Keynote Speaker

8:45-9:45, WILDEROSE BALLROOM

EDUCATION FOR CREATIVITY: BALANCING ACHIEVEMENT WITH CREATIVE PRACTICE

Dr. Robert Kelly, Associate Professor, University of Calgary, rkelly@ucalgary.ca

The need to create space for creativity in everyday educational practice has become an imperative for a passionate, sustainable world of the future. This presentation explores how a culture of creativity and innovation can be implemented across the educational spectrum. How do we as educators enable the creative development and innovative practice of students? How do we balance discipline competency with creative development in educational practice? How do we make space for innovative practice in education? Bring your ideas and a sense of humour while we explore the notion of teaching and learning creatively and, more importantly, the concept of learning to create.

BIOGRAPHY

Robert Kelly is an associate professor in the Faculty of Arts and an adjunct associate professor in the Faculty of Education at the University of Calgary in Alberta, Canada.

His research is focused on developing a comprehensive approach to developing an educational culture of creativity that ranges from examining educational practice from around the globe to transforming curriculum design and teacher education and practice. His recent book Creative Expression, Creative Education: Creativity as a Primary Rationale for Education and his new volumes Educating for Creativity (in press) and Creative Journey: Developing Personal and Professional Creativity (June 2013) span the breadth of his research focused on transforming educational culture. He is also associate editor for two research volumes from the International Journal of Creative Arts in Interdisciplinary Practice entitled Inquiries for Hope and Change (2010) and Research for Community and Cultural Change (2011).

Robert has pioneered new programs in teacher education focused on creativity and design thinking in educational practice. These programs debut across western Canada in the summer of 2012 in the new Interdisciplinary Masters of Education program at the University of Calgary; the Summer Institute of Creativity in Educational Practice at the University of Manitoba; and the Summer Institute in Education: Creativity at the University of British Columbia, Okanagan campus. The programs engage educators in firsthand creative development. Exciting, new initiatives establish a clear vocabulary and understanding of creative development strands that lead to creative maturity through writing creatively, creating across the discipline spectrum, design thinking, and designing educational spaces for creativity in educational practice.

Robert has received several awards for teaching excellence and is featured on the University of Calgary’s Great Teachers website. He has given numerous keynote presentations, lectures, and workshops on the various dimensions of the concept of creativity across Canada and internationally and is known for his insightful, humorous anecdotes from a career focused on education, design thinking, and creative practice. Visit www.robertkelly.ca
Sessions Featured in the Wildrose Ballroom

**CTD 101, 10:05-11:00**

**ROBERT KELLY ENCORE: AN INTERACTIVE FOLLOW-UP SESSION WITH THE KEYNOTE PRESENTER**

Dr. Robert Kelly, Associate Professor, University of Calgary, rkelly@ucalgary.ca

In this interactive session, Robert Kelly will engage the audience around issues raised during the keynote presentation.

**CTD 201, 11:05-12:00**

**IPADS IN THE CLASSROOM**

Shauna McDonald; Instructor, English and Communications, JRSSB  
Jason Aboughoushe; Instructor, Mathematics, SICET  
Richard Poon; Instructor, Paramedic, School of Health Sciences  
Alex Ondrus; Instructor, Mathematics, SICET

Have you ever wondered how to incorporate iPhones, iPods, and iPads into your classroom? In this session, four instructors from three different schools at NAIT share how they have successfully used these devices in their classrooms. Topics include using the iPad in conjunction with Moodle, creating and sharing interactive books, recording student competencies, accessing and using specialized apps, and accessing your desktop computer remotely. A brief presentation by each instructor is followed by a question and answer period.

**CTD306, 13:00-13:50**

**WHEN THE INSTRUCTOR IS HAPPY, EVERYONE IS HAPPY**

Kate Andrews; Instructor, Personal Fitness Trainer, School of Health Sciences

Promotional Summary: An enlightening workshop to provide instructors with the tools for coping with the stress of our changing academic model in order to create a positive learning environment for NAIT students. Topics will include: learning how to identify stress, mindful communication, structured exercise to reduce stress, quick and easy movements at your desk to make you feel better, breathing techniques, and nutrition.

**CTD405, 14:10-15:00**

**USING YOUTUBE® TO TEACH OUR YOUTUBED STUDENTS**

Richard Poon; Instructor, Paramedic Program, School of Health Sciences

YouTube® is a key component of the digital life of our YouTubed students (generation Y). It is so pervasive, some students will sneak a viewing with their laptops during our classes. Instead of fighting it, we should be using YouTube® as an educational tool. This session investigates the educational use of YouTube®. Topics include the educational reasons why, how to, and the pitfalls.
Holistic Student Success; Ridgewood Room

CTD 102, 10:05-11:00
SIFE NAIT: STUDENTS CREATING SUSTAINABLE, ENTREPRENEURIAL SOLUTIONS
Perri Sinal, Chair, Accounting, JRSSB
Michelle Ivanochko, Research Officer, novaNAIT
Liam Zahara, Marty Phung, Melissa Yurdiga & Alexandra Tkalcic; Student members of SIFE - NAIT
Sandra Spencer, President SIFE - NAIT

In this panel discussion, SIFE Faculty Advisors (Perri Sinal, Sandra Spencer, and Michelle Ivanochko) and SIFE student leaders and members (Liam, Melissa, Martin, and Alex) highlight their teaching and learning experiences related to their engagement in SIFE projects. They discuss the key learning dimensions and challenges encountered during implementation of various SIFE projects. The group also shares the sustainable development impacts of those SIFE projects on Edmonton communities as well as how engagement in SIFE has transformed their personal lives and professional careers.

CTD202, 11:05-12:00
SUPPORTING STUDENTS IN OVERCOMING CHALLENGES IN INTRODUCTORY STATISTICS
Thomas Varghese; Instructor, Finance, JRSSB

An ability to understand, interpret, and critically evaluate data is essential for all careers; therefore, one or two statistics courses are taught in almost all post-secondary programs. Most students approach statistics courses with a negative attitude. In this presentation, I discuss the challenges students face in a statistics class and ways in which instructors can support students in overcoming these challenges.

CTD307, 13:00-13:50
THE INTEGRATIVE LEARNING CHALLENGE (PANEL DISCUSSION)
Neil Fassina; Dean, JR Shaw School of Business & Hospitality and Culinary Arts

Employers and other stakeholders have presented the challenge of integrating learning across subjects and disciplines. This integrative way of thinking must become the norm throughout NAIT courses to best prepare our graduates for their careers. The JR Shaw School of Business has taken initial steps to meet this challenge by participating in intercollegiate case competitions and live case studies. More of these integrative learning opportunities are being developed as the School launches its capstone courses and a case competition for Edmonton-area high schools. Facilitated by Dean Neil Fassina, a panel will share experiences and techniques used to build student teams and integrate cross-functional expertise. In this discussion, ideas for integration opportunities across programs and Schools are welcome.

CTD402, 14:10-15:00
INTEGRATING APPLIED RESEARCH INTO YOUR CURRICULUM
Klay Dyer; Acting Executive Director, novaNAIT

The relationship between applied research and the student experience is fraught with potential complications but also rich with learning possibilities. This session will explore both sides of this opportunity, presenting an overview of the benefits of applied research to teaching and learning while exploring strategies that will mitigate complications and alleviate frustrations.
Diversity in the Classroom; Courtyard Ballroom B

CTD103, 10:05-11:00

CULTIVATE SUCCESS OF IMMIGRANT AND INTERNATIONAL STUDENTS

Starr Zhang; Instructor, Accounting, JRSSB
Jennifer Ward; Instructor, English and Communications

In this session, participants gain an overview of barriers that immigrant and international students may face in post-secondary education. In dialogue with the presenters, participants will formulate a list of strategies to support immigrant students’ integration into the educational community.

CTD203, 11:05-12:00

ACCOMMODATING STUDENTS WITH DISABILITIES THROUGH UNIVERSAL DESIGN PRACTICES

Wendy Marusin; Coordinator Intake Advisor, Academic Success Centre

The post-secondary environment continues to become more diverse, comprising students with varying learning approaches, abilities, experience, and cultural backgrounds. Increasing numbers of educational professionals are promoting and practicing the concepts of universal design in order to better accommodate diversity in the classroom. This session examines the role and the effectiveness of accommodations for students with disabilities. We will also look at how the academic supports can be used to benefit all students when universal design principles are incorporated.

CTD303, 13:00-13:50

ENGAGING AND RETAINING INDIGENOUS STUDENTS

Jennifer Ward; Instructor, English and Communications

As educators, is it not our duty to liberate our students? Come and see how we can tap into Indigenous student success through traditional Indigenous knowledge and traditional Indigenous knowledge systems. We will plot our lives in a holistic framework to better understand ourselves and our students.

CTD403, 14:10-15:00

WALKING IN A DIFFERENT WORLD: UNDERSTANDING ASPERGER’S AND AUTISM

Wendy Marusin; Coordinator Intake Advisor, Academic Success Centre
Margaret Marean; Counseling Services, Academic Success Centre

With this session, you will:

• Gain a better understanding of the characteristics of students with Asperger’s/autism syndrome.
• Identify students who may have this disorder.
• Learn about the potential impacts of having a student with autism or Asperger’s in your classroom.
• Look at some classroom management techniques.
• Dispel some myths surrounding Asperger’s/autism.
• Discuss how student counseling and services for students with disabilities can assist.
Authentic Assessment and Student Engagement; Courtyard Ballroom A

CTD104, 10:05-11:00, 2 PRESENTATIONS IN 50 MINUTES

PART I: THE FEAR OF FALLING
Bev Holoboff; Instructor, Marketing, JRSSB
Can the absence of rubrics, textbooks, and direction result in an excellent learning experience? Matching students with outside business clients in need of promotional solutions and simulating an ad agency environment with the outcome judged by industry professionals engages business students and gives them a head start on their careers.

PART II: THE USE OF SIMULATIONS AND COMPUTER-AIDED ACTIVITIES IN CLASS
Michael Lau; Instructor, Nanotechnology Systems and Electronics Engineering Technology, SICET
Authentic assessment is a fast-rising component in post-secondary education but its implementation is often accompanied by significant challenges. Novel use of technologies can be pursued as a cost-effective solution to allow greater student interactivity and engagement. This presentation highlights the work done in Electronics Engineering Technology and other emerging technologies outside of the classroom. The presentation includes live demonstrations.

CTD204, 11:05-12:00
RUBRIC BUILDING FUNDAMENTALS
Colleen Lowe & Monika Edwards; Teaching & Learning Specialists, Teaching and Academic Development
Authentic assessment/building rubrics/descriptive feedback...you've been hearing about it...now follow the simple steps to make it happen! Participants will create at least one rubric and learn ways to co-create them with students.

CTD304, 13:00-13:50
ASSESSING OUTCOMES: EVERYTHING YOU NEED TO KNOW AND THEN SOME
Stephen Ashworth & Shelly Norrbom; Teaching & Learning Specialists, Teaching and Academic Development
How often do you wake up in the middle of the night and ask yourself, “How can I make my assessments more authentic?” I know — it happens to all of us, especially as we age. This session focuses on assessing outcomes under the new academic model, creating alignment between outcomes and assessment, and ensuring that assessment coincides with industry expectations.
WARNING: Attending this session may result in dizziness in your students due to repeated standing ovations after every class you teach.

CTD404, 14:10-15:00
AVOIDING STUDENT BEHAVIOUR PROBLEMS IN THE CLASSROOM
Chris Meintzer; Instructor, Chemical Technology, SSBEM
Many disruptive student behaviours in the classroom are rooted in past bad experiences. Establishing a classroom environment that makes students feel comfortable and safe in their learning as well as fosters trust in the instructor, can create a learning atmosphere that reduces the possibility of disruptive behaviour and enhances student learning. This session presents suggestions for activities that promote this positive environment in the very first class with a new cohort of students as well as in classes throughout the term.
Active Learning and Student Engagement; Edmonton Room

CTD105, 10:05-11:00, 2 PRESENTATIONS IN 50 MINUTES

PART I: CDRAWER: ACCELERATED FEEDBACK IN PROGRAMMING INSTRUCTION
Simon Walker; Associate Chair, Computer Engineering Technology, SICET
Herb Vanselow; Instructor, Computer Engineering Technology, SICET

Learning is an interactive process. Success or failure needs to be obvious; further, any failure should drive the learner toward the solution, providing feedback that is directly and unambiguously apparent. Current introductory programming environments and their associated tools often fail to provide the quick and obvious feedback needed to keep learners engaged, driven, and directed to the solution. The CDrawer tool fills the void between beginning and advanced programmer to be able to quickly and successfully learn what are often abstract, complicated concepts. By providing a tool to facilitate immediate visual feedback, learners will easily and quickly differentiate success from failure. More importantly, they will gain insight into the reason or cause of the failure, thereby accelerating the corrections.

PART II: MISSION POSSIBLE ACTIVITY
Jay Krysler; Instructor, Business Administration - Management, JRSSB

Mission Possible - Come and celebrate in a show-and-tell presentation about a student activity with a tendency to inspire student creativity, promote real-world activity, and provide experience in pursuing business opportunity.

CTD205, 11:05-12:00

ON-COURSE: IMPLEMENT THE STRATEGIES
Mary Lou Ng; Associate Chair, Mathematics, SICET
Kathy McGee; Instructor, Occupational Health and Safety, SSBEM

If you have completed the On Course 1 workshop, come to this session with some curriculum from one course and spend time infusing student engagement strategies (case studies, popcorn reading, think-pair-share, and many others) from the workshop into your lessons.

CTD305, 13:00-13:50

TEACHING TO INSPIRE: AN EDUCATOR’S GUIDE TO LIFELONG LEARNING
Dana Bennett; Coordinator, Student Engagement/Student Life

What is lifelong learning? This session allows participants an opportunity to learn about and define the term as well as explore activities and strategies that encourage lifelong learning inside and outside of the classroom. Themes in this session include informal learning, learner engagement, and creating a learning space that promotes lifelong learning.
Equip Yourself, Equip NAIT; Vernon Room

**CTD106, 10:05-11:00**

**iNAIT: AN INTERACTIVE GUIDE TO LOCATING AND USING INFORMATION SOURCES**

**Jodi Lommer & Isobel Rancier, Librarians, NAIT Library**

The iNAIT interactive assignment tutorial can be used as a stand-alone resource or embedded in an online course, with streams for students in all programs. Find out the processes and technologies behind its creation and how it can be used to coach students along the path of assignment success.

**CTD207, 11:05-12:00**

**CAN TRADES BE KIND TO WOMEN? (PANEL DISCUSSION)**

**Branka Turnbull; Pipe Trades Instructor, Alberta Pipe Trades College**

As Alberta’s economy grows, labour shortages loom. In the interest of our economy and society as a whole, more women must be provided with employment in the trades. Yet in a number of areas, women are still under-represented. In this session, a panel of prominent tradeswomen will discuss what it takes to persevere in a male-dominated industry. Panel members will offer suggestions for creating more inclusive trades classrooms and will discuss the tools students need to succeed in both a diverse classroom and a diverse workforce.

**CTD406, 14:10-15:00**

**LINKAGES AND SHORT-TERM TRAINING WITH CHINESE CLIENTS**

**James Hawrylenko; Account Manager, Corporate and International Training**

**Gary Gan; Project Coordinator, Corporate and International Training**

Do you have a passion for teaching, travel, and learning about new cultures? This session introduces CIT’s work in China and identifies opportunities to get involved in NAIT’s program linkages and short-term training either in China or Edmonton.