ***FORMAT*** | *WORKSHOP* | *ROUNDTABLE* | *WORKSHOP* | *WORKSHOP* | *PAPER* |
| ***DESCRIPTION*** | *Today’s college student has arguably more difficulties in being successful than those of past generations; having to manage the onslaught of part-time—and in some cases full-time—work, extracurricular activities, volunteer initiatives, and personal/family responsibilities, it’s no wonder academic performance is suffering in the English classroom! However, encouraging meaningful learning that goes beyond the traditional “chalk and talk” and embraces reflection, communication, and collaboration is difficult but not impossible. Participants in this workshop will emerge prepared to utilize assessment strategies and create classroom communities that support and inspire learners to strive to meet high academic expectations—even when marks aren’t on the table.* | *A discussion about how elementary schools in Durham Region are using on-line tools in the classroom to engage with the students of today…and tomorrow.* | *How can we design assignments that develop and assess critical reading and writing skills in ways that: (1) engage students by tapping into their creativity and interests; (2) engage teachers by varying the projects they consume and mark; and (3) address and reflect modern communication practices? In this workshop, I will present three multimodal assignments (prompts and student examples) used in my remedial and foundational college writing courses over 2 semesters.* | *This workshop will examine an experiential essay writing process in an advanced ESL classroom. Delving into the first stage and moving to the final draft, we will explore a collaborative no-tech activity which empowers students to move from idea generation to the essay outline. The process continues to the high-tech stage, where students continue to collaborate on writing a group essay, culminating in a peer editing exercise and an independent revision tool for the final draft.* | *With today's information highway, post-secondary institutions require a shift in teaching practices. With a single tap or swipe students have access to an abundance of information at their fingertips. With this reality, how do we support our students with the skill set to be able to be inquisitive, selective and analytical in their thinking? The social medium of information today often is instantaneous and short-lived. Whilst critical thinking demands that learners take pause and think deeper. This interactive session will examine both the challenges and best practices on how this can be achieved.* |

**CALL CONFERENCE 2015   
THURSDAY MAY 28th - 2:45pm-3:45pm Breakout Sessions**

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| **TITLE,  SESSION PRESENTER AND COLLEGE** | **Communications Dual Credit Program: Linking High Schools and Colleges in Success**  Clayton Rhodes, Gail MacKenzie,  Durham College  Yvonne McNulty,  Anderson CVI  Ron Faler, Donald A. Wilson | **Fostering Academic Integrity in the Multi-Cultural College Classroom**  Kristibeth Kelly Delgado, Fanshawe College | **Changing How we Teach Writing: Writing as a Way of Knowing, Not of Telling**  Nathan Wilson,  Durham College | **Engaging with Interpersonal Communication: The Case of George Brown College’s New Mandatory “Successful Social Relations” Course**  Richard Almonte,  George Brown College | **Pedagogy and Teacher Lore in the Basic Writing Classroom**  Derrick Hempel  Humber College |
| ***FORMAT*** | *PANEL* | *WORKSHOP* | *PAPER* | *TBD* | *WORKSHOP* |
| ***DESCRIPTION*** | *This panel format will discuss Durham College's successful  Dual Credit program in Communications. Teaming with partner schools from the Durham District School Board, Durham College's Communications course has been taught along with grade 12 English classes.* | *Cheating in the classroom has always been a problem for teachers. With the increase of internationalization, it is important to recognize the cultural influences related to cheating and plagiarism in a multi-cultural college classroom. In this session participants will learn about various aspects of academic honesty as well as ways to prevent, control, and reduce incidents. This presentation will involve a questionnaire, discussion and presentation of various aspects of cheating and plagiarism including the methods, the reasons for, and management of this ever-evolving issue.* | *Students are often taught a one-size-fits-all model of writing. Consequently, students tend to think of writing as a way of telling that involves a set, linear process: read - think - write. Students should, however, be encouraged to think of writing as a way of knowing wherein the read/think/write process is less rigid and more fluid. In upending tired writing processes, educators should also work to demystify writing and to constantly demonstrate how and where writing fits into the post-secondary landscape and beyond.* | *The need has arisen for students to not only have a specific knowledge base and skill set, but to behave in specific pro-social ways at work. These pro-social behaviours are often labelled “soft skills”, but they are also interpersonal communication strategies. Interpersonal communication has garnered less attention in college curriculum design than writing and speaking, and so this session “engages” with the innovative process of creating curriculum for such a course. We’ll look at what theories underpin behaviour-based outcomes, what assessments the curriculum designers created, how pilots of the course have gone, and what students think of the course.* | *Significant work has been conducted on the best way to teach Basic Writers. This workshop will review the various pedagogical approaches to the Basic Writing class, starting with Mina Shaughnessy's Errors and Expectations, and contrast theory with the pragmatic and time-pressured choices made by teachers, who often rely upon teacher lore. We will workshop teaching situations and review how experience and theory combine to serve our students. At the end of the workshop, teachers should have an understanding of how their classrooms are theoretically situated.* |

**CALL CONFERENCE 2015   
FRIDAY MAY 29th - 9:15am - 10:15am Breakout Sessions**

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| **TITLE,  SESSION PRESENTER AND COLLEGE** | **wikiNow! Using wikiHow as a Learning Tool for Writing and Publishing Technical Instructions**  Leann Nicholson,  Algonquin College | **Social Media and Student Engagement: A Dynamic Duo**  Dawn McGuckin, Caleigh Windolf Durham College | **“I Need to Explain, Not Argue”: Teaching Critical Reading and Writing Skills to Students in Technical Programs**  John Stilla,  Humber College | **Textual Identity in a Digital Age**  Jeffrey Douglas,  Fanshawe College |
| **FORMAT** | *WORKSHOP* | *WORKSHOP* | *TBD* | *PAPER* |
| **DESCRIPTION** | *This workshop guides participants on how to use wikiHow, an instructional social media platform, to create an assignment in which students contribute technical expertise in a real world setting to an online knowledge community, and how to establish assignment criteria and evaluation techniques. Using this assignment, dozens of student articles have been featured on one of the most visited sites on the web. wikiHow is an excellent platform for teaching technical communication skills and a practical application of multimedia in the classroom or online. Devices welcome.* | *Social media is an undeniable component of the learning environment whether instructors choose to embrace it or not. Our students are often more connected to online social networks than they are their real life peers. So why not use the potential power of social media to engage your students in the classroom? This workshop will focus on collaborative case studies and personal success strategies from the presenters. The end result will be a tool kit that attendees can use to integrate social media in their own teaching practice in both an academic and inspiring manner.* | *Students and faculty in technical programs believe that writing is important, but they would rather write to explain rather than to argue, which contrasts with most institutions’ focus on argumentative writing in first-semester composition courses. This presentation will present Humber’s unique approach to teaching reading and writing to first-semester applied technology students. It will focus on a genre called the expanded definition, which allows students to engage in critical reading, thinking, and writing practices as they apply to expository (rather than argumentative) writing.* | *Communicating digitally is becoming the norm in much of Western culture. The idea that writing is the textual embodiment—the virtual projection—of an individual has profound implications for success in new digital-oriented job markets. As Kyle Wiens of iFixit states in his blog article “I Won’t Hire People Who Use Poor Grammar,” “Good grammar is credibility… especially on the internet. In blog posts, on Facebook statuses, in e-mails, and on company websites, your words are all you have.” My presentation will explore why it is more important than ever to have superb writing skills in the internet age* |

**10:45am - 11:45am - KEYNOTE SPEAKERS: JAMES RICE AND JAMES MATECHUK   
“Reinventing the Classroom”**The future of education does not rest on tradition.  
The way students want to study has changed. We as an industry - from teachers to administrators to publishers - need to recognize the way students are communicating. Students today have grown up immersed in a world of technology. The current generation of students has never lived without the Internet. These students have instant access to everything they need in their pockets. They have the ability to multi-task. They are eager to share. They are pioneers of a totally new way of communicating. Our responsibility is to guide, motivate and encourage them in this new world.  
Change is not comfortable but sometimes it is necessary.  
Join us for a discussion on how to reinvent your classroom. In January, our digital textbooks won the prestigious 2015 Digital Book Award in New York for producing the best digital textbook. We have appeared on news shows, newspapers and magazines. It has been a whirlwind of activity. But our primary goal was to simply reinvent the classroom.

**Keynote Bios:** James Rice is the Director of Connect School of Languages and the co-author of the award-winning digital ESL textbook series - Study It. James has been teaching English, designing curricula and managing language schools for the past twenty years. Neil Dyal of the TDSB wrote that James' "vision for a new digital classroom that incorporated the iPad, apps and a rethinking of how we can teach the Google Learner is truly inspiring". James Matechuk is an award-winning author, language teacher, and digital developer. He is the Academic Director of Connect School of Languages, a 1:1 iPad language school and the author and Head Developer of the iBook series Study it, which recently won the 2015 Digital Book Award for best digital textbook.