

Who We Are

We are an organization of college educators seeking to promote the teaching of literacy and language skills across the curricula of Ontario's community colleges.

Since 1973, CALL has sponsored annual conferences to provide professional development and support for community college English/communication teachers of Ontario. CALL was incorporated in 1992 as a registered non-profit organization.

Our Mandate

To advance literacy, language and general education of the public through the community college system in the province of Ontario.

To promote standards in the teaching profession for furthering literacy and language skills of students by providing regular professional education opportunities for community college professors.

To provide means for effective interaction among communication and general education instructors, including conferences and meetings across the conference.

To promote writing and language studies in the curricula of the community college.

Please visit our website at callontario.org for further information.



CALL Impact, Inspire and Engage
callontario.org

College Association of Language and Literacy



2015 Conference Guide



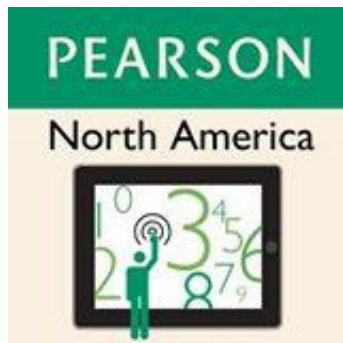
IMPACT, INSPIRE AND ENGAGE

Hosted By



SUCCESS MATTERS

Thank you to our generous sponsors:



Social Media and Student Engagement: A Dynamic Duo (workshop) *Dawn McGuckin, Caleigh Windolf, Durham College*

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.

Dawn McGuckin (M.Ed, OCT) and Caleigh Windolf (M.A.) are both full-time Communications and General Education Professors at Durham College. Both have several years of experience teaching English and Communications at a variety of educational levels. They are currently conducting research on the use of social media and its impact on their students.

"I Need to Explain, Not Argue": Teaching Critical Reading and Writing Skills to Students in Technical Programs *John Stilla, Humber College*

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.

John Stilla is a professor in the Department of English at Humber College Institute of Technology and Advanced Learning. He is currently the coordinator for remedial and developmental English courses. His recent pedagogical interests centre on cultivating metacognitive skills in ESL students to provide them with the ability to critically read and respond to complex technical and non-technical English texts.

Textual Identity in a Digital Age (paper) *Jeffrey Douglas, Fanshawe College*

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.

Mr. Douglas is a Communications, Writing, ESL, and Cultural Studies Professor at Fanshawe College with published articles on digital culture, and photography and films published and exhibited across North America (the latest being at the Ontario Science Centre in Toronto). He also run a communications consulting business in London, Ontario.

Pedagogy and Teacher Lore in the Basic Writing Classroom (workshop)

Derrick Hempel, Humber College

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.

Derrick Hempel teaches ESL and communication courses at Humber College and George Brown College. He is currently a student in the Master of Arts - English program at Northern Arizona University, specializing in Rhetoric and the Teaching of Writing. Derrick started teaching in 2009. Prior to that, he was a senior sales person in a number of industries, including telecommunication, software development, and publishing.

Friday May 29th from 9:15am to 10:15am

wikiNow! Using wikiHow as a Learning Tool for Writing and Publishing Technical Instructions (workshop) *Leann Nicholson, Algonquin College*

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.

Leann Nicholson is a Full-Time Professor of Technical Communication at Algonquin College. She has a BA English from Carleton University and is in the final stages of her MEd in Distance Education from Athabasca University. Leann specializes in integrating and adapting program-specific communication technologies in traditional and online course delivery.

Welcome to the 2015 CALL Conference!

Your participation this year is a wonderful contribution to our cross-college conversation about language and literacy. By attending the conference and sharing your expertise, your experience, and your perceptions with your colleagues, you help to improve the way each of us approaches the issues of teaching and learning at the colleges.

Thank you to our speakers and workshop leaders; to our sponsors, Nelson, Pearson, and Durham College; and, especially, to this year's organizing committee at Durham College: Co-Chairs Lara Loze, Patricia Kimmerer, and Clayton Rhodes, and their support team, including Jennifer Wingate and Melissa Leathley from Durham's Conference Services. The team has been working hard behind the scenes since September to make this year's event a success. The dedication and the many hours they've put in getting all the details together is greatly appreciated. Thanks also to Kevin Baker, Dean, School of Interdisciplinary Studies & Employment Services, for agreeing to be our host.

We hope you'll find useful resources, gain new insights, and make new friends that you can connect with again at a future CALL conference. Please participate in the AGM on Thursday afternoon to give your input on our direction for the coming year: we need your suggestions and your ideas to keep us vital and connected to our learning community.

A final note of caution, though: CALL is addictive. My first CALL Conference was hosted at George Brown in 2010, and the next year I found myself part of the organizing committee bringing the conference to Algonquin. The next step was getting involved on the Board of Directors, and ... well, you can see how it's all downhill from there! All kidding aside, it really is a pleasure to be part of the hard-working, energetic, and creative community that is CALL. Welcome aboard for this year's edition!

Sincerely,

Jean Timbury

Jean Timbury, President



A MESSAGE FROM THIS YEAR'S CONFERENCE CHAIRS

We would like to welcome you to Durham College and thank you for taking part in the 2015 CALL Conference. We all recognize the importance of impacting, inspiring and engaging our students in the classroom and this year's conference will allow us to explore these ideas with colleagues from across the province.

We hope you will engage with each other through the use of Twitter during the conference. You can find us at CALL2015 and tweet us @CALLConf2015.

The Program Guide is also available online! Download the Guidebook app and find us at CALL Conference 2015.

We hope that you have an enjoyable and memorable experience at Durham College this year. If there is anything we can do to enhance your experience, please do not hesitate to ask us!

Sincerely,

Patricia Kimmerer, Clayton Rhodes, Lara Loze
Co-Chairs, CALL Conference 2015



Changing How We Teach Writing: Writing as a Way of Knowing, Not of Telling (paper and roundtable discussion) *Nathan Wilson, Durham College*

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.

Nathan Wilson is a Durham College Professor with the School of Interdisciplinary Studies and Employment Services. Before coming aboard at Durham, Nathan was an instructor and administrator with Ryerson University's Writing Skills Initiative. He has also published poetry, fiction and non-fiction and is at work on finishing his PhD in History at York University. He has an undergraduate Journalism degree from Carleton University and an MA from Dalhousie University.

PTSD in the Classroom: Communicating with Students Enduring Invisible Scars *Nicolette Little, Sheridan College*

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.

Nicolette Little is a communications and literary studies professor at Sheridan College, as well as a freelance writer and editor. Nicolette is deeply involved in women's health and safety advocacy, notably around the topic of assault and its impact, and works with a number of women's shelters, including Halton Women's Place.



Thursday May 28th from 2:45pm to 3:45pm

Communications Dual Credit Program: Linking High Schools and Colleges in Success (panel) *Clayton Rhodes & Gail MacKenzie, Durham College*
Yvonne McNulty, Anderson CVI, Ron Faler, Donald A. Wilson

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.

Gail MacKenzie is the Manager of Strategic Initiatives at Durham College and her role includes the School-College-Work Initiative (SCWI) which is a co-operative effort between the Ministry of Education and the Ministry of Training, Colleges and Universities with a mandate to assist in creating a seamless transition for students from secondary school to college. Gail enjoyed a 31-year career as a secondary school teacher with Kawartha Pine Ridge District School Board in a variety of subject areas and teaching and administrative roles. Gail has a Bachelor of Applied Arts Degree from Ryerson University, Bachelor of Education Degree and Masters of Education from the University of Toronto. Yvonne McNulty has been an English teacher at Anderson CVI in Whitby, Ontario for 14 years. She is a part of many committees including Literacy, Building Collaborative Inquiry, Restorative Practices, and Technology Steering Committees. Ron Faler is an English teacher working at Donald A. Wilson, in Whitby, Ontario, and is currently in his tenth year of teaching. Ron has had previous experience teaching in other countries such as Korea, Taiwan and most recently, the United Arab or Emirates. Ron has a degree in English and Fine Arts, and is hoping to begin his Masters of Ed within the next year. Ron has had the pleasure of being a part of the Durham Dual Credit Program at his high school, combining Mr. Rhodes Communication class with the board's ENG 4C English. Clayton Rhodes has been a professor with Durham College since 2006 and Durham College's the General Education Program Coordinator since September 2014. Clayton has participated on many college leadership teams including College Council, Academic Council, Skills Committee and the Communications PIF project. Outside of the college, Clayton has been a member of several nationally and provincially funded projects for Literacy Northwest, Connect Strategic Alliances, College Sector Committee for Adult Upgrading and Skillplan.

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.

In January, our digital textbooks won the prestigious 2015 Digital Book Award in New York for producing the best digital textbook.

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.

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.

Conference Itinerary

WEDNESDAY MAY 27, 2015

Time	Event	Location
3:00-5:30 pm	Arrival & Check in	South Village Lobby
5:30-7:00 pm	Meet & Greet	South Village Patio
7:00-10:00 pm	Welcome Dinner	South Village Patio
10:00-11:30 pm	Mix & Mingle (optional)	St. Louis Bar & Grill

THURSDAY MAY 28, 2015

Time	Event	Location
8:00-8:30 am	Breakfast	UA Atrium
8:30-9:00 am	Welcome	UA 1120
9:15-10:15 am	Breakout Sessions	UA Classrooms
10:15-10:45 am	Coffee Break <i>hosted by Pearson</i>	UA Atrium
10:45-11:45 am	Breakout Sessions	UA Classrooms
12:00-1:00 pm	Lunch <i>hosted by Nelson</i>	South Village Hall
1:15-2:15 pm	CALL Annual General Meeting	UA 1120
1:15-2:15 pm	Campus Tour <i>for NON CALL members</i>	UA Atrium
2:15-2:45 pm	Coffee Break <i>hosted by Pearson</i>	UA Atrium
2:45-3:45 pm	Breakout Sessions	UA Classrooms
3:45-5:00 pm	Free Time	
5:00 pm	Bus Departs for Whitby Campus	South Village Loop
5:30-8:30 pm	Wine Tasting, Dinner	Centre for Food
8:30 pm	Bus Depart for Oshawa Campus	CFF Entrance
9:00 – 11:30	Mix & Mingle (optional)	St. Louis Bar & Grill

FRIDAY MAY 29, 2015

Time	Event	Location
8:15-9:15 am	Breakfast	UA Atrium
9:15-10:15 am	Breakout Sessions	UA Classrooms
10:15-10:45 am	Coffee Break	UA Atrium
10:45-11:45 am	Keynote Speakers Address	UA 1120
11:45-12:00 pm	Final Address	UA 1120
12:00-12:30 pm	Boxed Lunch and Farewell	UA Atrium

A Picture is Worth a Thousand Words: Exploring Multimodal Assignments in Language and Literacy Courses (workshop) *Maya Samson, Humber College*

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.

Maya Samson teaches ESL composition at Humber College. She holds an M.A. in Applied Linguistics and Discourse Studies from Carleton University.

From Start to Finish: A Collaborative Essay Writing Process Incorporating No-Tech and High-Tech Tools (workshop) *Anna Bartosik, Sheridan College*

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.

Creating an Inclusive Classroom Through Critical Thinking (paper) *Parminder Mann, George Brown College*

Parminder Mann, George Brown College

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.

Thursday May 28th from 10:45am to 11:45am

"Is This for Marks?": Inspiring Students to Meet High Expectations (workshop)
Meghan Juuti, Cambrian College

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.

Meghan Juuti is an English and Fitness professor at Cambrian College in Sudbury, ON. She is passionate about inspiring students to believe in their own capacity to achieve greatness—both in English and in life. Using her high energy approach to teaching, Meghan believes in the power of positivity and community to engage students and improve their academic prowess! As a PhD student at the University of Toronto, she is a lover of learning and shares her passion of education with those she encounters. When she's not teaching, coaching, or marking, Meghan can be found with a warm cup of tea perusing the Web in search of her next big adventure.

Elementary Schools and On-Line Learning (roundtable discussion)
Chad Richard, Durham Catholic District School Board.

A discussion about how elementary schools in Durham Region are using on-line tools in the classroom.

Chad Richard is a Teaching & Learning Numeracy Consultant for K-12 with the Durham Catholic District School Board. Aside from teaching most grades and consulting for his Board, his is a tutor with Homework Help (a free online math resource), a member of the Ontario Mathematics Coordinators Association, and has recently presented at the OAME 2015 Mathematics Conference for Building Mathematical Mindsets. Chad believes that when it comes to teaching and learning kids must know that you care if you want them to care what you know! Follow Chad on Twitter @CRichardTeacher

Schedule of Breakout Sessions

Thursday May 28 – Session 1 - 9:15-10:15am

Location	Presentation Title and Presenter(s)
UA 1220	Encouraging the Critical Thinking Process Kathleen Moran, Conestoga College
UA 2120	Building Diversity in Curriculum Sande Vincent, Humber College
UA 2220	Strategies for Improving Writing Skills at the College Level Martha Hendriks & Mubeen Ladhani, Durham College
UA 2230	Adobe Connect as a Blended Learning Tool Evelyn Holmes, Centennial College
UA 3120	Engaging with Interpersonal Communication: The Case of George Brown's new mandatory "Successful Social Relations" course Richard Almonte, George Brown College
UA 3220	Encouraging Self-Reflective Reading Practices through Diverse Levels of Narrative Detail in Professional Communication Case Studies Suzanne Rintoul, Conestoga College

Schedule of Breakout Sessions

Thursday May 28 – Session 2 - 10:45-11:45am

Location	Presentation Title and Presenter(s)
UA 1220	"Is This for Marks?": Inspiring Students to Meet High Expectations Megan Juuti, Cambrian College
UA 2120	Elementary Schools and On-Line Learning Chad Richard, Durham Catholic District School Board
UA 2220	A Picture is Worth a Thousand Words: Exploring Multimodal Assignments in Language and Literacy Courses Maya Samson, Humber College
UA 3120	From Start to Finish: A Collaborative Essay Writing Process Incorporating No-Tech and High-Tech Tools Anna Bartosik, Sheridan College
UA 3220	Creating an Inclusive Classroom through Critical Thinking Parminder Mann, George Brown College

Engaging with Interpersonal Communication: the Case of George Brown's New Mandatory "Successful Social Relations" course (paper and discussion)

Richard Almonte, George Brown College

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.

Richard Almonte has been a professor at George Brown College for 12 years. He teaches academic and business communication courses as well as electives in journalism, corporate communication, and literature. He is the co-author of the eighth Canadian edition of Essentials of Business Communication (Nelson, 2015).

Encouraging Self-Reflective Reading Practices Through Diverse Levels of Narrative Detail in Professional Communications Case Studies (workshop)

Suzanne Rintoul, Conestoga College

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?

Suzanne Rintoul (PhD, McMaster) is a Professor in the School of Language and Communications Studies at Conestoga College, where she teaches courses in Business and Technical Communications. Her current research focuses on the relationship between narrative and pedagogy. She is the author of Intimate Violence and Victorian Print Culture (Palgrave, forthcoming July 2015).

Strategies for Improving Writing Skills at the College Level (paper review and roundtable discussion) *Martha Hendriks & Mubeen Ladhani, Durham College*

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.

Martha Hendriks is a professor at Durham Colleges, teaching communication courses and developing on-line content. She has an M.Ed (University of Toronto) with research interests in post-secondary education. Mubeen Ladhani has been a professor at Durham College for three years and she teaches a variety of communication courses. She holds an H.B.Sc. and a B.Ed. from the University of Toronto and an M.Ed from UOIT.

Adobe Connect as a Blended Learning Tool (roundtable) *Evelyn Holmes, Centennial College*

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.

Evelyn Holmes holds a Masters of English from Lakehead University. She is currently completing a Doctorate of Education through University of Western Ontario, and she is a member of TESL Ontario. Evelyn is an English Instructor at Centennial College. She teaches composition and technical writing courses. Evelyn also works in the Seneca Learning Centre as an English Consultant, where she acts as a liaison between faculty and students, develops workshops and tutors students.

Schedule of Breakout Sessions

Thursday May 28 – Session 3 – 2:45 - 3:45pm

Location	Presentation Title and Presenter(s)
UA 1220	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
UA 2220	Changing How we Teach Writing: Writing as a Way of Knowing, Not of Telling Nathan Wilson, Durham College
UA 3120	PTSD in the Classroom: Communicating with Students Enduring Invisible Scars Nicolette Little, Sheridan College
UA 3220	Pedagogy and Teacher Lore in the Basic Writing Classroom Derrick Hempel, Humber College

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UA 2220	"I Need to Explain, Not Argue": Teaching Critical Reading and Writing Skills to Students in Technical Programs John Stilla, Humber College
UA 2230	Textual Identity in a Digital Age Jeffrey Douglas, Fanshawe College

Presentation Descriptions and Presenter Bios

Thursday May 28th from 9:15am to 10:15am

Encouraging the Critical Thinking Process (workshop) *Kathleen Moran, Conestoga College*

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.

Kathleen Moran is a professor of Communications at Conestoga College. She has taught ESL in Japan and at Brock University. She has also taught at Humber College. Kathleen has a BA in TESL and psychology from Brock University and an MA in Applied Linguistics from Macquarie University in Australia. She is co-author of The Empowered Writer (Oxford University Press) and Workplace Communications (Pearson). Kathleen has presented at both CALL and TESL Ontario conferences.

Building Diversity in the Curriculum (workshop) *Sandee Vincent, Humber College*

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?

Sandee Vincent holds her Masters of Distance Education and a Bachelor of Commerce in IT.

She is currently teaching project management, business analysis, and technical writing at several Toronto colleges, and has a unique perspective on how educators can impact the future workforce, especially in the world of project management. Sandee is an avid sailor and kayaker in the warmer months, and supporting local theatre in the colder months.