



CAMOSUN

SHOWCASE 2018

Professional, Scholarly & Creative Activity



TERRITORIAL ACKNOWLEDGEMENT

Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

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MESSAGE FROM

Sherri Bell

President

During difficult times worldwide, education plays an even more important role as we expand our knowledge and seek to understand each other.

Camosun students thrive on opportunities to learn in ways that inspire, engage and challenge them. We accomplish this by committing to continually enhance our own education and knowledge base in order to improve on and propel our student-centred and applied teaching practices.

Innovation, discovery, growth, transformation – these are all benefits of professional development learning opportunities. These opportunities not only prepare us for ever-changing classrooms, they allow us to evolve and hone our teaching skills and body of knowledge for the benefit of our students, and ultimately our communities.

I have experienced first hand our dynamic classrooms. Our instructors take risks, trying new methodologies to continually engage our students in life changing learning. I am very proud of the exceptional learning experiences Camosun faculty members foster every day throughout our programs and the passion and commitment represented here in this year's professional development showcase.

Congratulations to all!

A handwritten signature in black ink that reads "Sherri Bell". The script is fluid and cursive, with the first letters of "Sherri" and "Bell" being capitalized and prominent.

Sherri Bell
President



MESSAGE FROM

Sybil Harrison

Director of Learning Services

Camosun is a learning community, a network of individuals connected by our shared values and our commitment to inspiring life-changing learning. The 2018 Faculty Showcase—an anthology of stories celebrating our collective scholarly and creative energy and outputs—is a wonderful reflection of this community.

The stories in this anthology demonstrate Camosun's commitments to applied learning, indigenization, sustainability, intercultural education and technology enhanced learning. The collection features instructors who have pursued research and scholarship, and celebrates the artists and writers among us. A number of the recipients of innovation and creativity grants are highlighted, showing how collaboration and innovation can lead to impactful learning practices and an enhanced student experience.

The faculty stories in this collection also highlight how scholarship, research and innovation are enabled through scheduled development time, professional development funds, innovation and creativity grants and the supports provided by the Centre of Excellence for Teaching and Learning and the Library.

Sharing knowledge is at the heart of an academic community; a sharing culture and mindset is what propels us forward towards transformation. The Faculty Showcase is an excellent way of recognizing and providing a record of our sharing and collaboration.

It's been a privilege for me to be involved in the development of the Showcase. I have deep appreciation and respect for Elizabeth West and her thoughtful and skilled approach to curating and editing this year's collection of stories. My appreciation and respect extends to everyone who shared their experiences, you inspire us all.

Sybil Harrison
Director, Learning Services

Alison Bowe & Jill Auchinachie

Academic & Career Foundations Department



BIOGRAPHY

Jill Auchinachie is a recently retired Adult Basic Education (ABE) instructor in the Academic and Career Foundations (ACF) Department at Camosun. Alison Bowe also teaches in ACF and is currently a department chair at Camosun. Their shared passion for the transformational potential of adult education led them to collaborate on the *Complex Pathways* research project. Jill and Alison have presented their research at the Pacific Rim International Conference on Disability and Diversity in 2016 and the Decoda Literacy Conference in 2017.

Complex Pathways in Adult Education: A Longitudinal Study

Jill and Alison are co-researchers on a longitudinal study. They interviewed three cohorts of Camosun College Fundamental and Intermediate ABE upgrading students (first interviews held 2010, 2011, 2012). Each participant was interviewed annually five times. A longitudinal study was necessary to develop an understanding and analysis of adult upgrading pathways, which are by nature complex and long-term processes. The researchers chose to focus on adult education students because longitudinal studies of such students are lacking in Canada; as a result, ABE post-secondary education policy and practice have often been based on short-term studies.

Over the five annual interviews, adult upgrading students reflected on and discussed their complex pathways through education, employment, and other areas identified by participants. Alison and Jill are working to develop a detailed understanding of the goals and motivations of upgrading students, to understand the steps that brought them to the college to enrol in upgrading courses, and to learn about their experiences during and after enrolment. In the fall of 2017, they released the *Complex Pathways in Adult Education* report, which summarizes data from Interviews 1-3. Future research will include findings from all interviews.

Alison and Jill are grateful to the adult upgrading students who took part in this research. The students generously gave their time to participate in the annual interviews and to share vital information and insights about their lives and experiences as learners. Jill and Alison would also like to thank Camosun's School of Access Office and the Office of the Vice President of Education for their ongoing support of this research and express deep appreciation to Dr. Stephen Reder at Portland State University for his mentorship, encouragement



and scholarship. Thanks also to the President's Innovation Fund (2010) for supporting the participant honorariums and to Camosun's generous Faculty Development Program which provided the time to conduct this research.

The research is grounded in the words of participants:

I'm determined to finish what I've started and that's a big one because – because yeah like I'm amazed at the – the hurdles that get you know tossed in front for – for mature students.

Link to Full Study: <http://camosun.ca/learn/school/access/bios/Bowe-ComplexPathwaysReport.pdf>

Kirsten Bunton, Aleah Gustafson, & Patrick Maguire

English Language Development Department



BIOGRAPHY

KIRSTEN BUNTON, ALEAH GUSTAFSON, & PATRICK MCGUIRE

Aleah Gustafson, Kirsten Bunton and Patrick Maguire are instructors in the English Language Development (ELD) Department in the School of Access. They are currently teaching in the Career and Academic Preparation stream, focusing on academic writing. Kirsten and Patrick joined the faculty at Camosun in 2013 and Aleah in 2009. These three faculty members have extensive experience teaching both domestic and international second language learners.

International Conferences on Academic Writing

All three participated in international Academic writing conferences during their Scheduled Development in Spring/Summer 2017.

Patrick attended the European Association for the Teaching of Academic Writing (EATAW) Conference, hosted by Royal Holloway University, UK. The conference focused on academic writing (AW) for students writing in their second language (typically English). Researchers from colleges and universities across Europe presented profiles of their departments' approaches to AW and related research activities. Many presentations had a pedagogical focus, providing specifics regarding teaching and supporting student AW development. At many European colleges, writing centres have an integral role in delivering AW support through weekly, term-long tutorials, in addition to one to one tutoring. One theme recurrent in the presentations is the need to develop students' criticality with reference to research sources, and to formulate and articulate a position accordingly. Much of this relates directly to my instructional work at Camosun by informing course planning and delivery. Integration of campus resources is one example – utilizing the English Help Centre for language development support. Another example is librarian assistance with assessing research sources for appropriateness and bias. Criticality can be a particular challenge for even our upper level English language students; the conference highlighted the need to make criticality an explicit teaching objective, and also introduced instructional methods.

Kirsten and Aleah attended the Norwegian Forum for English for Academic Purposes (EAP) in Oslo. This international conference focused on positioning of



academic writing in the 21st century university. The conference drew a diverse crowd of presenters and participants from 13 countries and focused on the need for positioning English specialists in collaborative roles with academic departments. Presentations highlighted the role of positive psychology in aiding EAP students in academic studies and emphasized the importance of writing centres in helping students reach their academic goals. In particular, Aleah was encouraged by discussions on the valuable role that peer editing plays in students' writing development. In her next Scheduled Development, Aleah will focus on best practices regarding approaches to facilitating peer editing as a key stage of the writing process. Inspired by projects involving different levels of collaboration between EAP specialists and subject lecturers, Kirsten intends to do further research on integrating academic literacy instruction into other college disciplines. Specifically, she is looking at effective ways to enhance the learning experience of international practical nursing students in collaboration with the International Pathway to Practical Nursing at Camosun. Embedding required academic writing interventions and therapeutic communication competencies helps students meet the academic demands of the program and addresses issues of student success and retention.

Ian Browning

Environmental Technology & Electronics & Renewable Energy



BIOGRAPHY

Ian Browning is an instructor in the Environmental Technology and Electronics/Renewable Energy programs. His main areas of academic interest include ecological restoration, interactions between technology and ecology, and how ecology can inform design. Current research interests focus on coral reef ecosystem restoration and on computer models of ecosystem dynamic behavior. Past projects have included marine wildlife observation using drones, small-scale solar systems in Costa Rica, and the design of a novel wind generator.

Research in Ecological Restoration

In November 2017 I travelled to the CARMABI marine institute in Curacao, a small island in the South Caribbean, to engage with scientists studying reef ecology and to begin preliminary investigations into a possible

field school location. The visit was an important field component of my Long-Term Professional Development activity conducting post-graduate studies in Ecological Restoration through the University of Victoria.

My primary academic interests are currently in restoration ecology—fixing ‘broken’ ecosystems, which involves figuring out how these systems work and what practical interventions should be applied to return them to a functioning state. My interest spans from the theoretical system-dynamics perspective through to ‘boots-on-the-ground’ (or ‘fins-in-the-water’) practical implementation of restoration projects.

The CARMABI researchers are one of a number of groups around the Tropics who are investigating the basic science of coral reproduction, and how to translate this new knowledge to the large-scale restoration of degraded reefs, and associated tropical ecosystems.

My visit to the institute allowed me access to a number of scientists who very generously welcomed me into their labs to explain their latest research activities. One such scientist is TED-scholar Kirstan Marhaver. Her work involves scuba diving to collect coral gametes that are released during the annual nightly spawning event, and subsequently investigating the life cycle of the coral larvae and what environmental factors influence the survival of different coral species. This basic research is complemented by another group (SCORE) based out of the nearby Curacao Aquarium who focus on the more applied aspects of reef restoration implementation.

In addition to meeting with the various researchers and practitioners, the visit provided a valuable opportunity to engage in various field activities (Reef survey dives, Mangrove forest restoration, and terrestrial field trips), and to immerse myself in the cutting-edge research conducted at the institute. I returned from the visit armed with new information, ideas, and, most importantly, inspiration that I intend to pass on to students and incorporate into my ongoing academic activities and teaching.



JOHN G. BOEHME | CAMOSUN VISUAL ARTS

from

Considered Compulsion Series: Exist-ence 5 Melbourne_A Atlas, 2014

Iterations in Houston, Texas; Brussels, Belgium; Vaasa, Finland; Calgary, Alberta; and Sydney, Brisbane, and Melbourne, Australia.

Materials: ceramic, ceramic tee balls & ceramic golf balls, athletic support, helmet and CPAP machine, beef tallow, Aussie rules football, cricket bat, football cleats, sunflower seeds. These materials were used while Beauregard Boehme completes Ballet practice.

Image photos by Shane, Melbourne

John G. Boehme describes his recent work as “trans-disciplinary” often employing performance, video, audio and objects in a number of pieces simultaneously. He says, “Live artwork presents a direct relationship with material, with action and process, with human interaction, as I understand it. Physical involvement is the most embodied way in which to create meaning. Through durational works both the artist and the audience gain access to the experience uniquely available through such commitment.”

Francis Adu-Febiri

Social Sciences Department



BIOGRAPHY

Dr. Francis Adu-Febiri is an African-Canadian born and raised in Ghana. He holds a Sociology PhD from UBC. He is a sociology professor and former Chair of the Social Sciences Department at Camosun. He has taught at UBC, SFU and UVic and has served on MA and PhD committees at SFU, UVic and Royal Roads University. He has done scholarly presentations in Africa, the Middle East, Asia, Europe, USA and Canada. He publishes extensively in academic journals and has written and co-authored books in areas of sociology. In addition to his work at Camosun, Francis serves on a variety of local and national committees. His awards include Camosun's International Spirit Award, Camosun Celebrates Excellence Award, and NISOD Excellence Award, University of Texas at Austin.

Creativity and Innovation in Learning, Teaching and Researching

Of my three 2017 -2018 Scheduled Development activities—decolonizing and indigenizing diversity practices, a conference paper on gendered colonialism, decolonial feminism and microfinance, and pedagogical challenges in the corporatized academy—pedagogy will lend itself well to this short contribution since the other projects are ongoing.

Pedagogy is of great importance to me for three reasons. First, during my schooling in the “post-colonial” education system in Ghana, I was given the impression that being smart means that you are competent in literacy, numeracy and memorization of factual information. Second, the domination of technology in the 21st century education system. Third is the artificial time pressure creating an educational culture that prioritizes speed, overwork, technological bias, and instrumentalization over everything else. These three factors relegate thinking skills—the underlying skills for creativity and innovation—to the back burner of the education system despite the rhetoric about the importance of these skills.

In their book, *The Slow Professor: Challenging the Culture of Speed in the Academy*, Maggie Berg and Barbara Seeber (2016) attribute these issues to the corporatization of the academy. From their research findings, they assert that the corporatization of the academy has created a trend toward overwork, speeding up work pace, and education processes that are detrimental to good teaching, sustainable research, and the optimal health of both students and faculty. “Overwork makes us [professors] hate students” (p. 58). In this context, it is imperative for the pace of work to slow down in the academy so that students and faculty can devote more time to thinking, and for that matter, creativity and innovation that are sustainable. Before I reviewed this



book, I had already published three refereed articles on the importance of thinking. “Thinking Skill in Education: Ideal and Real Academic Cultures” (2002) was published by the Centre for the Development of Teaching and Learning (CDTL), National University of Singapore. In 2014, The *RHFS* published my article, “Educated for a World That Does Not Exist: Issues in Africa’s Education and Job Training”. The main conclusion of the first paper is that “Thinkers are original, creative, and innovative. When society values these attributes and believes that they are learned rather than innate qualities, it is likely that it would provide teachers and students with enough incentives to develop thinking skills.” The second article showcases the usefulness of integrative thinking skills developed and honed through service-learning in education and job training. For the past five years or so, I have systematically and intentionally built into all my Sociology courses, integrative thinking, service-learning, and creativity and innovation assignments and exercises.

What these articles and pedagogical models missed, I discovered in my review of *The Slow Professor*. This book reveals the time dimension of thinking, creativity and innovation in learning, teaching and researching. It emphasizes that, “creativity is the product of ‘wasted’ time” (Albert Einstein). I learned that “periods of escape from time are actually essential to deep thought, creativity, and problem-solving” (Berg and Seeber 2016, p. 26). The book also links poor student learning outcomes to the artificial time pressure and overwork built into the 21st century academy.

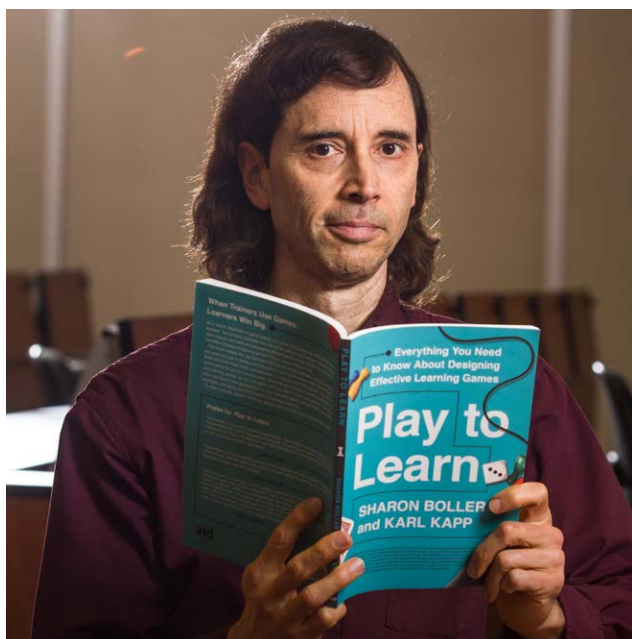
In my courses when I provide opportunities for students to do creativity and innovation exercises for bonus marks, only a small percentage will actually do it. The majority claim they would love to do them, but they do not have the time. When I make creativity and innovation assignments such as service-learning projects a required component of the course, many students would express their inability to do the projects to their satisfaction because of time constraints.

The time pressure is not only on students. Faculty may experience even more pressure from the culture of speed in the academy. Students expect instant or fast feedback on their assignments and tests or exams. This creates pressure for faculty to meet unrealistic expectations. When I make creativity and innovative assignments as a required component in addition to quizzes, tests, and examinations, I experience the time crunch in working faster to meet expectations. When you are doing this throughout the semester, how do you get the opportunity for “wasted time” or an “escape from time” for “deep thought, creativity, and problem solving” and at the same time take care of your well-being? It is in this context that Berg and Seeber’s (2016) analysis of the corporatization of the academy and its associated culture of speed is right on. Given the importance of productive pedagogy to engage learners and teachers to equip them to think critically, creatively, innovatively and sustainably, the academy needs to decolonize time and the culture of speed.

Please contact Francis Adu-Febiri if you are interested in the models he uses, the creativity and innovative exercises, and his references: adufebir@camosun.bc.ca

Marty Donatelli

Psychology Department

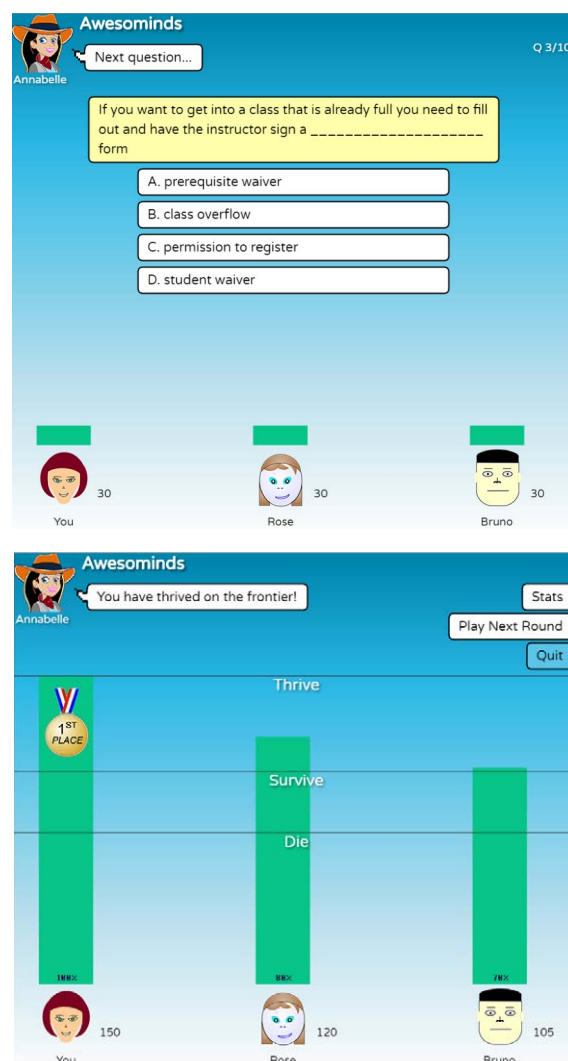


Camosun's Learning App

Working with the Centre for Excellence in Teaching and Learning and a group of students from the Computer Systems Technology program, this project produced a web-based learning app students can use to learn course concepts. The student competes against in game characters to reach a goal by answering multiple choice questions. The tool uses scientifically established learning techniques such as immediate feedback, active learning, retrieval practice and distributed studying. It also includes game mechanics based on psychological principles of motivation and attention to increase engagement. The design addresses practical aspects as well. It can be applied across many disciplines, is playable on mobile phones, is open source, and ensures student privacy. The app allows instructors to automatically upload questions from a test bank, edit them, and view student progress. A working version is now available for demonstration. Future developmental goals include: off campus access, phone icon launch, additional game elements, automatic uploading of results to D2L, and greater instructor design control.

BIOGRAPHY

Marty Donatelli has been teaching psychology at Camosun College since 2007. He has an honours degree in psychology from the University of Victoria and a Master's degree in Applied Social Psychology from the University of Saskatchewan. His areas of interest are positive psychology and environmental psychology.



Debbie Gascoyne

English Department



BIOGRAPHY

I have been teaching English at Camosun College since 1991. I've never really grown out of reading children's books and was both astonished and delighted to discover that Children's Literature is a growing field in university studies. My studies in intertextuality have led to past conference presentations on everything from Virginia Woolf to Buffy the Vampire Slayer, and I've previously published an article on Diana Wynne Jones in *The Journal of the Fantastic in the Arts*.

Intertextuality in the Work of Diana Wynne Jones

In 2015, I began work on a PhD in English Literature at Cardiff University, in Wales, the UK. My thesis topic is "The significance of intertextuality in the work of Diana Wynne Jones."

Intertextuality is, in its broadest sense, a study of relationships between texts. It is often used to discuss

allusions - the quotation from or reference to another work in the work you are reading - but it has many varied applications in the discussion of literature. A lot of theoretical discussion is often limited simply to identifying the references, which can be fun (think, for example, of the "easter eggs" often planted in movies or television shows), but doesn't really get you very far in terms of understanding a text. More than just allusions or "easter eggs," some authors use intertextual references as a figurative tool that deepens and adds symbolic meaning to their texts. I've always been interested in authors who use intertextuality in this way, and I've also found it to be very useful in teaching, as, by helping students learn the importance and significance of various intertextual references you can give them tools to make discoveries for themselves and help them to gain confidence in their own understanding of a text.

Diana Wynne Jones is an extraordinary and underrated author of fantasy literature for children and young adults. Almost all of her books contain multiple intertextual references, and you can find examples of many different kinds of intertextuality in her work. One novel is based partly on Norse mythology, another one uses works by T.S. Eliot, another plays all kinds of games with Arthurian legend and heroic fantasy like *The Lord of the Rings*. I am exploring all the different ways she uses intertextuality and theorizing the effects that such usage can have on a reader. The themes of her work emphasize the importance - even necessity - of the creative imagination, the need to question the establishment, and the way that learning to think for oneself can free one from tyranny: such important matters for today's world!

Last summer, I presented a portion of my work at the Biennial Symposium of the International Research Society in Children's Literature, held in Toronto. It was a wonderful opportunity to share my ideas but also to learn from some of the leading scholars in my field. My PhD supervisor, Catherine Butler, was also there giving a paper, which was a terrific opportunity for us to meet face to face (all our supervisory meetings have been held via Skype).

Tark Hamilton

Department of Chemistry & Geoscience



BIOGRAPHY

Academic Degrees: B.Sc. Case Western Reserve University 1973, Master's Indiana University 1974, PhD. University of Alberta 1980

Teaching: University of Victoria, Wichita State University, Camosun College

Research: Alberta Research Council (now Alberta Innovates Technology Futures), Geological Survey of Canada

Research on Megathrust Earthquakes of the Cascadia Subduction Zone

I have worked on the geology, geophysics and tectonics of the Canadian Cordillera and offshore since the mid 1970's. Some scientists focus on a single method, data type or analytical technique. I have always taken the "big picture view" and applied a variety of techniques and data types along with the team approach to provide the best constraints and interpretations. Continuing to do and publish scientific research also allows me to work more

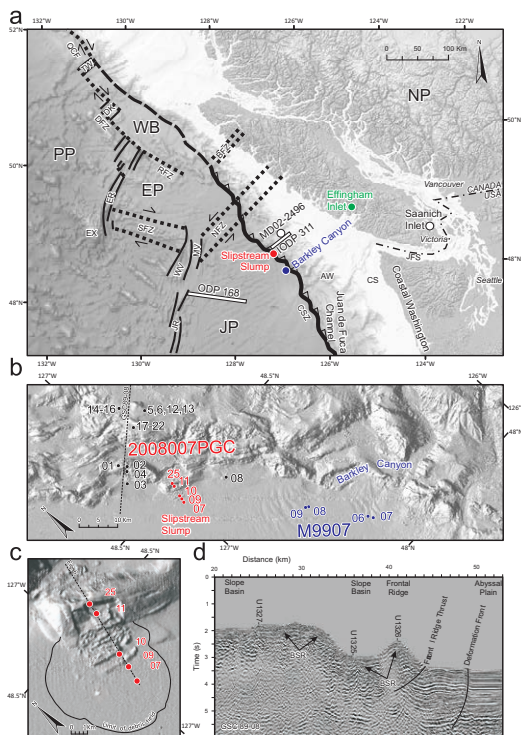
intensively with students and to mentor them in specific scientific methods and techniques in addition to creating or learning new techniques myself. This all helps me keep fresh and enthusiastic about my teaching.

Given my 40+ year background in regional and marine geology, in 2008 I sailed as stratigrapher on a month long cruise aboard the CSS John P. Tully to the accretionary wedge and subduction zone west of Tofino along with scientists from the Geological Survey of Canada (Dr. Randy Enkin and Dr. Michael Riedel), University of Victoria, U.S. Geological Survey, Woods Hole (Dr. John Pohlman), U.S. Department of Energy and an undergraduate student assistant from Camosun College (Megan Hogg). Our focus was to take core samples to study some of the gas hydrate deposits and submarine landslides of the lower accretionary wedge to relate these to potential resources and geohazards.

From prior coring and detailed ^{14}C dating, we knew that most of the seabed, particularly on the continental slope uphill from the landslides, is blanketed by up to a few hundred meters of diamict (iceberg rain) from the end of the last ice age $\sim 14,000$ ^{14}C years). We also had learned that many of these deposits had formed gas hydrate deposits and in doing so altered their physical properties, including porosity and strength, making them more prone to failure. In particular, since we had new high resolution multi-beam bathymetric maps, we wanted to sample some large submarine landslides we had located off the frontal ridge because we knew the slumps came from the ridge scarps directly above the subduction zone thrust. If anything got shaken loose by big earthquakes surely this would be the place and the location also eliminated any other possible sources of coarse grained turbidite sediments.

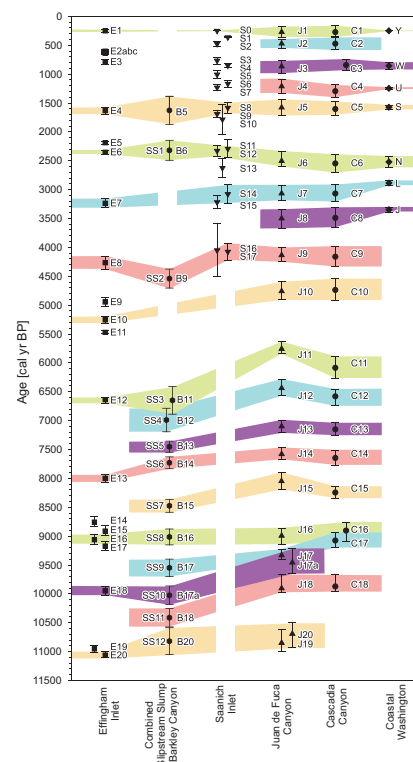
The original hypothesis was that the slumps might have been triggered by the last megathrust earthquake in 1700 CE. At a succession of 3 different slumps we found long stratigraphic records of ~ 19 turbidite sands and silts with intervening layers of mud and plankton

Fig. 1



deposition and in many of the cores, more recent mud caps. Immediately I realized that these cores resembled the turbidite canyon records that Dr. Chris Goldfinger had studied further south off Washington and Oregon. We split 26 cores aboard as we took them and made detailed physical properties measurements with a core logging track and a series of different sensors to provide further details of the sedimentary layering. We also made measurements of pore water chemistry including profiles of $[Cl^-]$ and $[SO_4^{2-}]$. There was progressive loss of sulfate with increasing depth. At this point we realized that the slumps were many thousands of years old and that rather than simply confirming a record of the last megathrust earthquake, that these cores likely contained the entire Holocene record of megathrust earthquakes. Subsequent shore based analyses, detailed ^{14}C dating on upper water column foraminifera confirmed that we had ~11,000 years of megathrust earthquake generated turbidites and the best record for “the big ones” off western Canada. Over the past 10 years we (Dr. Randy Enkin, Chris Goldfinger

Fig. 8



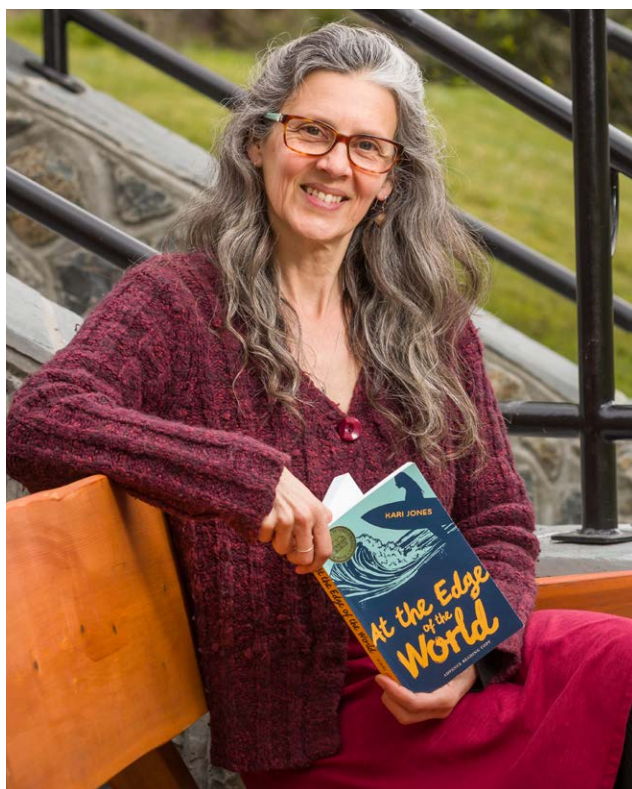
and others) have published a series of papers detailing these findings. Ongoing activities involve newer cores, more radiocarbon dating and more detailed correlation to both onshore and offshore core records of past Cascadia megathrust earthquakes. While we cannot forecast earthquakes, we can improve our statistics on the past recurrence intervals, variations in earthquake size, duration and rupture lengths to improve our building code and preparedness as we continue to build upon and live with this shaky west coast. Last October at the Geological Society of America Meeting in Seattle I co-taught a day long workshop on how to find and interpret offshore sedimentary records of large earthquakes with Chris Goldfinger, Randy Enkin and Jay Patton.

Acknowledgments: Funding for this research has been provided, in part, by CCFa Short Term Professional Development Funds and good natured colleagues chiefly Dr. Randy Enkin at the GSC and Dr. Chris Goldfinger at Oregon State University.

For bibliographies and links please contact
Tark Hamilton thamilton@camosun.bc.ca

Kari Jones

English Department



BIOGRAPHY

Kari Jones holds an MA in English Literature from Queen's University and a Post Graduate Certificate in Creative Writing from Humber College's School for Writers. She is the author of five books of fiction and one non-fiction book, all for young readers. She is currently working on a second non-fiction book for young readers and a novel for adults.

She has taught in the English Department at Camosun College for eight years. She loves sharing her writing experiences with aspiring writers, whether they be in creative writing, professional writing or academic writing classes.

A Novel for Young Adult Readers: *At The Edge Of The World*

The only way to write is to sit down and write. That is one of the lessons I learned from writing *At The Edge Of The World*, a novel for young adult readers. But some books take more sitting down than others, and this one took me over twelve years and more than twenty drafts.

Fiction writers often do extensive research, and for me this came in the form of spending many summer days in coastal communities, exploring the shoreline, and meeting people. A few years ago, I learned how to surf, because I needed to be able to describe not only what it looked like, but what it felt like. I spoke to a violin maker, had my hand henna tattooed, and took a painting course. All of these things found their way one way or another into the final text.

After writing the manuscript, I submitted it to my editor at Orca Books, who made several suggestions. We edited and revised the manuscript four times before it was ready to send to the copy editors and design people. In the end, I loved the look of the book, and so did readers. In October this year, *At The Edge Of the World* became a finalist in the Bolen Books Children's Book Prize. That and the comments I have had from readers made all that work and all those years seem worth the effort.

I took all the lessons I learned about writing and added them into the curriculum for the first and second year Creative Writing classes I teach at Camosun College.



BIOGRAPHY

Peter Ove has been teaching sociology since 2009. Apart from teaching at UVic and Camosun, Peter has also worked as a UN human settlements officer in Brazil, a high-school teacher in Denmark, a researcher on community development, a consultant for international non-profits, a "Cultural Assistant" for international students, a youth worker in the United Church, a municipal recreation planner in Ucluelet, and a laboratory technician in a Cuban cement factory. Peter has a BA in Psychology and Anthropology (UVic), an MA in International Development Studies (Dalhousie), and a PhD in Sociology (UBC). His graduate research focused on issues of global poverty, non-profit fundraising, and child sponsorship programs.

Book Publication: *Change a Life, Change Your Own*

Change a Life. Change Your Own. "For less than a dollar a day." "For the cost of one coffee a day." With these slogans, and their accompanying images of poor children, some of the world's largest development organizations invite the global North to engage in one of their most prominent and successful fundraising techniques: child sponsorship.

But as Peter Ove argues in *Change a Life, Change Your Own*, child sponsorship is successful not because it addresses the needs of poor children, but because it helps position what it means to live ethically in an unequal and unjust world. In this way, child sponsorship is seen as more than an effective marketing tool; it is a powerful mechanism for spreading particular ideas about the global South, the global North and the relationship between the two. Through sponsorship, the desire to raise money, secure "appropriate" childhoods, and become better people ends up taking priority over the goal of living together well on a global scale.

Drawing on in-depth interviews with child sponsors and sponsorship staff, *Change a Life, Change Your Own* explores the contexts in which sponsorship promotional material is produced, interpreted and acted upon. This is not an exposé on the use of sponsorship dollars or high administrative costs; it is a clearly written and compelling account of how the problem of development is constructed such that child sponsorship is seen to be a rational and ethical solution."

<https://fernwoodpublishing.ca/book/change-a-life-change-your-own>



Emrys Prussin

Social Sciences Department



BIOGRAPHY

Emrys has a background in Geography and Botany and he has a keen interest in outdoor-based teaching and integrating Indigenous aspects into his classes. He has worked in map-making roles for the Métis Alliance and the BC government and has been lucky enough to have worked extensively in the outdoors as a viticulture scientist and as a botanist in Garry Oak ecosystems.

He is currently involved in a collaborative project with the LÁU, WELNEW Tribal School to document the SENĆOTEN oral and ethnobotanical history of areas around Victoria.

Haida Gwaii Field-Based Learning

I have been teaching for five years now and I have found that students seem to be the most fully engaged when they are doing something hands-on or outside – and ideally both. Students are also keen to learn about Indigenous history and love hearing about plant uses and names on fieldtrips. I strive to incorporate these things in my classes and it was with the goal of doing more of this that I set out on this week-long field course to Haida Gwaii from May 13–22, 2017.

We boarded the ferry in Port Hardy at 6:00 pm with a group of high school students, participants in the dual credit program with the South Island high schools and Camosun College, ready for a two-day trip to Skidegate.



On arrival, we spent the day with students and Elders at the Gid Galang Kuuyas Naay Secondary School. We learnt bits of language and toured through ancient forests learning how the local community is taking a leading role in sustainable forestry.

Haida Gwaii is foggy, and it sure didn't disappoint. As we drove north to Masset the students marveled at the trees they could make out and beautiful totem poles we passed all in swirling fog. We slowed to a stop in front of one of these poles and long-houses, about to visit with acclaimed Haida Artist Christian White in his workshop.

Surrounded by apprentices working steadily away, Christian explained they were in the midst of preparations for a pole raising to take place at Heillen Longhouse Village – which was to be our lodgings for the next two nights.



We left with a sense of wonder at the incredible skill and patience involved in creating and erecting the poles we'd seen.

We arrived in Heillen Longhouse Village in Naikoon Provincial Park to find one of the caretakers' sons waiting with truck and shovels, about to harvest clams. Unique among parks, we learnt that Gwaii Haanas National Park is managed jointly and equally by the Haida Nation and Government of Canada.

Throughout all of these rich community-based activities, students were happy and engaged and kept saying that this is what school should look like. I left this trip with a renewed feeling that hands-on learning has a significant role in teaching and with a new store of stories and ideas to draw on for future classes.

Anne Borrowman

Marketing Department



BIOGRAPHY

Anne Borrowman came to Camosun College as a term instructor at the School of Business in January 2009 and has been continuing faculty since September 2012. Her extensive experience in business development and marketing in both private and public sectors gives her a solid foundation for applied learning experiences in the classroom. Anne is a strong supporter of community development through not-for-profit agencies and is a current board member of VIDEA, an international development agency based in Victoria.

Life-long learning and a variety of SD opportunities through Camosun has taken her to Zambia (2015) for Mark 420 course research and Mozambique (2016) as part of a delegation for Camosun International's educational initiative with trade institutions in that country.

Faculty Exchange – Wellington Institute of Technology, Wellington, New Zealand

An interest in exchanges had been percolating over the past five years, and in 2017, a vision was realized with a faculty exchange from July to December in Wellington, New Zealand at Wellington Institution of Technology (WelTec) in the Event Management Program at their School of Business.

The opportunity was developed over approximately 18 months with key factors including connecting with an instructor with equivalent qualifications, experience and ability to exchange for six months and ideally, with suitable accommodation arrangements for exchange (your home for theirs).

Sounds easy? As the School of Business has an MOU with WelTec it seemed like a logical step. Thanks to the support of administration at both Camosun and WelTec, an agreement was developed that was signed off by each institution – all that was left was arranging for the work visa (a seamless online process). Consistent communication and access to course material, resources and learning platforms prior to the exchange was mutually beneficial for ease of familiarization and orientation prior to starting.

Although WelTec has similar courses, degree and certificate programs to Camosun, including business, nursing, trades, technology, the structure and administration of tertiary education in New Zealand is very different. There were a number of opportunities to provide input based on Camosun practices at a variety of levels at WelTec.

Cultural learning of Maori and Pacific peoples, meeting and working with staff, tutors (faculty) and a diverse group of students at WelTec was an enriching experience. It was fun trying to decipher traditions, expressions and accents (Canadian, Maori and Kiwi!). I have made some new life-long friends and if you are at all inclined to explore an exchange in your future... I highly recommend it and would be happy to meet with you!



NANCY YAKIMOSKI | CAMOSUN VISUAL ARTS

Divorce of Science and Philosophy, 2018

book page*, colour pencil on paper, and encaustic on 8" x 8" cradled wood panel

*Charles Singer, *Short History of Scientific Ideas to 1900*, Oxford University Press (1959)

My current project considers systems of representation used in the creation of knowledge in science and art, and how the medium of encaustic (painting with layers of hot wax) draws attention to, and contributes to, that construction.

Marina Jaffey

Marketing Department



BIOGRAPHY

Marina Jaffey has been an instructor in the School of Business at Camosun College since 1994. She has co-authored a principles of marketing textbook for Pearson Canada, *THINK Marketing*, which is being used at Camosun, as well as other post-secondary institutions across Canada. Marina's industry expertise is in the areas of communications, marketing and sales management, and includes positions with Unilever and the National Gallery of Canada. Marina is also involved in a variety of other professional activities, including serving on the Canadian Public Relations Society board.

Camosun Marketing Students Apply Their New Business Skills To Teach Others

Working in teams is the norm for business students at Camosun. Team work isn't always easy though, especially given the diverse student population today. Yet, being able to work effectively in team situations is a valuable skill needed for a successful career in business and in life. The idea behind this collaborative, applied learning project is to have fourth year students peer mentor/coach first year students. In addition, the first and fourth-year students work on a project together which involves teaching local high school students about business practices and networking.

In fall 2017, 65 students in Camosun's Intro to Marketing (MARK 110) and Sales Management (MARK 435) classes invited local high school business teachers and students from Reynolds, St. Andrews and Stelly's Secondary schools to visit the Interurban campus.

The Camosun students led the secondary students through a series of fun and interactive business-related activities. Each visiting group also experienced a campus tour. The purpose of these secondary school visits was two-fold: to engage high school students in working together to solve business problems and to allow them to experience first-hand what it's like to be a Business Administration student at Camosun College.

Earlier in the fall semester, the MARK 110 and 435 students prepared for the campus visits by forming integrated teams and working together on developing challenging, interactive business exercises for the high school students. As peer mentors for the first year students, the MARK 435 students were able to apply skills they were learning in class, including: team dynamics, project management, coaching, mentoring, networking, leadership and intercultural competency.



The fourth-year Marketing students modeled for the first-year students, how to work effectively as part of a team and how to resolve team issues in a constructive way. The first-year Marketing students helped develop the marketing strategy, create the networking event, and determine the support materials required for the campus visits. One of the activities focused on student-groups challenging each other to recognize organizational logos. The high schools students later had the opportunity to mingle with the college students and ask questions related to their studies.

This is an example of a collaborative, applied learning project lead by two instructors, Marina Jaffey and Catherine Mack. The project helps create an environment in which students learn to learn, are engaged in community, and acquire skills and knowledge that effectively support them in building their future.

Becky Mason

Economics, Statistics, & UT Business



The Economics of Trash

Given the magnitude of the consequences of global warming, it is important for students to understand how their actions impact the environment and to contemplate options for making the least harmful choices in their everyday lives. Economics provides a system for identifying and measuring all costs and benefits, both monetary and social, of choices, to better inform decisions. Becky Mason has integrated the economics of climate change and the environment into her Principles of Microeconomics courses for the last decade.

Becky came to Camosun with a MBA in Business Economics and Public Policy and has used every Scheduled Development (SD) cycle to advance her knowledge of climate change and associated reduction activities, taking courses including Introduction to Climate Change, Project Feasibility Analysis for Clean Energy Projects, Energy and Carbon in the New Economy, and Life Cycle and Supply Chain Sustainability Assessment. As a result of an early SD activity, Becky

initiated a semi-annual field trip to the Hartland Landfill so that her ECON 103 students could see firsthand the effects of their consumption and recycling choices, learn how the landfill converts garbage into methane that powers homes and provides creative solutions to solving the third party effects of having a landfill in a residential area.

It was a natural next step to ask students to learn experientially by having them conduct primary research on the drivers of recycling behaviour. Together with Marina Jaffey in Marketing, they received Innovation Funds in 2016-17 for Economics and Marketing students to work together in teams to formulate and test hypotheses regarding motivators driving people to recycle properly or not. Students considered whether they were more likely to recycle if doing so elevated their social status through social media or as a result of guilt or humour in messaging or if they received a benefit such as free coffee or an entry into a draw. The dialog students began has been helpful in identifying next steps for Camosun in managing its waste.



The Supernova Scene: It Didn't Stop You Coming Through

brad muir | CAMOSUN VISUAL ARTS

Supernova Scene, 2014

C-prints, 44" x 54"

My recent works explore, through varied and related strategies, the interconnected and physical relationships we have with photographs in relation to our uncertain perceptions of landscape in the 21st century.

Susanne Thiessen

Human Resource Management & Leadership Program

BIOGRAPHY

Gasán uu dǎng gíidang? My ancestry traces its roots through Haida and Scottish lineage. I have resided on the traditional territories of the Straits Salish and Coast Salish people, for a very long time. For nearly 20 years, I have been involved in education management and teaching in various capacities at the University of Victoria (UVic), Royal Roads University, and Camosun College. I have an Undergraduate degree in Fine Arts and a Master's degree in Business Administration from UVic. I hold a Doctorate in Business Administration with a specialization in organizational leadership. My research is focused in cultural approaches to work and that relationship to work engagement for First Nations people. Results of my study have future implications for the application of work engagement strategies specific to Indigenous people or other culturally diverse groups, and relevance to research in the areas of organizational studies, leadership studies, human resource management, and diversity studies.

I teach in the Human Resource Management & Leadership and the Tourism and Hospitality programs in the School of Business. I am passionate about teaching, supporting and inspiring learners to find their own unique leadership voice. Through leadership learning and practice, we transform ourselves and enrich our perspective which allows for more meaningful and enriching interactions with others. I wish you all the best of luck in your own academic and personal journey.



First Nations Cultural Approaches to Work

For six years, a large portion of my professional development time at Camosun College was dedicated to the pursuit of a Doctoral Degree in Business Administration with a focus in organizational leadership. Leadership was a subject I was curious about and as a person of Indigenous ancestry I had spent many years thinking about Indigenous leadership approaches and their intersection with the western theories I had been taught and am now teaching at Camosun. I was passionate about understanding how my own and other Indigenous perspectives might reframe and contribute to the literature on leadership and on management practice. Through numerous iterations of a research proposal, my dissertation was created with a focus on "First Nations Cultural Approaches to Work". This research examines cultural approaches to work and this relationship to



work engagement for First Nations people. My research now focusses in areas of “Organizational Leadership” & “Human Resource Management”, looking specifically at cross cultural leadership, diversity, Indigenous people, and work engagement.

One of my professional development activities in 2017 included the presentation of my dissertation at a conference hosted by the International Journal of Arts and Science at Ca' Foscari University of Venice. The opportunity to present in an international venue on an Indigenous issue originating in Canada was enlightening, encouraging and reinforced my belief in my own approaches to teaching and learning. Presenting to an international audience who had little grounding in Indigenous issues in Canada really forced me to consider how and what information to present in order for my audience to understand and accept the themes from my research. It was also an opportunity for others to embrace some of the information

I presented to support their own research and the inclusion of other voices (non-dominant) in their studies. The experience really helped boost my confidence in my ability as a new Indigenous researcher and in presenting to an international audience of scholars and practitioners.

Perhaps the most unexpected outcome stemmed from the overall themes and directions that were indicated from many of the presentations I attended – in that many had a “social conscience” and other recommendations stemming from the research across many disciplines were not dissimilar to my own despite the fact they were focused in other disciplines such as linguistics, mathematics, history, education, sciences, and social science. I could draw many connections between them and this worked to reinforce the validity of my own research. I was pleasantly surprised at the wide interest in Indigenous issues and the willingness to explore and discuss them with an open mind and curiosity.

Brent Mekelburg

Medical Radiography Technology Program



BIOGRAPHY

After a junior hockey career that allowed him to see all corners of Western Canada, Brent landed in Edmonton where he completed his BSc in Biology at the University of Alberta and then the Medical Radiography Technology program at NAIT. Brent continued his education by completing his MRI certification through BCIT. Having completed his M.A. in Higher Education Administration & Leadership at Royal Roads University, he is currently working on his Doctor of Education in Leadership at the University of Western Ontario. For the last five years, Brent has enjoyed balancing his work as a faculty member at Camosun with maintaining his clinical MRI skills at Island Health. Brent endeavors to inspire students to become resilient dynamic performers in the field and he looks forward to imparting his love and knowledge of cross-sectional anatomy and physiology upon students, integrating innovative technologies to create interactive and authentic learning experiences.

Persistence and Campus Ecology: Towards Agency in Non-Classroom Learning Spaces

As an instructor, much of my time is spent considering content, curriculum, pedagogy, assessment, and outcomes. It occurred to me that in order to develop a better quality experience for my students at Camosun, I needed to understand the impact that the environment has on their learning. While much attention has been paid to the role that the physical classroom plays, an outstanding area worthy of further inquiry remains: non-classroom learning spaces. I have a vested interest in seeing my students succeed; vital to their achievement is persistence. To this end, my research has identified the conditions to help them foster their own resiliency. In practice, I regularly encourage my students to seek out spaces outside of the classroom that meet these qualities in order to foster their own resiliency. The ability to explicitly and openly discuss issues related to their struggles and successes has created space to include learners in an improved dialogue about their learning journey.

This research project was a qualitative meta-synthesis of recent studies investigating the inter-relationships among student persistence, the campus environment, and leadership in higher education (HE). Enabled by nVivo, the study led to findings concerning the spatial qualities of non-classroom learning spaces (NCLS) and five main factors—student attitudes, level of knowledge, leadership, persistence, and student demographics. An applied thematic analysis found that informality, spontaneity, and flexibility are the NCLS qualities most valued by students as conducive to persistence. The need for an assessment tool to *directly* evaluate NCLS and their connection to student persistence was identified. Because student demographics were perceived to play a key role in student engagement, HEIs would be advised to ascertain the true diversity in their student bodies through ongoing research. My findings conclude that HEIs aiming to foster persistence should prioritize student agency in all decision-making around the physical campus, and in particular NCLS.



The Supernova Scene: Seems So Long Ago



The Supernova Scene: And You Remember

 **brad muir** | CAMOSUN VISUAL ARTS

Supernova Scene, 2014

C-prints, 16" x 20"

Lori Zehr

Interdisciplinary Education



BIOGRAPHY

Over 25 years as practitioner, scholar, and administrator, Lori has championed the role of exercise professionals in promoting behaviours leading to an active and healthy population. For the past 12 years Lori provided the consistent voice of end-user exercise professionals to Canada's history of producing and promoting evidence-informed Physical Activity, Sedentary Behaviour, and 24 Hour Movement Guidelines.

Physical Activity, Sedentary Behaviour, and 24 Hour Movement Guideline Development in Canada

Canada's first Adult National Physical Activity Guide launched in 1998. An Older Adult version followed in 1999, and that for Children and Youth in 2002. These Guides were to help Canadians improve their health with specific recommendations on how much and what kind of physical activity to do, along with tips and information on how to become more active. I originally participated in a 4-person national team to create the "Health and Fitness Benefits Chart", demonstrating the dose response relationship between physical activity and health benefits—a tool designed to supplement and assist knowledge translation and dissemination of Canada's (first) Physical Activity Guide.

As research informing physical activity, fitness, and health increased progressively, the initial Physical Activity Guides needed reassessment. In 2006 I joined the National Coordinating Committee to Advance the Future of Physical Activity Measurement and Guidelines. Many narrative reports, consensus meetings, and systematic reviews informed a 2011 release of the new evidence-based Physical Activity Guidelines for Children, Youth, Adults, and Older Adults. Related Guidelines for the Early Years launched in 2012. The move from the original Guides of tips and suggestions towards the newer evidence based Clinical Practice Guidelines was paramount.

Concurrently, the national group spearheaded the next era of physical activity guideline development involving guidelines specifically considering minimizing sedentary behaviours, based on emerging literature demonstrating the negative effects of sedentary behaviour, regardless of being physically active. This process resulted in Canadian Sedentary Behaviour Guidelines for Children and Youth, and for the Early Years, launched in 2011 and 2012, respectively.



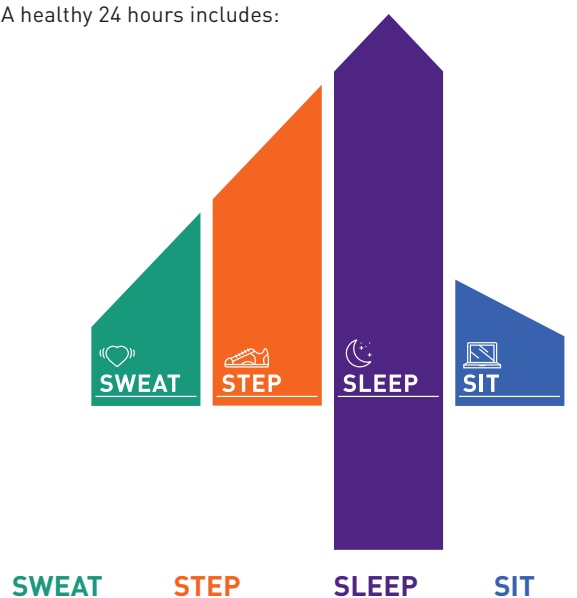
2014 brought the creation of Canada's Guideline Coordination Subcommittee, stimulating a paradigm shift to consider an integration of physical activity, sedentary behaviour, and sleep, recognizing the important relationship of all movement behaviours throughout the whole day. We employed the use of novel compositional analyses to examine the relationship and interaction of varying time spent in each of these movement behaviours and their impact on health outcomes. Findings resulted in recommendations for the amount and intensity of physical activity, sleep, and limits to sedentary time within a 24 hour period. These world's first 24-Hour Movement Guidelines: Integrating physical activity, sedentary behaviour, and sleep for Children & Youth were released in 2016 and the Early Years in 2017. Plans for Adult and Older Adult 24 Hour Movement Guidelines are currently underway.

I am privileged and grateful to have been able to travel on this journey of influencing national advances in Movement Guidelines over the decades. And I continue to be honored to provide leadership as I am often called upon to provide presentations on the best practice standards for the frequency, intensity, volume, and quality of behaviours on the movement continuum that will positively affect the health of Canada's population.

GUIDELINES

For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:



Publications

- 2007 Research that informs Canada's physical activity guides: an introduction <http://www.nrcresearchpress.com/doi/pdf/10.1139/H07-104>
- 2007 Physical Activity Guidelines and Guides for Canadians: Facts and Future <http://www.nrcresearchpress.com/doi/pdf/10.1139/H07-125>
- 2010 Process description and evaluation of Canadian Physical Activity Guidelines development <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3224908/pdf/1479-5868-7-42.pdf>
- 2011 New Canadian Physical Activity Guidelines <http://www.nrcresearchpress.com/doi/pdf/10.1139/H11-009>
- 2016 Canadian 24-Hour Movement Guidelines for Children and Youth: An Integration of Physical Activity, Sedentary Behaviour, and Sleep <http://www.nrcresearchpress.com/doi/pdf/10.1139/apnm-2016-0151>
- 2016 The Canadian 24-Hour Movement Guidelines for Children and Youth: Implications for practitioners, professionals, and organizations <http://www.nrcresearchpress.com/doi/pdfplus/10.1139/apnm-2016-0086>
- Current Guidelines Webpages <http://www.csep.ca/en/guidelines/links-to-csep-guidelines>

Darren Vaux

Plumbing & Pipe Trades Department



BIOGRAPHY

My name is Darren Vaux and I have been an instructor in the Pipe Trades Apprenticeship system for 15 years, the last 10 here at Camosun.



Will Spaulding



Plumbing Project

Will Spaulding (now retired Faculty member) and I have partnered with a Manufacturer's representative and Camosun Innovates to develop a cool product for the plumbing industry.

The first phase of the project resulted in the design, development, lab testing and field testing of a retrofittable sensor system that converts backflow preventer valves (these are fancy one-way check valves installed in plumbing networks) into continuously-monitored systems.

This project was designed to lead towards a commercially available system that can be utilized through Canada to provide continuous monitoring of backflow preventers, and therefore will improve the level of integrity of Canada's domestic water supply.

We successfully completed the first phase of the project, and have received a second grant to refine the product for market.

This development is unique, and has the potential to have a huge impact on the protection of the public water supply.

Emily Schudel

Centre for Excellence in Teaching & Learning, eLearning



BIOGRAPHY

Emily Schudel is an Instructional Designer in the eLearning unit of the Centre for Excellence in Teaching and Learning. She has been an instructional designer for 20 years, primarily supporting faculty to integrate online technologies into their face-to-face, blended, and fully online courses. Emily's current area of interest is developing and facilitating workshops for faculty on using online technologies in teaching and learning.

Rebuilding a Student D2L Support Site through Community Engagement: An Amazing Journey!

What do you do when your Desire2Learn (D2L) student support site has not been updated in over three years? How do you create something that will meet the needs of students and faculty at the College? Turn it into a

Scheduled Development project, complete with research and needs assessments, and this is where my story begins.

I began by reviewing the literature and taking a look at how other Canadian post-secondary institutions are supporting their students to access and effectively use Learning Management Systems (LMS). The foundation laid, I knew I next had to find out what the Camosun College community needed before starting to rebuild the support site.

First, I sat down with various student support service groups (including eLearning Support, the Centre for Accessible Learning, the Library, International, Writing Centre/Learning Skills, Information Technology Services) to find out what they hear about D2L from the students who go to them for help.

Then, last November, I began talking to faculty who are currently using D2L to support their teaching, and to date, I have spoken to over 90 faculty in one-on-one interviews. And now, this term I will be engaging with students, first through a short, anonymous survey to be administered in D2L, and hopefully towards the end of the term, through focus groups. My hope is to rebuild the student support site over the spring and summer (as part of my next SD period!), and launch it in September 2018.

What have I learned so far from my project? Well, aside from discovering what faculty and students most need in a D2L support site, I have learned a great deal about the most dedicated, creative, innovative, and inspirational people I have ever had the privilege of working with. From using D2L to support their face-to-face courses, to delivering blended and online courses, Camosun faculty are doing amazing work in providing their students with diverse and flexible options to support their learning.

While the end goal for my SD project(s) is still the same: to rebuild the student support site in our LMS, this project has become an amazing journey of connecting with student support staff, faculty, and students around how they are using D2L, and discovering the innovation and creativity they engage in every day in their teaching and learning.

INTERDISCIPLINARY COLLABORATION

by Martha McAlister

on behalf of the project colleagues & community partners

Centre for Excellence in Teaching & Learning

CONTRIBUTORS

There is not enough room here for all of our bios! Deep gratitude goes to the following colleagues and community partners who have made these two learning experiences possible:

In 2017 the faculty collaborators included Michelle Bass (Inter-professional Mental Health and Addiction), Kristin Ross (Mental Health and Addiction), Kerry-Ann Dompierre (Nursing), Jessica Hrechka and Enid Elliott (Early Learning and Care), Peter Ove (Sociology), Michelle Clement (Business, Marketing), and Martha McAlister (CETL). The community partners who supported our learning by sharing their stories were Hilary Marks, Leonard James, and Michael Woestenburg.

In 2018 the group expanded to also include Jasmine North (English), Jody Watson (MHA), Erin Mirau (ELC), and Lori Zehr (HHS, Interdisciplinary Education Coordinator). In addition, we were fortunate to have Janice Simcoe (IECC Director) and Hannah Gentes (Indigenous Studies student) as part of our planning team. The community partners who supported our learning by sharing their stories were Elder Vic Underwood, Ren Louie, and Kristin Spray.



Interdisciplinary Education: Transformative Learning For Both Students And Faculty

In February 2018 almost 180 students from seven different courses met for a Sunday afternoon to learn more about reconciliation. This event built on the success of a similar project one year earlier, where the focus was on homelessness.

Planning for the first event in 2017 involved meeting regularly over the course of a year, building a sense of collegial trust. The synergy and enthusiasm was palpable as we worked through the process from inception to implementation. We co-created learning activities that we felt would assist students to gain the most learning from exposure to multiple perspectives on a complex social issue. A key component was including the voices of people personally affected by homelessness. In the end, these personal narratives proved to be the most powerful element of the experience for many students.



When we decided to do a similar event the following year, we were able to build on lessons learned. We were fortunate to have Lori Zehr to assist with logistics, and some of us had the support of Scheduled Development time. However, we learned that while passion for the project is what fuelled our commitment, taking on this level of collaboration required a significant amount of “off the side of the desk” effort.

Given our chosen focus on reconciliation this time, it was essential to include an Indigenous perspective. We were grateful for the contributions of Janice Simcoe (IECC director), and Hannah Gentes (IST student). Once again, we brought in speakers with lived experience to share their stories. When it comes to interdisciplinary education, we certainly have learned how important it is to collaborate with the broader community. Indeed, we

have learned that “interdisciplinary” is misleading; it might be more accurate to say “trans-perspectival”.

We continue to unpack the learning from these two experiences with the hopes of planning similar events in the future. This work has at times been messy and at the edge of our comfort zones. We are spurred on by a taste of how transformative it can be for both faculty and students to grapple together with complex challenges. Opening up to diverse perspectives in order to create the possibility of novel solutions is not easy. However, we see it as essential work for higher education.



Front Cover Image

JOESEPH HOH | CAMOSUN VISUAL ARTS

Untitled (France), 2017

25.5" x 32.5", 14 x 19 squares

My curiosity about signs is multifaceted; I am interested in signs for their aesthetic and communicative potential, and for their semiotic ambiguity. I am also curious about those signs that sit in the interstitial spaces of private and public. This combination is from France, but I have created other groups from Japan, the United States, Cambodia, Canada, and so on, raising a variety of questions: Do these groups reflect a semiotic identity? How are these signs tied to the language and culture of a place, if at all? As I pull these compilations together, I see differences but I cannot claim any conclusions. Even though signs are intrinsically about signifying, in this context they paradoxically work better as vehicles for questions than answers.



ACKNOWLEDGEMENTS:

As part of my Scheduled Development, I have had the pleasure of coordinating *Camosun Showcase 2018*. This is the second annual *Showcase* and again demonstrates collaboration on the part of many within Camosun highlighting the rich culture of passionate educators who engage in professional, scholarly, and creative projects.

My appreciation goes to all who contributed this year. Camosun faculty members are deeply engrossed in their college work; they are committed to maintaining currency in their subject areas, expanding their knowledge, and providing the best educational experiences for the students they work with. I know how time-consuming this is, so a heartfelt thanks to the inspiring faculty represented here for taking the time in their busy schedules to write about their work for an audience outside their disciplines. It is through these stories that we get a taste of the wide-ranging and innovative projects that Camosun faculty members undertake.

This year we have been fortunate to have excellent art from faculty in the Visual Arts Department. Thank you to Joseph Hoh for the wonderful cover. Thank you to John G. Boehme, Brad Muir, and Nancy Yakimoski for contributing the terrific artwork that we can see throughout the *Showcase*. These pieces with the thoughtful artist statements greatly enhance the *Showcase*.

I am very thankful to Camosun Graphic and Print Services and the Audio Visual Department. Stephanie Morris's excellent eye and exacting, skilled work ensured that the layout and design of the publication met a very high standard. Many thanks to Allan Shook for his photographs and for his ability to capture his subjects so beautifully. As always, Kyle Reed and the printing team produced a high quality product.

Camosun College supports professional, scholarly, and creative development in many ways. In her introductory message, Sybil Harrison highlighted the various avenues for this. This support could not exist without the people; the administration, faculty, and staff; who believe in and ensure that professional development is part of the fabric of the College.

Elizabeth West
Project Coordinator
Instructor, ELD Department, School of Access
Chair, CCFA Professional Development Committee

