

2016 CALL Conference Approved & Scheduled Presentations

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| John Stilla, Lara McInnis & Sean Gilpin | Humber | Demo: 60 min |
| <p>Reformulation and Noticing: Applying an L2 Corrective Feedback Approach to L1 Remedial Writers. Reformulation is an explicit second-language (L2) error correction practice whereby a teacher reconstructs an L2 learner’s writing in a way that is “native-like” (Yang & Zhang, 2010, p. 465) while maintaining the intended meaning of the original. This session will present the results and implications of a study conducted at Humber College that examined the effect of reformulation on the awareness of linguistic form for first-language (L1) remedial students and on the grammatical accuracy of these students’ written work. Reference: Yang, L., & Zhang, L. (2010). Exploring the role of reformulations and a model text in EFL students’ writing performance. <i>Language Teaching Research</i>, 14(4), 464-484.</p> | | |
| Jill Dunlop & Josh Barath | Georgian | Demo: 60 min |
| <p>“If You Ignore It...You Allow It”: Creating Change Through Community Mobilization. Georgian College Community Justice Services, as well as Protection Security Investigations students and faculty, partnered with the Orillia Detachment of the Ontario Provincial Police to clean up graffiti in Orillia. Using the concepts of community mobilization and engagement, this multi-stage project involved the identification and cleanup of graffiti, as well as an education and awareness campaign that focused upon creating change. The goal was to create a culture in which everyone - community members and students alike, to take pride in their city rather than ignoring, allowing or condoning graffiti.</p> | | |
| Katy Seip & Kate Atkinson | George Brown | Paper & Discussion: 60 min |
| <p>Entrepreneurs in Education: Creating a Community of Practice Among Part-Time Professors. Freelance-style, contract employment in Ontario colleges is increasing. As a result, part-time teachers suffer from isolation as they “[do] not even have the proverbial water cooler around which to casually discuss a problem, concern, or success story” (Durso, 2011, pp. 38-39). We ask, what steps can college administrators take to foster the growth of part-time teachers – ultimately benefiting their students? We explore the positive results of establishing a space and community for part-timers that nurtures creativity and fights burnout. We will recount the creation of a “grammar first aid kit” - an initiative born out of the community space.</p> | | |
| Dana Gibson & Maya Samson | Humber | Workshop: 60 min |
| <p>Collaborative Writing Tasks in College Reading and Writing Classes. Collaborative writing allows students to develop their literacy skills while engaging in other transferable essential skills, including group work and conflict resolution, persuasive communication and consensus building, leadership, risk-taking, identifying personal strengths and weaknesses, and time management. In this workshop, we will present various collaborative writing tasks we have used in the classroom, and reflect on their benefits and drawbacks. Participants will have the opportunity to try out a collaborative writing task, and reflect on their own experiences in this activity. The workshop will conclude with group recommendations for implementing similar tasks in the classroom.</p> | | |
| Nicolette Little | Sheridan | Roundtable: 60 min |
| <p>Sowing the Seeds for Social Advocacy: Fostering Community Care and Action in College Classrooms. Concerned citizens are a necessity for community health and cohesion. Whether our students’ aim is to foster local environmental initiatives, protect the homeless, or offer hope to victims of assault, it is essential that we help students not only succeed in their chosen careers, but become people who are aware of their communities’ needs – and willing and able to do something about them. This workshop provides today’s instructors with the knowledge needed to develop community-minded future citizens who have the will and tools to make change.</p> | | |
| Joy Martin & Lance Triskel | Georgian | Workshop: 90 min |
| <p>“Oh the Places You’ll Go”: Using Picture Books in a Policing Classroom. Using the entrepreneurship model of Lean Start-Up, this interactive workshop will explore an entrepreneurial approach to new assignment development. Collaboration between a Community Safety faculty and a Faculty Librarian led to an assignment in the Youth in Conflict with the Law course using the unconventional resource of picture books. Participants will explore and unpack the process of assignment development, from the initial hypothesis that we could engage students with the course material in a unique way, to assignment creation, which included student feedback, and finally, to our next steps for improvement and expansion of this successful partnership.</p> | | |

2016 CALL Conference Approved & Scheduled Presentations Cont'd

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| Mark Dorsey & Anne Dorsey | Georgian | Workshop: 60 min |
| <p>Strategies for Teaching Communication Skills to Tomorrow's Entrepreneurs. Since information is predominately communicated electronically, students often think there is an acceptance and understanding for incomplete, insufficient, and inaccurate information. Particularly with business information, the effect can be costly and harmful. The ability to communicate effectively and accurately is paramount for success in today's business environment. In order to thrive as employees or business owners, students require the essential workplace communication skills, which must be integrated throughout all assignments, courses, and programs. This workshop will outline strategies for aligning business communication skills in college writing courses with the practical business communication proficiency necessary to be successful in the workplace.</p> | | |
| Dr. Borys Kowalsky | Georgian University Partnership Centre | Workshop: 60 min |
| <p>Liberating the Mind. Eclipse of Reason, the title of critical theorist Max Horkheimer's only book published during his émigré years in USA, could equally have served as the title for this presentation. The theme of the presentation is current threats to independence of mind. We explore such threats as popular relativism, rampant righteous indignation, and the ascendancy of instrumental over substantive rationality, together with practical suggestions for defusing them in the college classroom. A blend of theory and practice, the presentation is highly interactive and draws from a variety of fields in the humanities and social sciences, including music, art, literature, and philosophy.</p> | | |
| Darcie Brown | George Brown | Workshop: 90 min |
| <p>Developing Change-Makers: A Project-Based Social Innovation Approach to Adult Literacy and Numeracy Learning. George Brown College's Academic Upgrading Department is working on an exciting initiative to offer programming in a project-based, integrated, cohort model. This program teaches literacy, numeracy, and computer use through student planning and execution of social innovation projects. Upon completion, students earn ACE Communications, ACE Computers, and ACE Core Math credits, and are prepared to either proceed directly to a postsecondary program or continue with further upgrading. In this session, participants will be introduced to this integrated program, its developmental process, and will be invited to consider opportunities for integration and social innovation in their own classes and schools.</p> | | |
| Derrick Hempel | George Brown | Workshop: 60 min |
| <p>International Students in the College Basic Writing Course: How do we serve them? College growth depends upon attracting international students. International students who are non-native speakers of English have different learning needs, fluency, and comprehension. Native speakers of English need to improve analysis and content. This workshop will review the results of research conducted in George Brown's COMM1003 writing courses, and discuss implications for the classroom.</p> | | |
| Chandra Hodgson | Humber | Workshop: 90 min |
| <p>Teachers Are Doin' It for Themselves. The case method emphasizes student-centred learning, focusses on critical thinking and reading skills, and brings real-world problems into our classrooms. It is an ideal method for teaching professional communications classes. However, it is relatively unsupported in the college system. Come learn what the Method is all about and become an educational entrepreneur by creating an online portal for cases and learning materials just for English teachers.</p> | | |
| Dr. Bruce Meyer | Georgian | Workshop: 60 min |
| <p>The Creative Writer as Entrepreneur. Creative writing has long been considered an entrepreneurial dead end, a pleasant pastime that a student can pursue as long as he or she does not attempt to make a living at it. Writers, writers of poetry, short fiction, novels, and dramas, can make their livings through their creative crafts. The entrepreneurial college-level creative writing courses can be the springboards to lucrative careers. This presentation considers ways a student can make money from writing while still a student, and how early success in a very competitive creative field can lead to a career after graduation.</p> | | |

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| Sarah Hunter | Georgian | Workshop: 90 min |
| <p>The Grounded Classroom: Mindful Teaching and Teaching Mindfulness. Stress and anxiety has been shown to negatively affect students' ability to process and synthesize information and fully participate in the classroom experience. In this interactive session, participants will have an opportunity to explore how mindfulness strategies can be embedded in curricula. Through various hands-on activities, participants will walk away with 5 strategies they can integrate into their daily teaching to help students be more mindful, while the teachers themselves become more mindful of their practice.</p> | | |
| Heather Greene & Randy Hamelin | St. Clair | Workshop: 90 min |
| <p>"I'm Going to Be an Author?" Writing Instruction using Project-Based Learning. Integrating project-based learning (PBL) into any course is an opportunity to empower students and enhance their learning. Our presentation describes the successes and challenges two college English professors experienced when integrating a self-publishing project into their writing curriculum. Participants will learn how PBL encourages student ownership of learning, as well as crucial group work (interpersonal) skills. Including research skills into the project will also be discussed, as well as a list of tools and websites useful for self-publication. A brainstorming session will allow the opportunity to develop or expand ideas for integrating PBL into your own writing (or non-writing) courses.</p> | | |
| Esther Griffin | Georgian | Workshop: 90 min |
| <p>Writing to Reconnect. Spring is a perfect time for reflection, renewal, and a surge of creativity. Through gentle memoir and poetry writing prompts, participants reconnect with themselves in meaningful ways, both in the moment and through memory. Bring a writing journal/paper and your favourite pen, and leave with written treasures.</p> | | |
| Michael Wells | Humber | Workshop: 60 min |
| <p>Is There a Reader in This Class? Finding Course Readings That Promote Critical Reading, Writing and Thought. With recent changes to Canada's copyright laws, the need to teach from "the reader" has all but ended, as instructors can select from a seemingly endless supply of material available to students for free. However, with nearly infinite choice come some difficult questions about how to approach the process of reading selection. After the presenter discusses a few lessons learned from a two-year experiment in teaching controversial and political issues, participants will engage in a group discussion about what qualities a reading should possess in order to be useful in a college-level composition course.</p> | | |
| Heather Donnelly | Fanshawe | Workshop: 60 min |
| <p>Contract Grading in Post-Secondary English Classrooms. College students often find it difficult, and somewhat tedious, to master the skills required for success in academic writing classes. Likewise, English instructors can struggle teaching these skills to learners with varying language abilities, academic goals, and motivational levels. One way for teachers to address these varying learner needs and wants is through contract grading. In this presentation, I will explain some methods about how to successfully implement contract grading in English classrooms. Participants will see several examples of contracts, and will be encouraged to consider, in collaboration with others, how contract grading could be implemented within their own classes.</p> | | |
| Karen Kus | University of Toronto - Mississauga | Workshop: 60 min |
| <p>Community Service Learning: The Bridge to the Working World. Experiential learning opportunities hold pedagogical value for student development, cultivating student capacity to explore career prospects. Through reflection and conceptualization of their field learning, students can attain self-awareness toward career goals. This workshop will outline how service learning provides motivations for the process of career development. With the use of participatory and interactive tools, the facilitator will introduce to faculty methods to design service learning projects for students to acquire and hone professional skills. Educators will be shown how to actively support students in fostering a bridge between the classroom and the field, while helping students outline career goals.</p> | | |

Rhonda Dynes

Mohawk

Workshop: 30 min

Writing and Publishing in the Communications field: A practical Workshop. In this workshop, I will provide participants with a real-life example of the publishing process as well as some tips, suggestions, and reviews of the work out there in the English Communications field. I will focus on discussing with the group 1. The previous needs of Communications instructors, and 2. Current needs of instructors, with a focus on technology and online learning integration. Further, I hope to engage in a conversation about the intellectual freedom for professors, and cross-college and credit transfer needs of students.

Jessica Freitag and Jennifer Winfield

Humber

Workshop: 60 min

Promoting Student Autonomy Through Reflective Practice. In today's fast-paced college environment, students tend to go through the motions to complete the requirements for their courses, but how do they transfer these experiences into deeper learning? And how do they make it personally meaningful? Student reflection is a powerful tool to bridge classroom experience to individual values and goals. In this workshop we will explore some current views on the values, challenges, and best practices of incorporating reflective practice in the college classroom. Participants will have the opportunity to share their experiences and ideas and take away some new perspectives on how to implement reflection in the classroom.

Beth Salt and Kristen Jessup

Georgian

Workshop: 60 min

Changing Direction: Helping Students With Disabilities Develop Employability Skills Through Post-Secondary Education. This session will explore the ways that post-secondary students with disabilities gain skills for successful employment as well as ways the post-secondary instructor can facilitate the development of these skills. Those students who may end up in hiring or management roles also need skills to facilitate the transition of individuals with disabilities into the workplace. Current Accessibility for Ontarians with Disabilities Act (AODA) legislation will be referenced as well as real-life experience. The session will be interactive and collaborative. Please bring a mobile device to access online tools in the session.