



SUNDAY, MAY 28, 2017

ACIFA MEETINGS

- ❖ 9 a.m. – 4 p.m. Presidents' Council, Room: Lady Slipper
- ❖ Noon Luncheon
- ❖ 1 – 3 p.m. Presidents' Council, NAC, PAC & Guest Wayne Benedict
- ❖ 3 p.m. Presidents' Council & Guest David Williams
- ❖ 3 p.m. PAC Meeting, Room: Arnica
- ❖ 3 p.m. NAC Meeting, Room: Cougar Grizzly

AFTERNOON ACTIVITY

- ❖ 1 p.m. Golf at the Silvertip Resort: Green fees \$135 (includes golf cart)

REGISTRATION & RECEPTION

- ❖ 4 p.m. - 7 p.m. Registration
- ❖ 7 p.m. - 9 p.m. Reception hosted by ACIFA – Deli Board



ACIFA CONFERENCE 2017 SESSIONS

MONDAY, MAY 29, 2017 8:15 - 9:15 a.m.

Keynote: Small Teaching: Everyday Lessons from the Science of Learning

Presenter: James M. Lang, Ph.D.

Research from the learning sciences and from a variety of educational settings suggests that a small number of key principles can improve learning in almost any type of college or university course, from traditional lectures to flipped classrooms. This lecture will introduce some of those principles, offer practical suggestions for how they might foster positive change in higher education teaching and learning, and guide participants to consider how these principles might manifest themselves in their institutions, curricula, and courses.

BIO: James M. Lang is a Professor of English and the Director of the Center for Teaching Excellence at Assumption College in Worcester, MA. He is the author of five books, the most recent of which are *Small Teaching: Everyday Lessons from the Science of Learning* (Jossey-Bass, 2016) *Cheating Lessons: Learning from Academic Dishonesty* (Harvard University Press, 2013), and *On Course: A Week-by-Week Guide to Your First Semester of College Teaching* (Harvard UP, 2008). Lang writes a monthly column on teaching and learning for *The Chronicle of Higher Education*; his work has been appearing in the *Chronicle* since 1999. His book reviews and public scholarship on higher education have appeared in a wide variety of newspapers and magazines, including the *Boston Globe*, *Chicago Tribune*, and *Time*. He edits a new series of books on teaching and learning in higher education for West Virginia University Press; the first titles in the series will appear in fall 2016.



He has conducted workshops on teaching for faculty at more than fifty colleges or universities in the US and abroad. In September of 2016, he received a Fulbright Specialist grant to work with three universities in Colombia on the creation of a MOOC on teaching and learning in STEM education. He has a BA in English and Philosophy from the University of Notre Dame, an MA in English from St. Louis University, and a Ph.D. in English from Northwestern University.

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MONDAY, MAY 29, 2017 9:30 - 10:30 a.m.

Session 1: Innovative Models of Experiential Learning

Presenter: Jason Dewling, VP Academic and Research, Olds College

There is more to experiential learning than just work placements. Jason will share some different ways you can explore this for your own institution. He'll not only share some of the successes of Olds College, he'll share some of the best examples from across Canada.

BIO: Dr. Jason Dewling is a well-regarded educator with a Ph.D. in Education from the University of Alberta; moreover, he is known as a highly energetic and visionary leader. Dr. Dewling has a very entrepreneurial and creative approach, which is an ideal fit for the faculty and staff at Olds College, where he serves as VP Academic and Research. In recent years, he has presented on leadership topics at several national conferences, served as a consultant, and co-written several articles. He was also nominated for a Manning Innovation award in 2014.



Olds College is known nationally for its approach to change and innovation. Recently, Olds has stepped forward with a bold new approach to engaging learners in a digital world. In addition to being the first fully integrated iPad learning environment in Canada, they have more bandwidth per student than any other post-secondary in Canada. Leveraging these two assets Olds College requires students to take a gamified entrepreneurship course on their iPads as a capstone course prior to graduation.

Session 2: Manipulatives to Enhance Learning & Student Engagement

Presenter: Melanie MacDonald, Bow Valley College

Foldables can be used by students of all ages for daily work, note taking activities, organizing information, math journals, charts, tables, and much more, making it easier for students to understand math concepts. While Foldables provide a tactile experience they are not only for the “hands-on” learner. They are also an excellent communication tool for students and teachers. In this presentation you will create a few foldables to take home with you along with some ideas on practical uses for these foldables in the classroom.

BIO: Melanie Macdonald is currently a mathematics instructor at Bow Valley College in the Centre for Excellence in Foundational Learning. This department focuses on high school readiness courses, high school upgrading and Career program readiness. Melanie has taught all levels of mathematics and in a variety of delivery modes. Melanie has developed new mathematics courses for Bow Valley College Career programs and Pre-Health Sciences and Pre-Business Pathways Programs.

Melanie’s first career is a Civil Engineer. While she maintains her status as a Professional Engineer, Melanie has embraced her second career as a Mathematics instructor teaching in Alberta and British Columbia’s public school systems and colleges. Melanie has enhanced her Bachelor of Education training with a Master of Science in Mathematics, Mathematics Education (from Montana State University).



Session 3: Navigating Difficult Conversations with Students

Presenter: Becky Taylor

One of the most challenging aspects of teaching is when you have to address students who are not performing to expectations (e.g. cheating), who are failing, or who are struggling with something that is impairing their learning. This seminar is for instructors who struggle with openly addressing students or who find difficult conversations to be uncomfortable or unrewarding. Attendees will work through the cycle of how to approach and talk with a student in trouble, recognition of behaviour, setting up a meeting, having a successful, difficult conversation, and setting the students up for success. The content is presented in a way that identifies communication skills that can be learned and practiced to be of

most benefit for future interactions with students. This session is presented in a case base style by applying skills to real life situations that instructors are facing.

BIO: Becky Taylor has been active in her career as a Registered Veterinary Technologist in Alberta for over 20 years. She graduated from Fairview College in 1993 and worked in a mixed animal practice for over 6 years. In 1999, Becky joined the teaching team at Olds College in the AHT Program. Becky holds a certificate in Veterinary Hospital Management and has completed extensive training in leadership and communication. Her passion for working with people has led to her devoting much of her professional development to learning and teaching communication skills in an applied manner. Becky has recently completed a Master of Arts in Professional Communication through Royal Roads University. She has spoken extensively on the topic of communication to various groups in the animal health industry and she is well respected for her enthusiasm and knowledge in that area.



Session 4: Mindful Self Care for Instructors

Presenter: Krista Schwabl, NorQuest College

After completing a Master's degree in education, and securing an ESL teaching position at a college in Edmonton, all conditions were in place for a thriving and successful career. By 2015, however, I found myself weighed down by responsibilities, cynical about the education system as a whole and looking at other career possibilities. Around this time, I attended an amazing session at the ACIFA Conference that year that led to my participation in a one-year Mindfulness for Educators certificate program. This program changed my whole perspective and I became aware of the importance of taking charge of my thoughts and overall well-being.

A variety of formal and informal mindfulness practices will be shared in this workshop, and it is hoped that seeds of restoration and excitement about teaching may be planted in the hearts of its participants.

BIO: Krista Schwabl, an instructor for over 26 years, currently teaches ESL and settlement skills to newcomers at NorQuest College in Edmonton. She is a committed advocate of instructor self-care through practices such as mindfulness meditation and reiki.

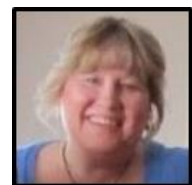


Session 5: Round Table: Teaching, Learning, & Balance

Presenter: Heather Taylor, Olds College

The roundtable discussion is an opportunity for the participants to get together in an informal setting to examine issues as they relate to teaching, learning and balance (wellness). There is no formal agenda—the participants will determine the discussion points.

BIO: Heather Taylor has been instructing software courses for over 20 years. This is Heather's 15th year at Olds College. Prior to teaching, Heather worked in the oil and gas industry and owned her own bookkeeping business. In 2009, she discovered Laughter Yoga and has since become a Certified Laughter Yoga Teacher. In her spare time she enjoys being with her grandchildren!



Session 6: Spring Birding in the Bow Valley

Presenters: Laurie Hunt, NAIT & Chris Olsen, Lakeland College

Join ACIFA friends for a morning bird walk in the Bow Valley. This will be a slower hike, with a focus on introducing participants to the birds of the Bow Valley and learning to identify these little songsters by sight and sound. This hike will be suitable for all levels of hikers, including children. Specifically, the goals of this session are to (1) Provide an inspirational venue for participants to connect with colleagues through wilderness travel; (2) Provide an opportunity for participant rejuvenation by connecting with nature; (3) Awaken participant curiosity about the lives of birds in the Bow Valley. Laurie and Chris are keen bird watchers, and they have spent considerable time hiking and teaching in the foothills and mountain parks. Bring your binoculars, bird field guide if you have one, comfortable walking shoes, water bottle, snacks, sunscreen, and a sun hat. This hike is limited to 20 participants, so please register.

Bio: Laurie Hunt is an instructor in Biological Sciences at the Northern Alberta Institute of Technology (NAIT) where she teaches fisheries management, parks and environmental education, invertebrate and vertebrate zoology, and field courses. She is a mountain and wildlife enthusiast. Laurie grew up paddling, hiking and skiing in the foothills, and worked several summers as a park interpreter in Kananaskis. She taught field courses in Montana (forest hawks) and Alaska (Bald Eagles), and worked as a biologist and educator for several years prior to teaching in NAIT's Forest Technology Program in Hinton. Over the past several years, Laurie has worked with community and students to facilitate river restoration projects in the North Saskatchewan River Watershed. Laurie is also a keen bird watcher, and she is looking forward to sleuthing the trails near Canmore with ACIFA families to locate spring bloomers and tweeters (of the feathery type).



Bio: Chris Olsen is Program Head of Wildlife and Fisheries Conservation at Lakeland College, and teaches Ornithology, Mapping, GIS and Field Skills. He grew up in the Eastern Slopes region and he has worked in the Arctic Islands, Foothills, and Mountains. Chris's outdoor pursuits include birding, hiking, photography, Nordic skiing, and kayaking. He is keen to explore the Canmore area for spring plants and migrant songbirds.



MONDAY, MAY 29, 2017 10:45 - 11:45 a.m.

Session 7: Cross-institutional Collaboration in Program Development and Delivery

Presenter: Chris Wharton, SAIT

SAIT, NAIT, and Keyano College recently collaborated on the development and delivery of a trades-specific language program to support immigrants seeking to fully integrate into the trades. The purpose of the training program is to build English language competency skills in immigrants who speak English as an additional language in order to meet the language and workplace communication demands associated with the trades of plumber, electrician, and automotive service technician.

Together, the three Alberta institutions collaborated to develop a framework that includes both face-to-face training and online learning. It also includes a mentorship component in order to allow learners to further develop their skills in a professional setting under the guidance of a qualified industry mentor.

The conference theme will be at the heart of this session as it delves deep into the collaboration that took place between these three Alberta institutions as they developed and delivered the provincially-funded Language Training Program for Apprentices. The four-month language training component is followed by a two-month mentorship component, which involved further collaboration with CRIEC/BVC and ERIEC.

The goal of this session is to give the audience an insider's look at this innovative project, where the innovation was in the collaboration. The successes and challenges experienced throughout the five stages of the project will be highlighted. The session will describe every aspect of the project, including initial research, proposal submission, start-up, curriculum development, staffing, recruitment, marketing, mentoring, course delivery, and administration.

BIO: Chris Wharton has been with the English Language Foundations program at SAIT for over six years. During that time, he has worked as an instructor, assessor, tutor, and liaison. He is currently the project manager for the Language Training Program for Apprentices.



Session 8: The Power of Story: Building A Classroom Learning Community

Presenter: Stephen Ashworth & Don Henderson, NAIT

In this session, Don and Steve will present their video publicly for the first time and talk about how the intentional use of storytelling has profoundly changed the way Don teaches his students.

Don will share the storytelling research that he has uncovered, and elaborate on the surprising lesson that he learned from this experience, mainly that “storytelling increases the quality of the natural learning community that exists beneath the surface in every classroom.”

BIO: Steve Ashworth has been writing screenplays for the past 10 years, and before that, he was a writer of stage plays and musicals. He had the good fortune of being able to teach Writing for Stage and Screen at Victoria School of the Arts for 11 years. Steve currently works as a Teaching and Learning Specialist at NAIT.



BIO: I graduated in 1980 and had no clue as to a career path. My Dad said, “Why don’t you try to be a panel beater.” I said, “What is that?” He said, “I think they call it auto body mechanic here.” Thirty-seven years later, I still have a passion for repairing vehicles. I started off at the very bottom of the trade washing cars and sweeping floor. I soon moved forward to repairing and then refinishing vehicles. It was when I came to NAIT for my final apprenticeship year that I knew I wanted to teach. I had an excellent instructor educating all his students with such a passion that I said to myself that’s who I want to be. I have been instructing for 9 years and keep learning new methods of teaching every day.



Session 9: Managing Inter-faculty Conflict

Presenter: Mark Fournier, Olds College

Organizational conflict has a bad reputation. Too often when we discuss conflict, we focus on the negative outcomes that are associated with conflict in the workplace. This session will focus on identifying sources of conflict and managing conflict within a post-secondary environment. Two topics will be examined (1) Identifying types of conflicts faced by faculty within a post-secondary environment (2) Tools and Tips to manage conflicts faced by faculty within a post-secondary environment.

BIO: **Mark Fournier** is a full time instructor with the Olds College Agriculture Management and Agri-Business Applied Degree programs. Mark holds a Chartered Professional Accountant/Certified Management Accountant designation and a Master’s Degree in Conflict Management with a specialization with conflict in not-for-profit organizations and rural family businesses.

Session 10: Connection & Wholeness: The Importance of Connective Experiences When Recovering From Loss

Presenter: Karen (Cara) Taylor, NorQuest

Loss affects all of us. Whether dealing with a loss in your own life or responding to a student’s or colleague’s situation, understanding the importance of connections within the psychological, socio-cultural and/or spiritual aspects of grief can impact one’s journey to wholeness.

BIO: **Karen (Cara) Taylor** teaches psychology and sociology in the University Transfer department of NorQuest College in Edmonton. Her interdisciplinary master’s degree (psychology/theology) research into bereavement processes and healing is the basis for this presentation. She is currently enrolled in an interdisciplinary doctorate at Royal Roads University in Victoria, BC.



Session 11: How Culture Impacts Teaching and Learning

Presenters: Hana Taleb Imai & Diane Hardy, Bow Valley College

This session will encourage participants to rethink their concepts of culture, and expose them to the importance of differentiating instruction to foster inclusivity. An overview of three initiatives currently offered through the CEIIA at Bow Valley College will highlight the methods used to address the needs of staff, faculty and learners in an increasingly diverse post-secondary learning environment.

BIO: **Hana Taleb Imai** is a Coordinator of Innovation and Research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary. She serves as the faculty representative on the Board of Governors and sits on Academic Council.

BIO: **Diane Hardy** is a Coordinator of Innovation and Research in the Centre for Excellence in Immigrant and Intercultural Advancement at Bow Valley College in Calgary. She serves as a faculty representative on Academic Council.



MONDAY, MAY 29, 2017 1:15 - 2:15 p. m.

Session 12: Life After Bill 7

Presenter: David Robinson, CAUT

The inclusion of Alberta's universities, colleges, and institutes faculty associations under the provincial labour code raises new challenges and opportunities. What, if anything, will ACIFA and its associations need to do differently in the future as result of Bill 7? Drawing upon experiences from outside Alberta, this session will explore the implications of labour code coverage and how faculty associations across Canada are structured and operate as trade unions.

BIO: David Robinson is the executive director of the Canadian Association of University Teachers, representing more than 68,000 academic and general staff in over 120 universities and colleges across the country. David took up the position on July 1, 2014 after serving 15 years as the Association's Associate Executive Director for research, communications, and international relations. Prior to joining CAUT, David was the senior economist with the Canadian Centre for Policy Alternatives, Canada's leading progressive think-tank. He has also been a lecturer at Simon Fraser University in Burnaby, British Columbia, and Carleton University in Ottawa. He is the author of a number of articles, reviews, and reports on higher education and research policy, vocational education and training, and international trade and investment agreements.



David also serves as the senior advisor on higher education, copyright and international trade issues to Education International, the global union federation representing more than 30 million teachers and education workers in 171 countries and territories. David is a member of the board of the Canadian Centre for Policy Alternatives, and is past president of OpenMedia.ca.

Session 13: Making it Real

Presenter: Karyn Mart, SAIT

Making it real brings simulation into a business classroom. This is not a virtual game, not a real business office; it is a role playing session. This capstone course was designed to stress students, to challenge their knowledge, to help them learn to accept ambiguity and to help them transition from classroom to office environment where grades don't exist! This session will give you a taste of what the students experience.

BIO: Growing up, **Karyn Mart** dreamed of becoming a superhero and over her two decades instructing in post-secondary, she has discovered that her superpower is helping students realize their own unique abilities. Karyn acts as a beacon helping her students navigate the waters through education progressing to their careers. She believes everyone can learn, in their own time. She also believes failure is part of the path to success and openly talks about the courses she failed in her first attempt at university.



When not being a lighthouse for her students, Karyn is an avid outdoors person, soaking up fresh air while walking her mutts, running with her daughter or biking with her son. Her husband of so many years and tears, helps her remain centered in her passion for education with the fact that we can't navigate and educate them all.

Session 14: Enhancing Teaching and Learning Through Collaboration and Team Teaching (120 min.)

Presenters: Dara MacKay & Tanya Yaunish, Bow Valley College

Collaboration is something our society demands of us. Learners are expected to do it in and out of school, so why shouldn't instructors do it as well? This workshop will outline the many benefits of collaboration in teaching and provide attendees with a space to make some concrete plans they can take home and implement in their classrooms and programs. Come prepared to discuss, connect and make plans. Come prepared to expand your network.

BIO: Dara has been teaching since 2004. She started teaching middle school and has taught everything from Pre-K to Grade 12 in various places in Southern Alberta. Dara began teaching at Bow Valley College in 2013, where she taught English upgrading and GED online. After a short time there, Dara moved into teaching ELL at BVC.



Currently, Dara teaches in the Youth in Transition program, where she works with learners from ages 18-25, who are newcomers to Canada and have future goals of continuing into post-secondary education here. Dara also presented at the ACIFA Conference last year, on being an introvert in an extraverted profession. She looks forward to continuing to connect with other educators across the province and enriching her teaching practice in doing so.

BIO: Tanya has been teaching ELL since she obtained her Linguistics degree from the University of Calgary in 2003. The past 14 years have taken her around the world and she has taught English and done Corporate Training in Russia, Japan, the Maldives and both Calgary and Vancouver. Over this time, she has taught everything from zero-beginner and literacy to high-advanced English.



Her specialization has been in test preparation and has contributed to a series of textbooks focused on the Speaking section of the TOEFL iBT (an international English proficiency exam). For the past two years, she has been an instructor at Bow Valley College in Calgary starting in the intermediate Academic stream and now teaching in the Youth in Transition program working with learners from 18 – 25 years old who intend to pursue further post-secondary education in Canada.

Session 15: An Exploration into the Study of Happiness (120 minutes)

Presenter: Dr. Sherryl Melnyk, SAIT

This workshop explores happiness as a topic of academic study drawing on Tal Ben-Shahar's *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment* and Shawn Achor's *The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work*. Both authors have been Harvard University professors and researchers who have spent decades studying happiness and potential. Ben-Shahar and Achor also lecture on happiness principles worldwide to executives in Fortune 500 companies such as UBS and KPMG. This interactive workshop questions if happiness is a product of attitude and habits, inherent personality traits, chance circumstance or life choices. We also ask if happiness is a skill that can be learned and integrated into one's life. We consider topics such as resiliency, positive outlook, self-esteem, optimism, gratitude, and social connections and how they relate to the pursuit of happiness.

BIO: Sherryl Melnyk has a Bachelor of Arts and Master of Arts degrees in English Literature. Her Interdisciplinary doctorate combined playwriting with social science research. She has been an instructor at postsecondary institutions for the last 13 years. She currently teaches at SAIT and the School of Creative & Performing Arts at the University of Calgary. Her plays have won awards and been produced across Canada. She has presented at conferences nationally and internationally. She is currently working on a creative nonfiction memoir.



Session 16: The Importance of Indigenous Awareness

Presenter: Holly Fortier, Nisto Consulting

This session will offer some insights into Holly's perspectives on Aboriginal life.

BIO: Holly Fortier, a Cree/Dene from Ft. McKay First Nation, Alberta, was born in Treaty 7 Territory and was fortunate to be raised by cultural leaders, academics, and activists. She owns a business that specializes in the development and delivery of Indigenous Awareness Trainings.



In the recent past, she has also participated in projects involving traditional land use studies, special places mapping, elders and community members' interviews, film production, and community event planning. Also, Holly has a proven facilitation background addressing topics such as cultural awareness, family violence, child abuse, drug and alcohol education, bullying, anger management and conflict resolution.

Holly has been involved in the Alberta film industry since the early 1990s, particularly in Aboriginal-based productions such as North of 60. Other film credits include The Assassination of Jesse James with Brad Pitt, Bury My Heart At Wounded Knee and most recently The Revenant.

Holly is the recipient of the 2016 Institute for the Advancement of Aboriginal Women, Esquao Award for Culture.

MONDAY, MAY 29, 2017 2:30 - 3:30 p. m.

Session 17: ACIFA Award Winner Presentation: Understanding OERs from the Perspective of Polytechnic Institutions

Presenter: Dong Ye, JR Shaw School of Business, NAIT

Open educational resources (OER) are teaching, learning or research materials released under an open license or in the public domain allowing for free retainment, reuse, revision, remix, redistribution (Wiley, 2014). Many education professionals view OER as an alternative pathway to traditional educational format and the adoption as one method for widening the access, reducing the overall costs, improving the quality and enhancing the relevance of the post-secondary education (Downes, 2007; De Liddo, 2011; Lasco, 2011). The OER movement could essentially be a game changer for post-secondary education.

This research project explores a polytechnic institute's narrative of OER, specifically the awareness and attitudes of faculty, students, and administrators towards OER, and what factors affect the engagement in OER. The empirical data have been generated through semi-structured interviews as well as a review

of relevant documents. The findings would provide a further understanding of the challenges to use and develop OER in the Polytechnic setting and should, therefore, assist the educational leadership to find mitigating strategies for the OER movement.

BIO: **Dong Ye** is a creative, determined, and integrative educator with over fifteen years' experience involving learning facilitation, curriculum design, and program development. She is an expert in advanced Management Information System. She started her career as an information technology instructor and holds a Master of Science degree from the University of Southampton. With passion for community development, she has facilitated learning in a broad range of contexts, serving, among other positions, as learning technology specialist, educational consultant, project manager, and ICT instructor in Canada, UK as well as in China. She is also an award-winning teacher, who has engaged students using face-to-face, hybrid, and fully online course delivery in topics ranging from management information systems, e-commerce, gamifications, and IT portfolios.

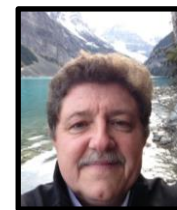


Session 18: Learning and Understanding What is My WHY as an Educator

Presenter: Gord Koch

WHY do I teach? This would seem to be a fairly simple question which can have a very simple or very complex response. But the question is not about why I do teach, it's about what is my WHY for teaching. This does bring about a different perspective through the journey of learning and understanding what is one's WHY as an educator. It seems to be an aspect that's either overlooked or not even considered with most of the focus on the what one does and how one does it, as an educator. Does this look like it's introspective? You bet it is and it's not about convincing you that you have to or need to go looking for your WHY. A number of you already know your WHY, some of you might be scratching the surface and some of you will look at this at say "huh"? but are curious to find out what this is all about. What is hoped is that the take-away from this presentation has you re-affirming, discovering, sharing and discussing your WHY as an educator.

BIO: **Gord Koch** is a faculty member with the Olds College School of Animal Sciences and Horticulture. In July, he will be completing his 16th year delivering courses in the management, design and implementation of traditional and sustainable landscape applications. Prior to joining Olds College, Gord spent 25 years managing the design and installation of large scale public and commercial landscape projects.



Gord's educational journey has had a great influence on developing his craft in industry and education. His journey included acquiring a 3-year Landscape Architectural Technology diploma from Ryerson Polytechnical Institute (now Ryerson University), a Journeyman Landscape Gardener designation, accredited Green Roof Professional and more recently graduating from the University of Prince Edward Island (UPEI) Master of Education (Educational Leadership) program in 2016. Gord is greatly inspired working with learners from varied backgrounds and experiences and subscribes to the practice and promotion of lifelong learning.

MONDAY, MAY 29, 2017 3:30 - 11:00 p.m.

ACTIVITIES: 3:30 - 6:30 p.m.

- ❖ Grizzly Paw Brewery Tour at 4 and 5 p.m. (Cost: \$22)
- ❖ Guided Canmore Historical Walking Tour
- ❖ Yoga
- ❖ Mystery Activity



DINNER & ENTERTAINMENT: 6:30 p.m. - 11:00 p.m.

- ❖ 6:30 - 7:00 p.m. Cocktails
- ❖ 7:00 - 8:00 p.m. Dinner
- ❖ 6:30 - 11:00 p.m. Entertainment: [Suzie Q](http://suzieq.com/the-band/)
<http://suzieq.com/the-band/>
- ❖ 9:00 - 11:00 p.m. Hospitality Suite hosted by Olds College



TUESDAY, MAY 30, 2017 8:15 - 9:45 a.m.



ACIFA Annual General Meeting



TUESDAY, MAY 30, 2017 10:00 - 11:00 a.m.

Session 19: Collaborating to Combat Plagiarism

Presenters: Sarah Duncan & Louise Brittain Boisvert, Olds College

We aim to achieve a higher understanding of plagiarism and greater compliance with academic integrity through collaboration between communications instructors and library staff.

This session will introduce the changes to the plagiarism instruction in the introductory communication course by examining the transition from a resource-focused approach to an information literacy approach. Collaboration between the communication instructors and the library allow for a consistent and multi stakeholder approach that assists students with complying with academic integrity. Our collaboration helps the students know that they are supported while staff support each other in this task. This is a three-pronged collaborative connection among students, teachers and library staff. The purpose of the session is to highlight and share this approach.

BIO: Sarah J. Duncan, M.Ed, M.Ad. Ed. Is an Instructor at Olds College teaching in the areas of Communications and Self-Directed Learning. She contributes to the Bachelor of Science – Agribusiness, Applied Degree in addition to teaching in a wide variety of program areas. With over 15 years teaching experience, Sarah focuses her work on reaching students in a compassionate and understanding way leading them to activate their own learning. Her research interests are broad including mindfulness for college students and cross-cultural field research in Sierra Leone, West Africa. She lives in Olds, Alberta.



BIO: Louise Brittain Boisvert, B.A., M.L.I.S. is the Digital Services Coordinator at the Olds College Learning Commons. Hailing from Quebec, she has worked in academic, government and special libraries in BC, Alberta and Ontario. As an instructional librarian, Louise provides support for research, citation, plagiarism and other information literacy topics. Her instructional goal is to prepare students to successfully navigate today's complex information landscape. She lives in Olds, Alberta.



Session 20: Dangerous Liaisons: Collaborating to Cultivate Better Academic Writers

Presenters: Liz Fulton-Lyne & Sarah Bailey, NorQuest

For many years, library instruction—the teaching of research and citation—has been embedded in the writing composition program at NorQuest College. Given the interconnectedness of research and writing, librarians and English instructors are natural allies and such collaborations are very common. In 2014, the library embarked on another partnership in support of student writers, this time combining forces with the tutorial centre to establish a writing centre. Librarians and writing tutors work together

as an operational team and run the writing centre as an integrated service. The recognition that academic writing and research are dynamic and interrelated processes is central to this partnership.

While the nature and depth of collaborations between librarians and writing educators vary widely, the complementary nature of their approaches to academic writing is gaining increasing attention. This session explores the intersections between newer critical approaches to information literacy instruction and the development of student writers. More specifically, we focus on the benefits and practical implications of pushing institutional and professional boundaries in order to provide cooperative writing support both in the classroom and the writing centre.

BIO: Liz Fulton-Lyne, associate chair of library instruction at NorQuest College, has master's degrees in both library and information studies and comparative literature. In 2014 Liz co-established NorQuest's writing centre, which is an ongoing partnership between the library and tutorial centre. As part of her role, she chairs the writing centre operational committee. Her subject interests include information literacy instruction, indigenous studies, and prison librarianship. She is an active volunteer and lifelong learner.



BIO: Sarah Bailey has an M.L.I.S. from University of Alberta and is an instruction librarian at NorQuest College. She provides information literacy instruction in the classroom and in writing centre appointments. Interacting with students from all disciplines at various points in their writing and research process allows Sarah a unique perspective on students' understanding of information literacy and how it is expressed in writing. A professional background in graphic design informs her ongoing passion for effective visual communication and instructional design.



Session 21: An Overview of Bill 7

Presenters: David E. Williams, Alberta Advanced Education & Anna Beukes, ACIFA

Advanced Education Staff will provide an overview of the proposed changes to the labour relations model for Academic Staff contained in Bill 7: An Act to Enhance Post-Secondary Academic Bargaining. Following the presentation, department staff will be happy to answer any technical questions on the legislation.

Session 22: Laughter and Learning: The Benefit of Using Humor in the Classroom

Presenters: Karla Wolsky & Melanie Hamilton, Lethbridge College

Innovative and creative teaching strategies can be valuable tools for establishing student engagement. An effective and fun way to facilitate more highly engaged students is to use strategies that incorporate humor in the classroom. This strategy will assist in creating a positive and relaxed atmosphere. Today's post-secondary students are expecting a vibrant and dynamic learning environment that is group oriented and social and more importantly, keeps them interested. Gone are the days of the "boring" class lecture.

Research has found that students benefit from humor psychologically, socially, and cognitively. In addition humor helps to reduce stress, enhances self-esteem and self-confidence. There are also significant benefits to the instructor who incorporates humor into their classroom. Discipline issues decrease such as tardiness, absenteeism, acting out in class, and class failures. Instructors who incorporate humor into their classroom have also identified that they seem happier, more engaged as an instructor, look forward to attending class more, and of course, happier, more engaged students

results in better instructor evaluations. Entertaining and engaging teaching and learning activities can assist in creating a setting that is conducive to optimal learning where both the learners and the instructor benefits.

BIO: **Karla Wolsky** started her career as a registered nurse but joined Lethbridge College as a nursing instructor over ten years ago. During that time she obtained her Master's in Nursing and her PhD in Education with a focus on nursing while chairing the Bachelor of Nursing program. Today, Dr. Wolsky is the current Chair for the School of Allied Health and Health Sciences at Lethbridge College and an active member of the college community.



BIO: **Melanie Hamilton** is an instructor in the NESAs BN program at Lethbridge College and has been teaching nursing for the past 18 years. She is also the Scholarship of Teaching and Learning (SoTL) Project Lead for the Centre for Teaching, Learning, and Innovation. At present, Melanie is working to create a more visible SoTL program at Lethbridge College. She is also a mentor for the Research Skills Development Initiative, where she is assisting Lethbridge College Faculty and Staff with their own scholarship initiatives. Her passion and expertise includes curriculum design and revision as well as appropriate student assessment and evaluation. Her research includes academic dishonesty and academic integrity, SoTL, and student engagement. Melanie has presented local, provincial, national, and international conferences.



Session 23: Diversity DIY: Incorporating Cultural Diversity into Your Teaching Practice

Presenter: Bertrand Bickersteth, Olds College

Teach math? Are your students nurses, accountants, or engineers? Have you ever wondered at the relevance of diversity to your discipline? While diversity and inclusion have been encouraged throughout the Humanities, it has not always been obvious how they apply to technical programs, the sciences in general, or pedagogical approaches that conventionally have not needed to refer to them. This session will provide you with a basic understanding of how diversity can be incorporated into your teaching practice. It will provide an exploration of the benefits of an inclusive pedagogy/curriculum, and provide strategies for courses that appear to resist, refuse, or reject diversity strategies. Recommended for those who seek to include diversity in their teaching but are unsure how or if it applies to their particular field. After participating in this session, you will have one more option in your teaching arsenal for cultivating connections between the classroom and the 'real' world.

BIO: **Bertrand Bickersteth** writes and researches on cultural diversity, transnationalism, and Alberta's black history. His academic work has appeared in *The University of Toronto Quarterly*, and his literary work has appeared in *The Great Black North: Contemporary African Canadian Poetry*. He was born in Sierra Leone, educated in the UK, resided in the US, but raised all over Alberta. He currently teaches Communications at Olds College and is editing an anthology of black literature from Alberta.



TUESDAY, MAY 30, 2017 11:10 a.m. - 12:10 p.m.

Session 24: Cultivating Relationships with Management

Presenter: Arlana Moskalyk - President, NASA & Jay Stewart - LRO, NASA

A collaborative and functional relationship between management and the Association is important to set the tone for staff and leadership across the Institute here at NAIT. NASA has put in a lot of effort over the last two years to build a positive relationship that is based on mutual respect and transparency. We will talk about some of the things we have done to help establish an ever-evolving relationship with the management team here at NAIT.

BIO: Arlana Moskalyk joined the Chemical Technology Department in 2003 at NAIT. Since joining the Program, I have been teaching chemistry for the Chemical Technology Program, Biological Sciences Program, Industrial Heavy Equipment Program, Respiratory Therapy Program and the Instrumentation Apprenticeship Program. I have earned an Honours Diploma in Chemical Technology from NAIT (2000), a B.Sc. in Chemistry with a minor in Biological Sciences from the University of Alberta (2002), and a M.Sc. in Chemistry from LeHigh University (2011).



I began serving on NASA Executive in 2007 as the Sustainable and Building and Environmental Management (then Resources and Environmental Management) Executive Representative. I continued in this role until spring of 2010 when I went on maternity leave and spent a year with my daughter. After returning, I jumped right back in and volunteered to fill a vacancy on the Finance Committee. Since 2012, I have volunteered to fill a void on the Executive as the SSBEM Executive Representative and also served as the Executive Rep on the Bargaining Committee, Finance Committee, Workload Committee and on various other sub-committees. For the past two years, I have enjoyed serving as the President; learning the ins and outs of the position, increasing Executive presence at our Satellite campuses, and advocating a collective voice on important membership concerns to Management.

Outside of NASA, I held the position of editor of the College Chemistry Canada newsletter from 2006-2015. I have also helped in organizing the Chemical Technology's Open House, acted as the coordinator for the Chemistry on Campus program, volunteered in various capacities for Skills Alberta, and am actively involved in Corporate Challenge standing as a captain for two events.

BIO: Jay Stewart has been involved with Labour Relations since 2003. He has a Bachelor of Arts Degree in Communications from the University of Wisconsin – Superior. He also holds certificates in Labour Relations from Queens University and Canadian Professional Management Services. Jay has worked in various industries over the past 13 years, such as Oil & Gas (Construction), Public Sector (City of Edmonton) and mining (Oil, Gas and Coal). Before joining NAIT, Jay held the position as Labour Relation Manager for KBR Canada. During his career Jay has worked with over 20 different collective agreements, provided advice & guidance with hundreds of grievances, and developed & trained management in Grievance handling, administration of collective agreements and Respect in the Workplace. Most recently, Jay was involved in the success of renegotiating a 4-year collective agreement with the Building Trades of Alberta.

Session 25: An Evaluation of Online Delivery Methods to the Success of Technology Programs: A Case Study

Presenters: Stuart Simmons & Melissa Dobson, NAIT

Information technologies (IT) have revolutionized every aspect of modern society, and education is no exception. Educational institutes are increasingly using technology-based tools to improve the accessibility and learning experiences of students. The Northern Alberta Institute of Technology (NAIT) is one of the leading polytechnics in Canada and uses a variety of IT tools. Eight years ago, the Bachelor of Technology in Technology Management (BTech-TM) degree was introduced to provide aspiring students with a solid foundation in technical theory and applied sciences to excel in the workplace by building their management and leadership skills. As a result of providing varied accessibility, increased flexibility and diverse learning opportunities offering both on-line and face-to-face course delivery methods admission have generally increased over the last several years. This paper explores the impact of on-line delivery on students' enrollment, retention, withdrawal, utilization, and performance in BTech program. The results from this study can inform future planning in supporting student success.

BIO: Stuart Simmons holds an Ed. D. in Instructional Technology and Distance Education, has over 17 years facilitating teaching and learning in adult education, and combine six years online teaching experience in the Bachelor's of Technology in Technology Management Program at a Canadian polytechnic institute and Jesuit College. He has worked in several projects, included being an advisor for capstone projects, member of Curriculum Quality Standards Committee (CQSC), presented at conferences on topics related to teachers' and students' perceptions on the integration of instruction technologies, and presented at instructors' professional development day.



BIO: Melissa's training includes an MSc, PhD, Post Doctoral Fellowship and Research Associateship in various areas of microbiology, biochemistry and cell biology. Many years ago, Melissa worked at laboratories in academia and industry. From there, Melissa ran a grant writing/editing company and was involved in a wide variety of projects including writing and editing a variety of grants (scientific and non-scientific), patent applications, scientific paper writing, technical writing, strategic planning and business plan development. Melissa currently teaches Applied Research and Capstone in the Bachelor of Technology in Technology Management.



Session 26: Around the Block and Back Again? The Transformation of a Program from Semester to Block Format

Presenter: Ken Fry, Olds College

The process of re-inventing a semester-based program as a block format with an emphasis on enquiry-based facilitation will be described. Topics to be covered include the initial driver for change, the process of designing for a block format, the student experience, support services impacts, and the instructor experience. The practical aspects of enquiry-based facilitation will also be explored.

BIO: Dr. Ken Fry, Coordinator for Horticulture and Entomology Instructor in the School of Animal Science & Horticulture at Olds College, has been involved in insect pest management research, teaching, and extension for over 25 years, including 9 years as a research scientist at the Alberta Research Council and 12 years at Olds College. His research is focused on biological control of insect pests and integrated pest management. Ken is co-author, with Doug Macaulay and Don Williamson of “Garden Bugs of Alberta” and a contributing author to “Organic Farming on the Prairies.”



Session 27: Feng Shui for Your Office

Presenter: Anita Ardain, Feng Shui Simply Put

Would you like to have more focused energy? Would you like to have better relationships with your peers and your students? Is there a recognition or promotion that keeps passing you by? Do you spend more time at work or in your office than you would like? In this breakout session, you will discover how to create a powerful office environment that supports you in every aspect of your life. Anita will help you to see your space through your "Feng Shui Eyes" and by making simple adjustments you will achieve powerful results.

BIO: Anita began studying and practicing the Eastern philosophy of Feng Shui 20+ years ago. She studied with Terah Kathryn Collins at the Western School of Feng Shui in San Diego. A passionate teacher of Feng Shui principles, Anita connects students and clients with a heartfelt approach to living a Feng Shui lifestyle. Her diverse personal home and business clientele (3 continents) gives Anita an uncommon perspective, unique insight and approach to applying the ancient study of energy, "Feng Shui."



Session 28: Creating Research Partnerships to Learn How Social Capital Affects Human Capital to Build a Better Future

Presenter: Bob Marvin, NorQuest College

Social Capital is integral to navigating life course success with Human Capital elements. Funding for programs that support education and employment readiness is elusive when it comes to supporting essential Social Capital development.

NorQuest and Edmonton Public library recently received a Social Science and Humanities Research Council (SSHRC) grant for a three year study entitled, “Determinants of Social Capital and Differential Success: Building a Better Life.” This community-based project included more than 40 service provider collaborators. Three rounds of data collections with marginalized and formerly marginalized people will be the basis for learning what is important in transcending marginalization.

BIO: Bob completed his Social Work BSW from the University of Manitoba and MSW University of Calgary. Currently, he is a full time instructor in the Social Work Diploma program at NorQuest College and a former sessional instructor at the faculty of Social Work, University of Calgary, Central and Northern region.



TUESDAY, MAY 30, 2017 1:15 - 2:15 p.m.

Session 29: Pull up a Chair!

Presenters: Andrea Mix & Amy Christiansen, Olds College

This session will look at the work of the Educational Technology and Curriculum support team at Olds College. The vision of the ETC department is to raise the level of education offered at Olds College by encouraging constant innovation, especially in the areas of curriculum design, instructional methods, and collaboration. And all of this is accomplished using a combination of one-on-one instructional coaching and group-based instructor training and mentorship. Attend this session to see how this model has worked at Olds College over the last year, and the lessons we have learned.

BIO: Andrea Mix is the Training & Development Systems Analyst in the Educational Technology and Curriculum (ETC) department. Along with facilitating the Instructor Skill Workshop Series and the Mentorship Program, she also assists with competency profile and course development, and Moodle and Google technical support and training. Andrea also recently became a Google Certified Educator and Trainer. She has worked at Olds College for the past nine years in a variety of roles, and enjoys the ability to work in a post-secondary institution while enjoying small-town life with her family. Andrea was a high school science teacher for five years prior to working at the College, and she has a Master's degree in Workplace and Adult Learning from the University of Calgary.



BIO: Amy Christiansen brings several years of experience as a k-12 educator with Chinook's Edge School Division to her position as Instructional Coach with the Educational Technology & Curriculum team at Olds College. She has a passion for learning at all ages, with a focus on inquiry-based learning.

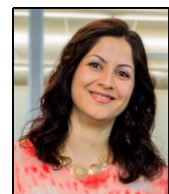


Session 30: PD for Online Faculty

Presenter: Flora Mahdavi, Bow Valley College

This session will provide a summary of findings of a year-long research project on the support and professional development for online faculty at Bow Valley College (BVC). Through review of literature and data collected from new online faculty at BVC, the goals of this study was to 1) establish the base technical and pedagogical skills of new online faculty at BVC; 2) determine the effectiveness of current PD available to them; and 3) explore opportunities for further support for this group of faculty. Participants in this session are encouraged to share and discuss the extent, format, and direction of support for online faculty within their institutions.

BIO: Flora Mahdavi has been a teaching and learning consultant at Bow Valley College since 2012 with a focus on faculty development in general and particularly supporting online faculty. As a casual faculty, Flora teaches online at the Continuing Education department at University of Calgary; and she is also a student in the Doctor of Education program in Learning Sciences at the Werklund School of Education, U of C.



Session 31: ACIFA Going Forward – What Do You Want It To Be?

Presenters: Anna Beukes & Presidents

This session seeks guidance from faculty members on the future of ACIFA – our mission, priority and goals. Questions for discussion are: What are we trying to achieve? What are our values? How could we best be structured and governed to ensure we achieve our goals? For the organization to continue to be successful, we need a clear and shared picture of what the organization will look like in the future. What are the needs and priorities of members that ACIFA should meet? What are the needs around collective bargaining support and lobbying and advocacy, for instance? How do we ensure we have sufficient resources? What would a sustainable fee structure look like? Your input will be invaluable.

BIO: Anna Beukes teaches Finance at NAIT. She has a PhD in Economics from Rhodes University in South Africa and has published various articles on investment strategies, specifically value investing. Anna and her family have been living in Edmonton for almost 20 years. Before joining NAIT, Anna was a Financial Analyst for a boutique Canadian Investment Bank. She is a keen cyclist and loves music and art.



Session 32: Ecstatic Dance Journey & Guided Meditation (90 minutes)

Presenter: Laura Roberts, Keyano College

In this interactive session, participants will be guided through meditation, dance, and movement. Laura has started to offer ecstatic dance journeys with her students at the college and in the community. She strongly believes in the healing and transformative power of expressive arts and is passionate about sharing it with others. In this session, you will have the opportunity to de-stress, let go and deeply connect with your body, mind and spirit. No dance experience necessary! Come prepared to have fun, let go and get into your body!

BIO: Laura Roberts has been teaching Sociology at Keyano College for the past five years. Her research interests include gender, labour, migration, social movements, and globalization. She completed her graduate studies in Political Science and Sociology in Europe, where she studied in a number of different countries: Germany, Holland, Spain and Ireland. Prior to working at Keyano College, she worked in the fields of global education and international development in places like Bolivia, South Africa, Namibia and Mozambique. Apart from being an academic and full time instructor, she is also a traveler, linguist, yogi, dancer and artist!

Session 33: Making Healthy Connections With Learners (120 minutes)

Presenter: Marjorie Contenti, Bow Valley College

In this interactive session, participants will explore and discuss the value of making connections with learners through listening compassionately and establishing rapport. You'll share ideas on how to support the learners', and your own, mental and overall health while maintaining healthy boundaries.

You will have the opportunity to reflect on your current mindset and practices in connecting with learners and determine if you're setting appropriate boundaries for your own wellness. Being clear on the roles we all play as instructors and on the differences among listening, coaching and advice-giving are also an important part of this workshop.

BIO: **Marjorie Contenti** is a Teaching and Learning Enhancement Consultant at Bow Valley College where she is a resource to instructors and departments focused on teaching excellence. She develops and delivers workshops, leads group discussions, and works individually with instructors to enhance instructional skills, strategies and results. She is an enthusiastic facilitator who delivers workshops that incorporate practical ideas and theory so that the workshop content is relevant and immediately useful.



TUESDAY, MAY 30, 2017 2:30 - 3:30 p.m.

Session 34: Pocket Studio: Learn to Create Quality Video Using Your Mobile Device

Presenter: Jay Wexler, Olds College

The Do's and Don'ts of mobile video! From lighting, framing, sound, and editing, this session looks at the best practices for all aspects of mobile video production.

BIO: **Jay Wexler** graduated from the University of Toronto with a Master's Degree in Cinema Studies. In his current role as Video Producer at Olds College, he leads a creative team through the development, production, and distribution of digital media content. This includes promotional and educational material for the College and their external clients. One of his larger projects includes a multi-year video training program for the Hospitality and Tourism industry called Tourism Works. He is also a self-proclaimed comic book aficionado.



Session 35: Adaptive Learning

Presenter: Carey Hilgartner, Norquest College

Adult learners need to be known for who they are and what they have done. They need courses to respond to their needs. To cultivate this connection with learners, adaptive learning, setup in a learning management system and facilitated by the instructor and peers, can be setup simply in a variety of delivery contexts. Using pre-tests, learning paths supported by rich media, progress indicators, formative assessments can be generated to provide the direction, feedback, progress and remediation required to achieve mastery. This session will outline the ongoing benefits and a straightforward development approach that can serve as a model for further faculty work.

BIO: An adult educator for two decades, Carey Hilgartner wakes up in the morning to carry out great deeds of instructional design through educational technology with colleagues and learners. He is most proud to be a teacher, learner, writer, programmer and loving father of four beautiful children.



Session 36: To Flip or not to Flip the Math Classroom

Presenter: Vivian Archibald, Medicine Hat College

After changing the instructional format for my Math 030 FN (equivalent to Math 30-2) classroom, I now need to ask some questions to evaluate the results. How has flipping the classroom affected student outcomes? Do students benefit significantly from the pre-class video assignments? Who has the most difficulty adjusting to the new paradigm, the instructor or the student? When students do the pre-class activities, it leaves more time for activities such as games. Does this enhance student motivation,

especially for students who have difficulty with math concepts? Should I convert other courses to this format?

BIO: I have been teaching academic upgrading students for more years than I care to admit. My focus has always been on alternative and flexible delivery methods. My current project was inspired by attending a session at the ACIFA 2015 conference. Flipping the classroom to help the students take more responsibility for their own learning was the goal. I have learned a lot and the student experience has been mostly positive. After teaching academic upgrading for so many years, it never hurts to shake things up and try something new. I hope this session inspires others to try something new in their classrooms.



TUESDAY, MAY 30, 2017, 3:30 - 11:00 p.m.

ACTIVITY TIME: 3:30 - 6:30 p.m.

- ❖ Grizzly Paw Brewery Tour at 4 and 5 p.m. (max 20 people each time) \$22
- ❖ Treasure Hunt Hike
- ❖ Laughter Yoga
- ❖ Tai Chi



DINNER & ENTERTAINMENT: 6:30 - 9:30 p.m.

- ❖ 6:30 p.m. Cocktails
- ❖ 7:00 p.m. Dinner
- ❖ 7:30 – 9:30 p.m. Entertainment: Kathleen Van Mourik, Pianist
- ❖ 8:00 - 9:30 p.m. What's In Your Glass?
- ❖ 9:00 - 11:00 p.m. Hospitality Suite (MacEwan) & Silent Auction

