

FCP Tradition Taking Root



Class of 2011, Faculty Certificate Program grads with dignitaries, from left to right: Dr. Bob McCulloch, Dr. Tom Chase, Wanda Walter, Kevin Burnham, Christine Short, Deanna Youck, Shannon Goldstone, Ken Exner, Jana Bollinger, Crystal Stadnyk, Coralee Czinkota, Yvonne Smith, Coralee Kaban, Colleen McGough, Brenda Warnke, Cathy Bendle, Devin Martyniuk, Corinne Slobodian, Dave Schultz, Joanna Sookocheff, Noel Dunn, Joanne Moss, Nancy Anweiler, Jeff Hehn, Maggie Finney

➡ THE SUMMER OF 2011 saw 23 instructors graduate from the Faculty Certificate Program (FCP). For each graduate, the presentation of the FCP advanced certificate by Dr. Robert McCulloch, SIAS T President, marked the completion of two summer institutes, four online courses (a number of graduates used Recognition of Prior Learning for several courses) and a personal professional development plan.

Graduates Nancy Anweiler, Practical Nursing and Maggie Finney, Transition to Post-Secondary Education & Employment spoke at the event. Both talked of their deep sense of professional satisfaction at completing the FCP and their enthusiasm about returning to the classroom to apply their newly learned skills.

Educational leadership was the focus of the Advanced Summer Institute held

July 25 to August 12 at Kelsey and Wascana Campuses. While traditional research papers and APA were components of each class, great debate and laughter from sessions with improv, talking skeletons, popcorn learning theory and TV game shows were also part of the mix. At the graduation ceremony, Cathy Bendle, Basic Education continued to apply multiple intelligence to her learning when she composed a graduation song about her FCP experience.

Representatives of the University of Regina, U of R Saskatchewan Instructional Development and Research Unit (SIDRU) and SIAS T joined the newest FCP graduates at a celebration luncheon on August 12 at the Willows Golf and Country Club in Saskatoon. Ninety-three faculty have now completed FCP.

Coming This December – ILDC Open Houses

➡ THIS DECEMBER, ILDC IS setting aside one day at each campus to get to know you better – and to thank our associates and affiliates. Mark your calendars!

Tuesday, December 6

– SIAS T Palliser Campus

Thursday, December 8

– SIAS T Wascana Campus

Tuesday, December 13

– SIAS T Kelsey Campus

Wednesday, December 14

– SIAS T Woodland Campus

Academic Director's Message

by Rod Goertzen, ILDC

➡ SUMMER INSTITUTES ARE AMONG my favourite ILDC activities. Months of planning culminate in a coordinated gathering of experts from across SIAST, who spend three weeks focusing on the critical issues of teaching and learning. The stages of a teacher's professional life cycle, as described by Fessier and Steffy, are clearly evident in Summer Institutes. It is inspiring to be



Introductory Spring Institute activity

part of the transformational process as 'new to SIAST' instructors evolve to become the 'professional' or 'expert' instructors in the Advanced Institute.

During Summer Institutes, ILDC faculty inevitably comment on the maturation of the Faculty Certificate Program. After just a few short years, we have developed a critical mass of FCP graduates, who are now available to help new participants navigate the FCP process. The benefits of this informal network not only include more confident participants, but also an impressive range of learning and teaching products and processes. For example, the print and web-based portfolios I viewed in the Summer Institute 2011 were innovative, professionally done and demonstrated the kind of deep learning described by Millis.

The next stage of the process is for ILDC to hear from FCP graduates about the kinds of supports you need to continue on your professional development journey.



Rod Goertzen

I plan to meet with graduates during the next four months to gather input on what is working and not working, and to explore what more is possible. The outcomes of our meetings will be shared in a future ILDC newsletter.

As Oliver Wendell Holmes wrote, "A mind that is stretched by a new experience can never go back to its old dimensions."

FCP First to Present 'with Distinction' Honours

➡ FCP IS THE FIRST SIAST program to recognize high student achievement as outlined in Policy and Procedure Statement A-1.15, SIAST Program/Course Completion Credentials. Starting July 1, 2011, FCP graduates with a GPA

of 90 to 100 percent are recognized as graduating "with great distinction." Those who graduate with a GPA of 85 to 89.99 percent are recognized as graduating "with distinction." ILDC will contact FCP graduates receiving the

honour in mid-November; the ILDC Academic Director will present the new honours at the 2011 ILDC Open Houses in December.

Share Your Technology Workshop Ideas

➡ Do you want to leverage technology in the classroom? Do you want to increase your computer skills or master new technology? Perhaps you want to connect or collaborate using social media, learn about clickers and mobile devices, create PDFs or better understand Survey Monkey.

SIAST Learning Technologies can help. In collaboration with ILDC, Learning Technologies is offering workshops based on your interests at SIAST campuses.

SIAST faculty are invited to share requests and ideas for learning technologies with Jaslene Kaur, Learning Technologies at kaurj@siast.sk.ca.

➡ **Did you know?** SIAST Library Services has a broad selection of DVDs and online videos on leadership. For a complete listing, click on the following link: [Leadership DVDS and Online Videos available at SIAST Libraries.](#)

SIAST Basic Education Instructors Lead Research-in-Practice Initiative

By Dr. Allan Quigley, Professor Emeritus, Adult Education, St. Francis Xavier University, and Janet Galbraith & Jennifer Bain, Basic Education

➡ **HAVE YOU EVER NOTICED** how certain problems reoccur in your teaching? Just when you think you have a handle on it, the same problem raises its head yet again.

Over the past three years, basic education instructors at all four SIAST campuses, together with literacy and basic education practitioners at regional colleges and community-based literacy organizations, have been building a movement to help address such problems. With training in the use of action



Article authors left to right: Janet Galbraith, Jennifer Bain, Dr. Allan Quigley

research, the instructors have been trying new, promising approaches to systematically addressing recurrent problems in teaching. Findings are shared via the websites of SABEA (<http://www.sabea.ca/>) and the Saskatchewan Literacy Network (<http://www.sk.literacy.ca/>). The posted findings and promising approaches can then be discussed, implemented or adapted across Saskatchewan.

This year, having earned a fourth annual grant from the Saskatchewan Ministry of Advanced Education, Employment and Immigration (AEEI), the instructors are launching a dedicated website under their new banner: “Saskatchewan Action Research Network” (www.sarn.ca). The website will host the growing collection of reports and resources, and soon a blog.

This is part of a much larger movement. Literacy and basic educators in Nova Scotia, PEI, Ontario and BC have all made action research contributions to this national movement through various professional websites. Saskatchewan has seen the most sustained growth in Canada thanks to AEEI funding and encouragement from SIAST, regional colleges and community based literacy organizations. Meanwhile, research-in-practice websites from the USA, Australia and the UK can be found on the SABEA and SLN websites—Saskatchewan is part of an exciting international movement.

This success is largely due to the determined efforts of SIAST Wascana instructors, Jennifer Bain and Janet Galbraith, and the unflagging support of both SABEA and the SLN. These two

organizations have partnered in the project from the beginning.—a beginning that was initiated eight years ago.

In 2003, with funding support from Advanced Education, Dr. Allan Quigley was invited to come to Saskatchewan to conduct a session on action research at SIAST Wascana Campus. Allan was then professor of Adult Education in Nova Scotia. The following year, Dr. Mary Norton of Edmonton was invited to help build the movement. With workshops in 2008-2009 and 2009-2010 conducted by Allan, Jennifer and Janet, the fledgling movement saw 21 ‘practitioner-researchers’ trained. From Aboriginal communities to SIAST campuses, from community-based literacy to regional colleges, action research was solving problems.

The movement continues to grow. Another 11 practitioners have been trained in 2010-2011, with five also trained as mentors. Mentors have been paired with 2010 trainees to help them work through projects.

The message is spreading in the broader teaching community. Presentations have been given annually at the SABEA and SLN conferences, and last year at the joint colleges/SABEA conference. This fall, Allan will be a feature presenter at the SLN Exchange in Saskatoon and, with this year’s grant, the team expects to run more workshops and bring in a keynote speaker.

The research-in-practice movement is open to any interested adult educator. Check the websites or contact Jennifer (bainj@siast.sk.ca) or Janet (janet.galbraith@siast.sk.ca) for more details.

Around SIAST

➡ **JEAN DUDLEY AND KIYOMI KIRKPATRICK**, Program Heads in Basic Education at Kelsey Campus are actively supporting the development of formative assessment practices in their areas. They are currently investigating Robert Marzano’s Causal Teacher Evaluation Model, which is based on research that correlates instructional strategies to student achievement. On November 18, Jean and Kiyomi, along with basic education instructors and guests from the Dumont Technical Institute and SIIT, are hosting an inservice workshop on ‘Effective Grading Practices’ with Juan Cordova of The Leadership and Learning Centre.

Internet-based Screen Sharing

by Ron Smallwood, ILDC

➡ Meetings can be time-consuming to arrange, travel to and pay for! And what about those short meetings or meetings that need to be held quickly? Wouldn't it be great if everyone could attend from their own office—with access to the necessary documents, PowerPoint presentations or videos?

Internet-based screen sharing makes it possible. Mikogo, for example, allows you to send your screen to a web server, where others can login and see your screen. It's simple to use. Go to www.mikogo.com and click "Start a Session" or "Join a Session". Mikogo will

download temporary software to your computer and open the session. You can show anything that you bring up on your screen: documents, videos, presentations, web pages, etc. Mikogo also offers useful features such as whiteboard, text chat and file transfer. Better still, it's free if you have 10 or less participants.

So what is the downside to using Mikogo? No audio! You need to use another tool to talk together. I find teleconferencing the simplest solution.

For more information go to Mikogo at www.mikogo.com/, read my blog at ed-adults.blogspot.com/, or contact me at 691-8432.



Ron Smallwood

Blending Technology and Learning

➡ FCP GRADUATE JODI THOMPSON is determined to get a university degree—and she is using her FCP credits to do it. Jodi is taking advantage of the "laddering" program established between the FCP at SIAST and the University of Regina's Bachelor of Adult Education and Training (BAET) program.

Jodi's main challenge in achieving her goal is class delivery. Most BAET classes are delivered face-to-face in Regina, while Jodi lives and works in Saskatoon.

Jodi believes that university classes should be more accessible, and that technologies such as SKYPE could be used to increase accessibility. Her persistence in

raising the issue, together with the student centred response of Dr. Cindy Hanson, assistant professor at the U of R, has resulted in a win-win situation.

Jodi is now enrolled in her final education-specific BAET class.

The Great Teachers' Seminar

➡ The Great Teachers' Seminar was held May 2 to 5, 2011 at Elkhorn Resort in Riding Mountain National Park, Manitoba. This year, 13 participants from SIAST attended, along with Barb Robinson and Faye Desjardins as facilitators and Deb Mervold as site coordinator. The participants represented all SIAST divisions and campus locations.

Participants included Wendy Eddy, Kelsey Basic Education; Andrew Quackenbush, Wascana Basic Education; Ruth Quiring, Wascana Business; Andrea Jonasson, Woodland New Media; Dayna Smith-Short, Palliser Funeral Services;

Rick Abdai, Woodland Welding; Tammie Pawlust, Kelsey Welding; Carole Reece, Wascana Internationally Educated Nurses Assessment Centre; Alicia Oucharek Mattheis, Kelsey Perioperative Nursing; Karlene Britton, Kelsey Medical Diagnostics; Leslie Rozon, Wascana Health Information; Jim Auser, Kelsey Electronics System Engineering Technician; and Karen Wightman, Wascana ILDC.

In 2012, the Great Teachers' Seminar will be held at Elkhorn Resort in Manitoba from May 7 to May 10. Participants travel Monday morning and return Thursday afternoon. Think about putting your



name forward. The call for interested participants will be sent out by the dean of each division in January. Two names plus one alternate will be selected and sent to the ILDC. Successful candidates will be notified in March.

For more information contact Deb Mervold, ILDC at Woodland campus.

Blended Learning, SKYPE and Instructor Commitment to Adult Learners

By Shuana Niessen, Faculty of Education Program/Project Facilitator, SIDRU, Faculty of Education University of Regina

➡ DR. CINDY HANSON IS a tenure-track faculty member in Adult Education and Human Resource Development at the University of Regina who specializes in teaching adults. She models her understanding through the extra support she gives adult learners in her courses.

Adults often find that academic life competes with other responsibilities in the workplace and at home. For example, an adult learner may have children or elderly parents to care for or a full-time job. Another challenge is not being close enough to a university to attend face-to-face classes. Still, lifelong learning has become the norm and expectation in a knowledge-based society.

Dr. Hanson recognizes that adult students need extra supports for successful learning experiences. Her experience with technology in the classroom began with a blended delivery course. The course was to be supported by the U of R's Distance Learning Division, but low enrolment meant this wasn't viable. Dr. Hanson was left with a choice: withdraw the course or seek another solution for her students.

Dr. Hanson sought assistance from the Centre for Technology in Teaching and Learning. They suggested she try SKYPE, a free software application that allows individuals to contact one another through voice and video calls. So, the course was delivered face-to-face and through SKYPE. Dr. Hanson readily saw the value of using SKYPE in facilitating adult learning, but it meant extra set up and preparation for each. She gradually moved to providing SKYPE access in her other courses because she saw the value to her students. "It started with a blended learning course offering and an

instructor's commitment to carry that through with or without resources," she says.

Through SKYPE, students who live or work outside the location of a course (such as FCP graduates working to finish the BAET program before it is phased out) can attend face-to-face classes virtually. According to comments from Dr. Hanson's students, SKYPE "gives us the option to participate regardless of where we are," and "allows us to develop work, home, and educative life." Students assessed the pros of SKYPE, saying it is easy to access, user friendly and easier than Adobe Connect, WebX or Blackboard. It also allows for visual and auditory learning with minimum delay.

Dr. Hanson found it effective to use separate computers for each student joining the class through SKYPE. This allowed individual computers to be placed on tables so the person SKYPEing could participate in group work and discussions. Additionally, SKYPEing students could split their screen, keeping the camera view of the classroom while using their computer to view PowerPoints or other online resources.

There are also cons to using SKYPE, as Dr. Hanson discovered. If more than three students require SKYPE, an accessibility issue develops. Sound is sometimes an issue, and while disconnecting and re-connecting the sound can improve quality, it also consumes time. Users "can only see what people point [the computer] at" and "can't always see the others in the class." Dr. Hanson stresses that this kind of support falls on the instructor as there are limited structural, technical or TA supports in place.

Other cons identified by students – students and teachers are required to adapt to having technology as part of the class; some instructors may not be willing to go 'the extra mile' that using technology in the classroom requires or may not feel capable of dealing with the

technology without support; and students might not take the class if they feel uncomfortable using technology in the classroom.

Dr. Hanson says there are limitations to using SKYPE in developing the classroom learning environment. She has her distance students attend class in person early in the course to explain to classmates how they will be participating. The SKYPE students also attend class when they need to give a presentation.

Still, her experience with technology has led Dr. Hanson to consider the possibility of involving students from international locations in SIAST classes. Dr. Hanson sees the potential for overcoming obstacles that adults and international adult learners face in pursuing education by developing supported programs for blended learning.

"Given the accessibility of SKYPE globally and how it has changed and is changing the way in which we interact with each other and with content, how can we change the educational process to accommodate the instructor and the learners using this technology?" she asks.

Watch ILDC on mySIAST for Training Dates

➡ THE ILDC CHANNEL (under the faculty tab on mySIAST) offers information and dates on upcoming ILDC training sessions, as well as course outlines for current online sessions. Look for latest news on Continuing Education (Con Ed), New Instructor Orientation (NIO), Faculty Certificate Program (FCP) and new Program Head training sessions.

FCP Writing Support Available

By Donna Haas, Basic Education

➡ DURING THE FCP SUMMER Institute, participants are introduced to and offered tutorial support in the area of writing. In Summer Institute 2011, several FCP participants worked with a writing tutor, who supported each in the many different areas of the writing process: narrowing topics and focus, formulating thesis statements, using transitional devices and formatting papers using APA. The tutor met with participants during breaks, lunch hours and after classes. Weekends were also a busy time for participants and tutor!

The response to support from the writing tutor was very positive. Over 60%

of participants in the FCP introductory session accessed tutorial support in a wide variety of areas. Some participants in the Advanced Summer Institute also accessed tutorial support, primarily in the area of APA formatting.

For FCP participants wishing to access support for upcoming FCP courses, writing support can be accessed through Learning Services at SIAST. Other useful writing resources include: Buckley, J. (2009). *Fit to print: The Canadian student's guide to essay writing*. Toronto: Nelson Education Inc. and Purdue University Online Writing Lab (OWL) owl.english.purdue.edu/owl/resource/560/01/.



Donna Haas

Personal Reflection on the Teaching Portfolio

By Shannon Goldstone, Continuing Care Assistant Program

➡ THE FCP REQUIRES PARTICIPANTS to prepare a professional teaching portfolio prior to graduating. Participants are given the rationale for the portfolio, along with information on the different ways of approaching the seemingly daunting task. As soon as I received the instructions, I dug in my heels. I felt the portfolio was nothing more than a 'brag book', and I did not feel comfortable developing it. The due date was approaching quickly, so I knew I had to put my uneasiness aside and begin.

Once I began bringing together the pieces of my portfolio, I realized the importance of the task. It was aston-

ishing to me, looking through my portfolio's pictures, student thank you notes, work and volunteer experiences, that these were all a reflection of who I was and who I have become. With this newfound self-reflection, I am able to understand why I do the things I do in the classroom, as well as how I interact with my students.

Even though the task was daunting, it has given me a new appreciation of my teaching portfolio. Chetcuti, Buhagiar and Cardona (2011) have it right when they say, "the process of developing their personal development portfolio enables student teachers to grow and develop professionally".

Reference: Chetcuti, D., Buhagiar, M. & Cardona, A. (2011). *The Professional*



Shannon Goldstone

Development Portfolio: learning through reflection in the first year of teaching. *Reflective Practice*, 12 (1), p. 61-72.

Growing Demand Leads to Additional FCP Institutes

In response to demand, ILDC offered an additional Spring Introductory Institute in May 2011. Kim Neudorf, a former Nursing Division instructor and Paulette Traynor, Program Consultant from the Industrial Division, facilitated the three-week insti-

tute. Topics from the nursing profession were a central focus, as 18 of the 21 participants were from the Nursing Division.

ILDC is committing to offering an additional Advanced Spring Institute from May 28 to June 21, 2012. The site will

be determined by the location of the majority of the participants. If there is sufficient demand, ILDC will also offer a Spring Introductory Institute on the same dates. SIAST deans will receive additional information in December.