



Annual College Association of
Language and Literacy Conference
Hosted by George Brown College

“Divergent Thinking in the College Communications Classroom”

June 1 & 2, 2017
Waterfront Campus
51 Dockside Drive, Toronto

“Teaching Students to Think: Education, Democracy, and the Common Good”

A Keynote Address by Dr. Joel Westheimer

Teaching and learning in any democratic society has special requirements. Chief among these are that students know how to think critically, ask questions, evaluate multiple perspectives, and work with others toward change. Yet there are several forces that steadily work against these goals. Recent policy reforms in education have been devoted to making K-12 schools, colleges, and universities over in the image of job-training institutions, encouraging conformity and discouraging independent thought and reflection. The move toward instrumental goals has also ushered in an obsession with standardization and sameness, orderliness over free inquiry, testing over thinking. And that, in turn, has created a focus on particular bodies of knowledge and “facts” to the exclusion of divergent perspectives and interpretations. Through both individual actions and policy-driven directives, students are increasingly learning what to think rather than how to think. In this opening keynote presentation, Dr. Joel Westheimer articulates the challenges and possibilities facing educators at all levels who seek to teach students to ask substantive questions, embrace controversy, and engage divergent perspectives – that is, educators who aim to teach students to think.

Joel Westheimer is University Research Chair in Democracy and Education at

the University of Ottawa and education columnist for CBC Radio’s **Ottawa Morning and Ontario Today** shows. He began his education career as a summer camp director and then middle school teacher in the New York City Public School system before obtaining a Ph.D. from Stanford University. His newest critically acclaimed book is *What Kind of Citizen: Educating Our Children for the Common Good* (Teachers College Press, 2015). Other multiple award-winning books include *Pledging Allegiance: The Politics of Patriotism in America's Schools* (foreword by Howard Zinn) and *Among Schoolteachers: Community, Autonomy and Ideology in Teachers' Work*. Westheimer lectures widely and has delivered more than 200 keynote speeches. He addresses radio and television audiences nationally and internationally. He is currently directing (with John Rogers, UCLA) The Inequality Project, investigating what schools in North America are teaching about economic inequality. He tweets his bi-weekly CBC Radio broadcasts at @joelwestheimer



“Divergent Thinking in the College Communications Classrooms”

This year’s presenters at a glance:

Mary Sorkhabi, Seneca College

I am a college professor who helps higher education organizations deliver engaging learning experience that enhances learners' confidence and supports the demands of 21 century learners by implementing project-based learning and digital literacy standards into lessons to boost student success and employment rates. My passion in educational technology and its purposeful implementation into teaching and learning activities led me to a Master's Degree in Educational Technology that helped me understand the notion of eLearning, and the pedagogy of online education.

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Christine Boyko-Head, Mohawk College

Christine is an artist-educator, curriculum specialist and creativity in higher education advocate at Mohawk College. Her scholarly and artistic works appear in a variety of journals and she has presented her research interests to domestic and international audiences and is a returning presenter to CALL. For ten years she taught across the USA and Israel for Lesley University’s Integrated Teaching through the Arts M.Ed program. Certified as a Creativity and Foursight Thinking Preferences facilitator she has used these skills in program quality, curriculum consulting and community workshops. In 2015, she published her first historical fiction, Pulse of Courage.

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Jane Griffith, Seneca College

Jane Griffith is a part-time English instructor at Seneca College as well as a SSHRC postdoctoral fellow at the University of Toronto in the Department of Social Justice Education. She has published her research in journals such as Studies in American Indian Literatures, Cultural Studies and Critical Methodologies, the Journal of Canadian Studies, and the Canadian Journal of Higher Education. Her forthcoming book, under contract with the University of Toronto Press, is a history of the newspapers of nineteenth-century Indian Boarding Schools.

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Bob Crawford, George Brown College

Bob Whiteduck Crawford is from the Algonquin Nation and is Turtle Clan. He has over 25 years in leadership positions in mental health, child welfare and addiction settings. His work includes consultation and training on Indigenous multi-generational trauma issues. He developed curriculum/training manuals for agencies and communities in regards to health care, child welfare and historical trauma. Bob is the former Chief of the Ardoch Algonquin First Nation and has sat on numerous boards of directors including Anishnawbe Health as president, Algonquin Nation Land Claim Negotiations Directorate executive. Native Earth Performing Arts, board member. Currently Professor/Counselor GBC.

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Olga Ponichtera, George Brown College

Olga Ponichtera is a Communications professor at George Brown College. She received her PhD in Literary Studies from the University of Toronto in 2015 and holds a B.Ed degree from OISE. She is passionate about addressing social justice and equity issues in the classroom and a fierce advocate for the use of literary texts to teach literacy. She also occasionally teaches at Humber College and Guelph-Humber University.

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Will Edwards, George Brown College

Will Edwards teaches communication courses at George Brown College. He holds a B.A. and M.A. in English & Cultural Studies (McMaster) as well as a Master of Teaching (OISE). He is currently pursuing his PhD studies in Curriculum Teaching & Learning. He co-directs the Toronto Writing Project in the Centre of Urban Schooling (OISE/UT) which is a professional development and research community for teachers interested in researching and sharing ideas for using writing as a way to explore equity and identity issues.

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John Brady, George Brown College

John Brady is a professor at George Brown College. He primarily teaches students in the construction field (most of whom are not very interested in being forced to take an English class). John has a BA and MA in History from the University of Waterloo and a BEd from the OISE at the University of Toronto. He has quite possibly the best coffee mug in the world - it changes every week with a design made of Lego.

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Erica Kelly, Lambton College

Erica Kelly teaches English at Lambton College in Sarnia, Ontario. She also serves as Project Lead with Lambton College's Centre for Social Justice.

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John Stilla, Humber College

Frances Sparano, Humber College

John Stilla and Frances Sparano are professors at Humber College Institute of Technology and Advanced Learning. They both TESL-certified and experienced in teaching L2 and remedial students.

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Shawn Brake, Centennial College

Shawn Brake has over two decades of experience in post-secondary education overseas and domestically (across three provinces), wearing faculty and administration hats. Currently, he is the Chair of English and ESL at Centennial College.

Charan Batra, Centennial College

Charan Batra has several research interests: mutual language learning – particularly, language development as a tool of inclusive education and global citizenship; and GlobalYouthCore- a program initiative on global youth interdependence, empowerment, and practicing inclusive decision making. Currently, he is the Educational Researcher at Centennial College's School of Advancement.

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Maria Lucia Di Placito, Humber College

Maria Lucia Di Placito is an English Professor at Humber College. For ten years, she was employed part-time as a Mental and Physical Health Assessment Report Editor for Axis Health Group Inc. Marylou completed a B.A., B.Ed., M.Ed., and Ph.D. at York University. Her doctoral research focused on the implications for instructors supporting students with mental health problems. Marylou has been honored with several academic/research awards, including the Social Sciences and Humanities Research Council (SSHRC) Graduate Studies Scholarship. She has several publications and has presented her work at a number of distinguished conference proceedings.

Erik Mortensen

Erik Mortensen is a PhD candidate at York University in the department of Humanities, and a contract professor for the General Arts and Science University and College Transfer Program in the School of Liberal Arts and sciences at Humber College. His dissertation research focuses on the vigilante as a mythic figure in American culture and narratives.

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Michele Hall, Algonquin College

Michele Hall is a Professor of English in the School of Media and Design at Algonquin College. She has a PhD in English Literature from McGill University.

Jordan Berard, Algonquin College

As a Professor of Technical Communication at Algonquin College, Jordan Berard teaches students in a variety of programs across the Faculty of Technology and Trades. He has a Ph.D. in English Literature, with a specialization in Canadian Holocaust Literature.

Cath Kenney, Algonquin College

Cath Kenney is a Professor and Coordinator of the English program in the School of Media and Design at Algonquin College. She holds a Master of Education degree from St. Francis Xavier University.

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Ollie Pedersen, Confederation College

Linda Nicholl, Confederation College

Jennifer Andersen, Confederation College

Ollie Pedersen, Linda Nicholl and Jennifer Andersen have been involved with the Writing Across the Curriculum initiative at Confederation College for the past year. With their experience in curriculum development, research and learning design, they have developed many partnerships with other programs to use writing to help students learn. Along with this, they have developed a comprehensive WAC website for the college and its community programs.

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Jennifer Hennekam, Seneca College

Jennifer Hennekam holds a Ph.D in 17th Century Prose from the University of Toronto. She teaches Poetry, The Short Story, College English and many other courses at Seneca. She

created and ran Language Across The Curriculum at Seneca for 8 years. She Coordinated Seneca's four Learning Centres and is a published humorist.

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Nadine Sookermany, George Brown College

Nadine Sookermany is an anti-violence advocate and educator with over 20 years' experience in the social services field, community-based education and literacy. After over twelve years as a Community Literacy worker with Parkdale Project Read and a decade as a professor at George Brown College, Nadine teaches from a community-based critical and social perspective; an approach that fits with her work in the community relating to research, education and equity/anti-oppression. She has a specific passion for exploring experiences that explore the impact of violence on learning, as is demonstrated through her role as co-founder of the Learning and Violence Collaborative.

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Derrick Hempel, Humber College

Derrick Hempel has been a Communications at Humber College since 2009 and at George Brown College since 2011. He has an M.A. in Rhetoric and Digital Media from Northern Arizona University and a B.A. in English & Sociology from the University of Toronto. He also has a post-graduate certificate in Teaching English as a Second Language from Humber College.

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Allison Jones, George Brown College

Allison has been a COMM faculty member at George Brown College since 2007. She has also taught at Mohawk College & Humber College. When she's not teaching, she writes theatre reviews & arts articles for VIEW Magazine in Hamilton, and acts as a freelance social media promoter ('Arts Ally') for indie artists. With a background in Sociology, she has always loved excavating the social context, meaning, and origins behind the words we use. Allison has been a fan of the modern urban poetry of hip hop for about three decades.

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David Schokking, George Brown College

David Schokking is a Professor at George Brown College, teaching Communications and Leadership. He has worked as an Editor in Chief on academic journals, as a Brand Manager for multiple agencies, and as a communications consultant within the charitable sector. David is also a longtime Debate veteran, having competed in professional debates nationwide.

Michelle Warren, George Brown College

Michelle Warren is a Professor of Business Communications at George Brown College, and a Technology and Communications Consultant. Her career spans journalism, training, managing, coaching, and professional development. This workshop combines two of her passions, Communications and Debate. Michelle is also a skilled and dynamic workshop presenter.

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Danielle Allard, Algonquin College

Danielle Allard is a professor of technical communication and public relations at Algonquin College, having taught in a variety of programs from public relations to computer science, engineering, architecture and trades. At the same time, Danielle has been running her own business and working as a consultant. She is most passionate about connecting people and instilling confidence in her students. Danielle has a Master's degree in Communication from Carleton University and has over 6 years of experience in not-for-profit and government communication.

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Robin Yap, George Brown College

Dr. Robin Yap focuses his research on the intersection of leadership, organizational behavior, social media and talent development. He has held executive roles at Fortune 500 companies. Robin designed award-winning learning solutions and has more than 24+ peer-reviewed and practitioner article publications. He has spoken at international conferences and universities. A USA delegate for ISO/TC 232 Learning standards, Robin chairs the Institute for Performance and Learning Industry Research Committee. He was a guest at CNN-Asia (Social Media and CSR) and CBC (mobile workforces). Robin hosts a YouTube show "Yap with Dr. Yap." Join Robin's 30k+ followers on Twitter @robinyap

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Cecelia Taylor, Algonquin College

Cecelia Taylor has been working in education and community development for sixteen years. She is currently a Communications professor in the School of Health and Community Studies at Algonquin College. In 2015, she was awarded a Community Builder Award by the United Way. She was on the board of directors for LiveWorkPlay from 2008 to 2016. She has worked at Frontier College, Youth Net, Sage Youth/Jeunesse Sage, and the Excellence in Literacy Foundation as a coordinator, facilitator, advisor, and educator. Cecelia has a B.A. from St. Francis Xavier University and an M.A. and B.Ed. from University of Ottawa.

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Matt Sajn, Niagara College

As a Professor of Communications at Niagara College, Matt is constantly exploring the connections between communications and the various industries at play throughout the Niagara region. Matt is an alumni of both Queen's University and Niagara University, and has worked at both secondary and post-secondary levels throughout his career. His emphasis continues to be on course based research, specifically looking at ways to apply effective communication approaches to relevant and meaningful contexts throughout the Niagara region and Canada. In terms of curriculum development, Matt is currently exploring ways to promote digital literacy and digital citizenship to students from any number of different programs throughout the college.

Tania Fera-VanGent, Niagara College

Tania is a Communications Professor at Niagara College in the Department of Academic and Liberal Studies. In addition, Tania periodically teaches online for Ontario Learn via Conestoga College towards the Teacher/Trainer of Adults Certificate. Tania completed a secondment as a Faculty Associate in the Centre for Academic Excellence and was a Planning Committee Member for the College Educator Development Program (CEDP Western Region). She continues to be involved in PD at Niagara College as she participates in the Part-time teacher Training Program and the College Educator Development Program as a facilitator. Her educational background includes an Honours BA in English Language and Literature from the University of Western Ontario, a Masters in Communications from Brock University, and a Certificate in Teaching Adults from Niagara College. Prior to teaching at Niagara College, Tania worked in the Communications field in various roles.

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Angelica Radjenovic, George Brown College

I am a Communications instructor at GBC. I am currently working on my PhD in Education at O.I.S.E. My dissertation and interests surround the impact of citizenship education in history classrooms.

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Sarika Narinesingh, George Brown College

Anne Wonyoung Song, George Brown College

Sarika Narinesingh (M.A., B.Ed., OCT) and Anne Wonyoung Song (M.A., B.Ed, OCT) are Communications professors at George Brown College. They both have several years of experience teaching ELLs, literacy enrichment, English literature, and Communications at various educational levels. They are interested in preparing students for active citizenship by teaching social skills, and equity and social-mindedness.

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Erik Schomann, Seneca College

Erik Mortensen is a Professor for the General Arts and Science University and College Transfer Program in the school of Liberal Arts and Science at Humber College; he teaches courses on composition, textual analysis, and literature. He is also a PhD Candidate in the department of Humanities at York University and a Graduate Diploma in World Literature from the department of English. His research focuses on the vigilante as a mythic figure in American culture and its role in creating a more violent culture.

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Christopher Eaton, Conestoga College

I am an adjunct professor in Conestoga College's Communications Department. I am also completing my PhD in composition and multimodal learning at Western's Education Department, concentrating on composition curriculum design.

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Emmanuelle Fick, George Brown College

Emmanuelle Fick is a professor at George Brown College who teaches technical communications and portfolio courses in the Angelo Del Zotto School of Construction Management. She is currently a first year PhD student at the Ontario Institute for Studies in Education (OISE/UT).

Crystal Kotow, George Brown College

Crystal Kotow is a professor at George Brown College who teaches technical communications and portfolio courses in the Angelo Del Zotto School of Construction Management. She is currently a third year PhD student at York University in the Gender, Feminist and Women's Studies program.

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Matt Harris, George Brown College

Matthew Harris teaches English at George Brown and Humber College.

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Paula Crooks, Conestoga College

Paula Crooks is a full time professor at Conestoga College, and has close to 20 years' experience teaching in the Ontario post-secondary system. Her specialties are introductory communications, business writing, and marketing communications, and she has acted as

course coordinator and course lead, mentoring new and contract faculty. Over the past four years, she has focused her professional development on researching the challenges and best practices needed to create and deliver successful online and blended courses. In her spare time, Paula is a writer, blogger, and newsletter editor. She also studies genealogy and someday hopes to become a certified genealogist.

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Heather Lash, George Brown College

Heather Lash is a faculty member at George Brown for 7 years, mainly with Academic Upgrading in the School of Work & College Preparation (CPLS). She has been involved in adult and transitional education for most of her adult life. She holds a Master of Environmental Studies, where the “environment” under study was the classroom. These studies of Narrative Ethics, rooted in the work of Emmanuel Levinas, focused on the philosophical and political dimensions of receiving people’s stories of tough experiences they’ve had. She’s continued in that area ever since, researching and writing on the long-term impacts of violence and trauma on our capacities to learn, and on creating spaces that support both faculty and students to engage in teaching and learning at their most transformational.

Andrew Nelson, George Brown College

Andrew Nelson has worked in various student advisory and teaching roles across George Brown College over the last 6 years, and is currently a Communications Professor in the Academic Upgrading program in the School of Work & College Preparation (CPLS). He has a Masters of Education specializing in Higher Education from the Ontario Institute for Studies in Education (OISE). His research focused on the internationalization of higher education in post-colonial Tanzania focusing on power, globalization, and development in the country’s educational environment. He brings his focus on power dynamics to the classroom by using participatory dialogue-based teaching methods, socially current and challenging material, and encouraging collective decision-making to help students take charge of their learning. He hopes to pursue these topics and methods in further research, professional development, and most importantly in the classroom.

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Howard Doughty, Seneca College

Howard A. Doughty holds degrees in Political Science from Glendon College, the University of Hawai’i and York University, and in History and Philosophy of Education from the University of Toronto. Former editor of "Bridges: Explorations in Science Technology and Society," founding Editor of "The College Quarterly" and Review Editor of "The Innovation Journal," Howard has taught at Seneca College since 1969 in a career narrative punctuated by teaching positions at York and Hawai’i Pacific University. He has (co-)authored a dozen books, over 300 peer-

reviewed articles, reviews and book chapters and presented over 60 academic and professional papers and keynote addresses.

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Anthony Iacovino, Seneca College

I am a professor at Seneca College in the English and Liberal Studies department. I have taught English courses for some thirteen years and have done two previous presentations at the CALL Conference. I am greatly concerned about the general direction that higher education has taken in Ontario.

Detailed Schedule for Two-Day Conference

Thursday, June 1

Waterfront campus, 51 Dockside Drive, Toronto
2nd and 7th floors

8 a.m. – 9 a.m.

Registration

Coffee and light breakfast at the Waterfront campus, 2nd Floor

9 a.m. – 9:30 a.m.

Welcome

Bob Crawford, land acknowledgement
Jenny Blackbird, drum song
Opening remarks, 2nd floor

9:30 a.m. -10:30 a.m.

Keynote address from Dr. Joel Westheimer, University of Ottawa

10:30 a.m. - 11 a.m.

Refreshment break, 2nd floor

11 a.m. - 12:45 p.m.

Morning Sessions:

A: Innovations in Teaching & Learning
2nd floor, Room 205

Mary Sorkhabi, Seneca College, “Say goodbye to writing; communicate with design: An Infographic Workshop.”

Alternative methods of communication outside of writing, such as infographics, are not only trendy and catchy, they encourage a larger array of students to express ideas. Effective communication is not limited to writing good letters and paragraphs anymore. We are expected to produce infographic resumes, reports, instructions, etc. among other things. Join me for a hands-on workshop to learn about infographics.

Christine Boyko-Head, Mohawk College, “Designing for empowerment: Using creativity tools for a quality curriculum empowering every student.” We are living in a time of rapid change and upheaval in education. To generate powerful and effective educational systems, Innovative Learning Environments (OECD, 2014) identifies student engagement, collaboration and learners’ self-awareness as fundamental. This workshop shares the findings from two Applied Research in Education research projects examining how might we use design thinking and creative problem solving tools to generate engaged, inclusive, equitable classrooms.

B: Indigenous Ways of Knowing and Understanding
2nd floor, Room 210

Jane Griffith, Seneca College, “The Writing Triangle: Testimony, Literature, Archive.” This project is based on work in my composition class, where one assignment is an essay using a three-pronged approach to teaching, learning, and writing about, with, and from Indigenous-settler histories: primary documents (government reports, memos, and school newspapers), testimony (memoirs and video testimony), and fiction (e.g., novels, poetry, drama, and film). In my research, I ask: What space does a postsecondary English classroom offer for considering Indigenous-settler histories and relations? What can students learn about their writing in response to three-pronged narratives?

Bob Crawford, George Brown College, “The Truth that Wampum Tells. (Canada's Divergent Historical Repository.)”

Through valuing Indigenous traditional ways of knowing and being such as wampum diplomacy, as well as valuing the role of both the heart and mind as repositories, and creators, of knowledge. Divergent thinking/understanding

allows us to explore the Relationship between Canada's Settler Society and Canada's Indigenous Peoples. Which will advocate and assist the Reconciliation between the Indigenous and Settler Societies within Canada.

C: Social Responsibility and Student Writing
7th floor, Room 711

Olga Ponichtera, George Brown College, “Fostering Social Responsibility / Engaged Citizenship through Writing: Proposals from a Justice Studies Classroom.”

The purpose of my presentation is to share my approach to teaching writing and essential employability skills through a social responsibility / engaged citizenship lens. My aim is to highlight the methodology I use to teach literacy in a Reading and Writing Skills course at Guelph-Humber University. Inspired in part by local groups such as the Citizenship Empowerment Project, my aim was to create a cumulative assignment, which would allow my students to identify and think through social justice issues within their local communities.

Will Edwards, George Brown College, “Can Formulaic Writing Kill Creativity”? Investigating ‘Flexible Repertoires’ as Divergent Alternatives for Teaching Writing in the College Context.” This presentation examines formulaic writing curriculum and whether it diminishes creative thinking. The presentation provides examples of formulaic writing prompts, such as the Jane Shaffer Method, and then outlines how these methods have been linked to creating vacuous writing (Mabry, 1999, p. 678; Hillocks, 2002). This presentation poses the following questions: What role does course context and student identity play in the ‘equation’ teachers evaluate for how they are going to teach writing? What happens when teachers shift their focus from fidelity to assessment

models to capacious and divergent approaches that create more space for entry into diverse writing exercises?

D: Strategies for Student Engagement
7th floor, Room 713

John Brady, George Brown College, “The COMM Cup: Using 'COMMpetition' for increased student motivation and participation.” This presentation will deliver possibilities, demonstrations and discussion for integrating small- and large-scale competition into courses and lessons. Such competition has demonstrably increased motivation, participation, community, and buy-in in the presenter’s various Communications classes. The presentation will include a description of what a competition framework is, some interactive demonstrations of how some competitions work, and a presentation of survey-based data from former students.

Erica Kelly, Lambton College, “The Power of Movement in the Classroom.” This workshop session will focus on my perceptions of the benefits of encouraging student movement in the college classroom. Active learning strategies challenge students to engage in their own learning, and requiring students to physically move around the classroom space is one method for direct engagement. Pedagogical research suggests that “getting students out of their seats ... encourage[s] new levels of self-discovery and self-expression” (Griss, 2013). This workshop will outline some of the benefits of encouraging students to move out of their seats in the classroom.

12:45 p.m. - 1:45 p.m.

Lunch, 2nd floor

1:45 p.m. - 2:45 p.m.

Special Panel: “The Future of Textbooks in Post-Secondary Education” 7th floor, Room 711

2:45 p.m. - 3:15 p.m.

Refreshment break, 2nd floor

3:15 p.m. - 5 p.m.

Afternoon Sessions:

A: Language and Skills Acquisition
7th floor, Room 713

John Stilla and Frances Sparano, Humber College, “Concurrent Remediation and Language Development: Adopting the Just-In-Time Manufacturing Model.” Just-in-time manufacturing is a production method whereby commodities are created on an as-needed basis, which is in contrast to a surplus model in which many commodities are manufactured prior to being needed, in anticipation of what people will need. This presentation will discuss the planning, implementation, and results of a pilot project at Humber College that adopted the just-in-time model for a first-semester composition course. In this course, both remedial and second-language students received just-in-time (or concurrent) remediation and language development alongside the delivery of the composition curriculum.

Shawn Brake and Charan Batra, Centennial College, “Walk the Talk and Talk the Walk: Students Teaching Their Mother Tongue to Each Other.” The Centennial College student body was invited to participate in a community building project, whereby students would teach each other their first language. The three most prominent non-English languages at the College (Mandarin, Punjabi, and Spanish) were taught to English-only speakers, and these native speakers of English in turn taught their ESL peers. The underpinning idea was to teach in ways that worked best for students as learners – in their home culture and/or their new adopted culture.

B: Project-Based Learning
2nd floor, Room 205

Maria Lucia Di Placito and Erik Mortensen, Humber College, ““You’re right, I’m wrong, and there’s nothing you can do about it...”” Or is there?” This presentation offers an unorthodox approach to team teaching. It demonstrates the value of an antagonistic teaching team to model respectful academic disagreement and the complexities and importance of working with differing or conflicting perspectives on a subject. We propose antagonistic team teaching as a “performative platform of intersecting dialogue” to promote imaginative, collaborative, and innovative thinking in students towards particular phenomena.

Michele Hall, Jordan Berard, and Cath Kenney, Algonquin College, “Chaos and Creativity: The Value of the Disorderly to Divergent Thinking in the Classroom.” The organized classroom has long been hailed as the key to student success. Taking the link between the structured learning environment and student success to be a truism, instructors spend hours developing lesson plans, syllabi, and slide presentations. But what if all this order, structure, and organization is actually stifling creativity, and, consequently, hindering student success? This workshop examines the value of disorder, disorganization, and deconstruction in the classroom environment to divergent thinking and student success in college and beyond.

C: Interdisciplinary Teaching and Learning
7th floor, Room 711

Ollie Pedersen, Linda Nicholl, and Jennifer Andersen, Confederation College, “Encouraging a writing community: The integration of writing across the curriculum in our college.” This presentation will focus on the creation and ongoing success of Confederation College’s Writing Across the Curriculum (WAC) program which began in January 2016. This presentation discusses the importance of creating clear, manageable goals and objectives for WAC program success, and looks at the challenges involved in this endeavour and how success has been defined and measured so far.

Jennifer Hennekam, Seneca College, “How will students “know” when they have been given a “Transferable Skill?” Building the bridge from one course, to another course, to the world of work.”

Students often miss a feature of the phrase “transferable skill” that is obvious to all teachers: it is less the content of your educational assignments than it is the skills you used to do them that will serve you forever. The skill transfers from class to class and from job to job. And yet; they aren’t getting this concept. How can we help our students see that all learning must “transfer” from the classroom into the work world?

D: Rethinking Assessments
2nd floor, Room 210

Nadine Sookermany, George Brown College, “‘The Land Essay’: Challenging knowledge transmission and the notion of ‘expert’ in our classrooms.”

Traditional essay-writing can be a barrier to understanding and valuing different ways of learning, as was my experience as a communications educator in a social services program after a student approached me asking if

they could submit their final assignment in the form of a 'land essay.' This presentation will explain the nature and process of this kind of grading/assessment and outcome, as well as challenge our notion of knowledge transmission within the post-secondary classroom.

Derrick Hempel, Humber College, "Is There a Rubric for That?" This workshop session will focus on a collaborative effort to develop evaluative feedback tools for several different writing situations. We will review the current pedagogy on error, feedback and evaluation and break into working groups, sharing our collective experiences to develop a repository of tools that may improve our students' learning experiences.

5:45 p.m. - 7 p.m.

Buffet dinner, 2nd floor

Friday, June 2

Waterfront campus, 51 Dockside Drive, Toronto
2nd and 7th floors

8 a.m. - 9 a.m.

Coffee and light refreshments at the Waterfront, 2nd floor

9 a.m. - 10:45 a.m.

Morning Sessions:

A: Innovations in Teaching and Learning, part 2
2nd floor, Room 205

Allison Jones, George Brown College, “Don't Sweat the Technique': Examining the Elasticity & Power of Language Through the Deconstruction of Rap Lyrics.” Emotion, intention, and passion are transformed into sonic storytelling, moving hearers to action and understanding. Undoubtedly, rap is one of the most popular genres of music today. The workshop will invite participants to examine, hands-on, the slang, subtext, and cultural references that make rap songs so fascinating. Using passages from popular tracks, we will deconstruct and 'translate' rap lyrics into buttoned-down, 'academic' English, noting the malleability of language as well as the ways rap lyricists weave complex social meanings into catchy tunes.

David Schokking and Michelle Warren, George Brown College, “Applied Divergence: A How-To for Debate in the Classroom.” Misinformation, division, confirmation bias and fallacious claims are increasingly common occurrence in our media and our students' day-to-day interactions. Debate is an ideal tool to combat the above issues, while enabling students to foster clarity, insight and essential communication skills. Encouraging our students to confront controversial ideas through rhetorical discourse in a safe, competitive and

challenging environment is an experience that is uniquely situated to make the lessons of critical thinking practical and applicable.

B: Project-Based Learning, part 2
7th floor, Room 711

Danielle Allard, Algonquin College, “Social Media and Interdisciplinary Collaboration.” The use of social media platforms, particularly Twitter and LinkedIn, are considered an integral part of the curriculum for public relations students, but rarely emphasized in other disciplines. However, in the new economy, it is essential that students step outside of their discipline and acquire business and marketing skills to be successful in any industry. This presentation reviews the uses of social media platforms in unexpected pedagogical environments like engineering, computing science, and architecture.

Robin Yap, George Brown College, “Impact of Social Experiments as a pedagogical modality to college and university level social science classes.”

Research indicates a mixed result on alignment of experiential learning and anticipated increase in knowledge retention. The challenge of experiential learning approaches is the simulation component. Autonomic responses can block the intent of approximating “real world” due to the very limitation of having experiential learning activity “simulated.” This backdrop, along with fostering divergent thinking linked to anticipated increase in knowledge retention requires a different communication modality. Social experiment is an alternative mode.

C: Community Building and Collaborative Learning
7th floor, Room 713

Cecelia Taylor, Algonquin College, “Students Sharing and Learning in the Community.” Students Sharing and Learning in the Community incorporates a service-learning partnership into a section of Algonquin College’s ENL1813S: Communications I. Algonquin College students improve their reading and writing skills by becoming literacy coaches to children in a Boys and Girls Club after-school program. This applied research project is running in winter 2017 at Algonquin College. My presentation on Students Sharing and Learning in the Community would brief participants on its pedagogical framework, lessons learned, and next steps.

Matt Sajn and Tania Fera-VanGent, Niagara College, “Building Bridges Through Divergent Thinking: A Connected and Collaborative Approach to Creating Classroom Community.” Learners are empowered to think in divergent ways in a community of comfort and as a result become engaged. In this interactive session, we will share engagement strategies we have explored to build a community where learning is central because the environment welcomes it.

D: Critical Thinking to Support Civic Participation
2nd floor, Room 210

Angelica Radjenovic, George Brown College, “Spaces for Active Citizenship Education in the Classroom.” Citizenship education is considered to be an important facet of students' overall education to provide them with opportunities to be responsible, and active citizens. How can divergent thinking foster and strengthen civic growth in students? I will examine different forms of communication that can be used in the

classroom including "chalk-talk" to virtual environments to help enable and foster a sense of civic duty.

Sarika Narinesingh and Anne Song, George Brown College, "Podcasts: A Divergent Medium to Foster Divergent Messages." College communication courses allow educators to design semester-long experiences for students to practice being socially responsible members who make emotionally intelligent, morally imaginative, and divergent contributions to their communities. Podcasts, we suggest, are the ideal medium for students to practice the social skills necessary in democratic life. Podcast production allows students to suspend their judgment as they entertain different opinions, disagree agreeably, appreciate diverse lived experiences, confront their own biases, and play with surprising ideas to arrive at novel solutions to prickly problems.

10:45 a.m.- 12:15 p.m.

Refreshments and **CALL AGM** (to start at 11:15 a.m.), 2nd floor

12:30 p.m. - 1:45 p.m.

Special Panel and Lunch: "The Importance of Media Literacy in Post-Secondary Education" 2nd floor, Room 237

Panelists:

Sarah Fulford, Editor-in-Chief of *Toronto Life* magazine

Laura Freeman, High School Outreach Librarian at the Toronto Public Library

Christa Lohead, MA, MI, Interim Liaison Librarian for the School of Social and Community Services, Early Childhood, Deaf and Deafblind Studies, and Liberal Arts and Sciences at George Brown College

Michael Petit, Assistant Professor, Digital Cultural Practices, Associate Chair of Department of Arts, Culture, and Media at University of Toronto

Anne Song, Faculty, George Brown College

2 p.m. - 3:45 p.m.

Afternoon Sessions:

A: Interdisciplinary Teaching and Learning, part 2
2nd floor, Room 205

Erik Schomann, Seneca College, “Are eLearning solutions fostering the 'postliterate society'?” In recent years, educators have been noticing a shift in the student body toward what McLuhan once referred to as “the post literate generation”. It is difficult to rely on students to do their assigned readings, so liberal studies classes in diploma programmes often end up being teacher-centred lectures. As one way to tackle this problem, I designed and developed a Chinese history hybrid course. With one hour of course content delivered online through a gamified, treasure hunting interactive narrative, the two hour in-class session focuses on reinforcing the material through discussion and facilitated activities that can only happen when the teacher is confident that the students know their stuff. It’s early stages but so far results are positive.

Christopher Eaton, Conestoga College, “Scrapping Lectures in Composition Classrooms?” As new technologies impact composition classrooms, instructors are constantly having to re-think how they approach engaging their students. Lecturing and telling students how to communicate is no longer the primary way to promote literacy, and with more multimodal teaching tools available to instructors, it makes sense to use some of these tools as leverage in the classroom. This presentation will demonstrate how teaching can be transformed by giving students more input in classroom

design, which can diminish lecture time significantly. Under this teaching model, students have asked for more debates, more multimedia, and more opportunities to interact with their material.

B: Online Learning and New Technology
2nd floor, Room 210

Emmanuelle Fick and Crystal Kotow, George Brown College, “Alternative Ways of Knowing and Showing: Online Learning and Collaborative Teaching.” This presentation offers a candid look at the intersection of collaborative teaching and distance education from both a development and delivery perspective. Last fall, we piloted an online delivery of what was formerly a 1-hour in-class course designed to prepare students for job searching and interviewing. Our challenge was to create an online version of the course that a) captured the importance of creating effective career documents (e.g. resumes and professional portfolios), and b) allowed for practice and evaluation of intangible soft skills that are usually evident in classroom settings (e.g. body language and intonation used in job interviews). This presentation offers an overview of this course.

Matt Harris, George Brown College, “Personal Technology Use, Multi-tasking and Distraction in the Classroom.” As educators, we are often looking for ways to incorporate new technology into the classroom to engage and connect with our students. However, while we can control the technology we introduce, we have limited control over the personal technology that students are bringing into the classroom. As a result, as we plan our classes, we should increasingly consider the power of this personal technology to pull attention to non-learning-related goals.

Paula Crooks, Conestoga College, “Online and blended courses: Teaching strategies to make online and blended courses effective, engaging, and enlightening.” Online and blended (hybrid) learning is now part of the landscape of post-secondary educational choices. As faculty, we may be asked to teach an online or blended course with little opportunity to prepare or educate ourselves on the nuances of this relatively new method of course delivery. This session will explore the most recent research into online and blended teaching and learning in the post-secondary environment; discuss the successes and pitfalls of this teaching method; and work towards establishing some “best practices” to make our courses effective, engaging, and enlightening.

C: Thinking Critically About the Classroom Within the Institution

7th floor, Room 711

Heather Lash and Andrew Nelson, George Brown College, “Open Minds: The Art of Dialectical Debate.” The pilot project invites students to prepare for and engage in rhetorical inquiry around collectively-chosen topics. With intentional focus on active and reflective listening, collegiality, critical analysis, and an attunement to the principles of Deep Democracy, this group will explore the issues while navigating potentially divisive conversations. The facilitators’ role is to help develop discursive strategies such as making concessions and avoiding logical fallacies, while fostering the respectful approaches identified in their collectively crafted group guidelines.

Howard Doughty, Seneca College, “Thinking critically about critical thinking: Paths to progress and redemption.” The “critical” in critical thinking is an essentially contested concept. It is understood largely as

a “value-free” method of achieving clarity, logical consistency and empirical verifiability in statements compromised by enduring normative uncertainty and disagreement. Critical thinking follows the 18th-century European Enlightenment and 19th-century American pragmatism in its belief that “things could be otherwise,” but that human progress is possible only if we can avoid the intellectual contradictions and political extremes of “ideology.” Alternatively, the “critical” in critical pedagogy—influenced by mild-mannered anarchism, marginally diluted Marxism and (perhaps counter-intuitively) conservative traditions of skepticism about technology itself—interprets conventional “critical thinking” mainly as ideological “cover” for knowledge generated by both public and private corporate power structures. This session will carefully parse these competing approaches with a view toward thoughtful reflection on the virtues and vices of each approach and toward fashioning practical solutions to critical issues of academic freedom, environmental degradation and socio-economic inequity in the current age of technology in ascension.

***D: Thinking Critically About Post-Secondary
Education and Training
7th floor, Room 713***

Jordan Berard, Algonquin College, “From Shakespeare to Sheet Metal: Divergent Thinking and the Paradox of the English PhD in the Trades Classroom.” At Algonquin College the preferred credential for new Communications Professor hires in the Faculty of Technology and Trades is a PhD in English Literature. This creates a curious learning environment as a graduate degree is required in a discipline that ultimately has very little to do with the course content being taught. Occasionally, a toxic learning environment ensues when the Professor is

unable to make a meaningful connection between his or her own studies and the trade that the students are learning. This doesn't have to be the case. After a brief case study of how the infamous College "credentials creep" has affected the teaching of Communications courses to trades students at Algonquin College, this session will turn to a discussion of the unique skills that graduates of English Literature programs (at any level) can bring to the trades classroom—including, perhaps most importantly, an aptitude for analytical and critical thinking that many students are unlikely to be exposed to in their core courses. If these skills are introduced in a way that highlights their relevance to the trade, while complementing rather than opposing the learning requirements of the program, a uniquely divergent approach to learning and teaching can be achieved in the classroom.

Anthony Iacovino, Seneca College, "Diverging Toward the Centre: Challenging Normative Terms of Societal Categories and Identities." With the emphasis on vocational training and the "partnership" between the Ontario government and various corporations, our educational system has veered away from the center into an extreme and highly detrimental direction. This new educational norm must be challenged with divergent thinking. The following questions are fundamental: What is the purpose of education? What is a complete education? Do corporations have a role to play in education? Does a narrow and incomplete education pose a threat to Canadian democracy?

4 p.m. - 5:15 p.m.

Closing remarks and networking. Refreshments, 2nd floor

Maps and Places of Interest to Visit



George Brown's Waterfront campus: 51 Dockside Drive, Toronto, ON M5A 0B6



Against the Grain Urban Tavern and Lakeside Pub: 25 Dockside Drive, Toronto, ON



St. Lawrence Market:

An iconic culinary hotspot. Eat, shop, and savour fresh food, served up by over 120 merchants and farmers.



The George Residence:

80 Cooperage St. Toronto, ON M5A 0J3



The Distillery District:

One of Toronto's historic neighbourhoods. Visit Mill St. Brewery, art galleries, The Sports Gallery, Soupepper Theatre. Walk around and experience the heritage buildings, cafes, and restaurants.



Union Subway Station



