



Booklet No. 50

December 2008

CUMULATIVE PD REPORTS -- #50

December 2008

NAME	EVENT	DATE	AMOUNT
Andrews, Carol	Forest Biomass Utilization Conference	May 13 – 14, 2008	\$667.72
Andrews, Rhys	Master's in Leadership and Training at Royal Roads University	March, 2008	\$1,500.00
Armstrong, Dan	Gate Building Workshop with Darryl Nelson	May 16 through 18, 2008	\$1,377.87
Barkley, Lori	Western Social Sciences Association 50 th Annual Conference	April 23-26, 2008	\$2,092.98
Barnes, Adrian	Master's Completion in English (Creative Writing)	Dec, 2007	\$5,000.00
Beaulieu, Charla	Open Web Vancouver 2008	April 14, 15 2008	\$1,197.95
Belza, Jackie	Assayer Certification Training Program Module 2 – Mineral ID and Fire Assaying	June 1, 2008	\$805.47
Bibok, Mark	OCP Oracle Database 10g Upgrade	Sept. 12, 2008	\$407.35
Bibok, Mark	Oracle Open World Conference	Sept. 21 - 25, 2008	\$500.00
Deon, Judy	B.C. Library Conference	April 17-25, 2008	\$1,426.82
DuBois, Ruth Harding, Lorill Petrick, Teresa	4th Annual Education Conference Change, Chaos and Courage	August 25 & 26, 2008	\$605.39 \$591.43 \$537.43
DuBois, Ruth Gomez, Linda Harding Lorill McCluskey, Tammy Petrick, Teresa Tanner, Rob	Caen Conference, Critical Issues in Nursing Education	April 22 and 23, 2008	\$310.26 \$492.12 \$355.76 \$618.94 \$274.26 \$653.86
Enewold, Kate	TechTonic Ontologies – Access 2007	October 11 - 13, 2007	\$1,445.56
Fearing, Judith	Selkirk College International Nursing Project Guatemala	April 29 – May 22, 2008	\$1,500.00
Foy, Trish	The Socio-Political Model of Disability in Postsecondary Education Environments	September, 2007	\$1,466.70
Foy, Trish	Research Doctoral Topic and Methodology at the Educational Library at the University of Calgary.	April 14 - April 28, 2008	\$2,238.27

Grady, Rosalyn	Two Year Program with the International Council of Thirteen Indigenous Grandmothers and the Centre for Sacred Studies.	Dec. 2007	\$2,500.00
Gray, Chris	ESRI Training: Introduction to Geoprocessing Using Python, ESRI Regional User Conference	May 27 – 28, 2008	\$1,347.68
Hackett, Sue	IHA Ethics conference – “Caring Too Much”	April 21, 2008	\$205.75
Hackett, Sue	CAEN Conference	April 22 and 23, 2008	\$200.00
Harding, Lorill	My Volunteer Work Experience in Bangladesh	Feb. 2008	\$1,973.00
Higgins, Robin	Working with Suicidal Clients	March 29, 2008	\$699.00
Higgins, Robin	Shambhala Authentic Leadership Institute, “Conscious Embodiment: Encouraging Courage, Confidence and Compassion”	June 21 - 28, 2008	\$1,500.00
Janzen, Randy	Presentation of a Paper at the 2 nd World International Studies Conference	July 23-26, 2008	\$1,500.00
Jones, Sara	CAEN Conference, Critical Issues in Nursing Education	April 21-23, 2008	\$346.37
Konkin, Mike	Human Resources self directed course On-Line	March 1, 2008	\$309.75
Kratz, Kevin	THANK the Armouror, Gauntlet Making	January 25-26, 2008	\$1,500.00
Landsberg, Laura	“Spontaneous Inventions Workshop” with Bobby McFerrin and Voicestra	June 17 - 21, 2007	\$1,500.00
Lessard, Keyes	2008 Canadian Avalanche Association Spring Conference	May 7-9, 2008	\$790.32
Lund, Elizabeth	SUNY-Stony Brook, POGIL Advanced Workshop	June 15 - 23, 2008	\$1,500.00
Lutz, Allison	Canadian & American Association of Geographers Membership	March 1, 2008	\$268.00
Lutz, Allison	Geography/anthropology field school	June 16 – 20 2008	\$2153.19

Maroux, Derek	Soil Bioengineering	April 29 & 30, 2008	\$764.66
Parfitt, Ian	BC Environmental & Occupational Health Research Network Spring 2008 Conference, Advanced Research Through Innovative Linkage of Health and Exposure Data	May 2, 2008	\$505.30
Parks, Don	Workshop - How to Overcome Depression and Boost Self-Esteem	November 29-30, 2007	\$1,296.00
Punchard, Tracy	Anne of Green Gables and the Idea of the Classic: An International Celebration of Imagination and Creativity in Honour of the 100th Anniversary of L.M. Montgomery's Anne of Green Gables.	June 1, 2008	\$2,500.00
Reitan, Leanne	Society of Vocational Instructors Convention	June 4 – 6, 2008	\$143.72
Retzlaff, Carol	Effective Meetings Workshop	October 22, 2007	\$395.00
Retzlaff, Carol	Certificate in University and College Administration, Centre for Higher Education Research and Development	March 17 – April 4, 2008	\$148.44
Roberts, Delia	American College of Sports Medicine Annual Meeting,	May 27 – June 1, 2008.	\$2,478.51
Rowell, John	How to Combat Plagiarism Conference	June 24 & 25, 2008	\$2,500.00
Schmitz, Rhonda	International Student Placement Inquiries	January 17 – February 8, 2008	\$2,500.00
Seaborn, Steven	Masters of Science Biology Degree, Biology, Biology 830P Human Histology	May 2007 – July 2007	\$1,306.07
Seaborn, Steven	Masters of Science Biology Degree, Biology 827 Biological Statistics	January 2008 – April 2008	\$1,308.07
Snauwaert, Tiffany	Understanding International Financial Reporting Standards, A Conference for Academics and Educators	May 21 – 24, 2008	\$747.28
Stegman, John	Wireless 08 – Putting Wireless to Work	May 21-22, 2008	\$1,451.40
Stevenson, Pamela	Professional Ceramic Workshop, Soda in the fire, Archie Bray Foundation	July 16-20 2007	\$1,500.00
Tanner, Rob	BC Lab Educators Conference “Technology and Communication”	May 28 - 29 2008	\$846.14

Turner, Gord	Shakespeare with a Difference Plays and Workshops	July 1 – 5 2008	\$1,500.00
Vaananen, Paula	Introductory POGIL Workshop	June 20-22, 2008	\$944.62
von der porten, Suzanne	Columbia University 3 rd Annual Symposium on Globalization and Development	April 21, 2008	\$1,500.00
Wandler, Deb	The Heroine's Journey, An Eight Week Coaching	February 14 – April 3, 2008	\$326.64
Wilkinson, Myler	Shakespeare, Stratford Upon Avon	February 8-9 2008	\$464.20
Wilkinson, Myler	Invitation to Lecture on Canadian Culture	May 6 - 26, 2008	\$2,500.00

Forest Biomass Utilization Conference
Spokane, Washington, USA
May 13 – 14, 2008
-Carol Andrews

On May 13-14, 2008, I attended the Forest Biomass Utilization Conference, held in Spokane, WA. The conference was hosted by the Western Forestry and Conservation Association, and took place at the Red Lion Hotel.

The forest bioproducts and bioenergy sectors are developing rapidly across the US and Canada. These sectors depend largely on waste wood left over from industrial processing but slash is emerging as a potentially important source for this industry.

This conference discussed the impact of removing slash on ecosystems including the impact on soil productivity, hydrological processes, and fire. Presenters also discussed how much slash should be left, and lessons that have been learned so far in this field to prevent compromising our forest ecosystems in the future.

The knowledge and information I received at this workshop will be very useful in my course delivery. I will be able to share my knowledge of this fairly new approach to utilizing biomass with my students. I have been involved in developing curriculum for our Renewable Energy Certification program, and this conference spoke directly to the learning objective in this new program.

Received: \$667.72

Master's in Leadership and Training
Royal Roads University
Victoria, BC
March 2008
- Rhys Andrews

After a year delay I completed and handed in my Master's thesis towards my degree in Leadership and Training from Royal Roads University. My thesis titled, *Faculty Communication on Teaching and Learning: Building a Learning-Centered College*, focused on faculty at Selkirk College. I conducted my research during the fall of 2006 with participants from throughout the college faculty community, posing questions to them on faculty communication and learning. I also completed a literature review of topics related to learning-centered colleges, leadership in communication and learning, and

teaching and learning commons.

To give you a flavor of the report I include my abstract below:

When faculty communicates about teaching and learning, they improve the learning experience of their students and build improved relationships with their colleagues. This research project will encourage faculty at Selkirk College to describe how they currently communicate with one another about teaching and learning. Faculty will consider how this communication can achieve a more learning-centred college and more effective means of communication and measures of success, as well as how to more effectively involve students.

Students, employers, and communities that faculty serve are asking for more from their educational institutions. As colleges cope with increased demands for delivery of services and increased stresses, they need to look for new ways to compete and survive. One way to distinguish is to deliver education that is learning-centred, placing the students and their needs at the forefront. This transformation will require faculty to collaborate, communicate, and change their abilities to teach and learn.

Based on the themes I heard from the research participants I determined the following findings and conclusions. First the research findings:

1. Building trust is necessary for improved communication, relationship and learning;
2. Educational leadership and support is needed to achieve a learner-centered college;
3. Faculty professional learning relationships depend on the quality of their communication;
4. Cultural changes are required for improved learning to occur;
5. Communication skills impact learning; and
6. Communities of learning and individual learning exist within the faculty.

The conclusions were:

1. A culture that supports learning would help faculty to perform at their best;
2. Greater communication and improved relationships are desired by faculty and are critical to learning;
3. Faculty need developmental support to transform their communication and learning;
4. Leadership in learning needs to be mentored and developed within the faculty community; and

5. Communities of practice and leader learners could support faculty to learn.

Finally, I made the following recommendations to the college administration and the college faculty community:

1. Develop a vision for the future—the learning-centred college;
2. Provide opportunities for learning and teaching leadership for faculty;
3. Design and implement a model for teaching and learning development;
4. Develop communication and learning skills in faculty;
5. Develop and mentor communities of practice to support teaching and learning; and
6. Mentor new faculty in teaching and learning.

Each finding, conclusion and recommendation has several supportive pages which I would be happy to share. I am now waiting for the final university review of my paper but I have full approval of my Royal Roads supervisor. I will be letting faculty know where they can find my thesis, when I get final approval. I would like to take this opportunity to thank everyone at Selkirk College who supported my project. I hope the paper provides a reasonably accurate picture of the college faculty communication and learning. I am also deeply thankful for the generous contributions of the PD Committee over the entire span of my Master's degree.

Received: \$1500.00

**Gate Building Workshop with Darryl Nelson
Eatonville, Washington
May 16 through 18, 2008**

-Dan Armstrong

On May 16, 2008, I met with 3 other blacksmiths and the workshop leader, Darryl Nelson, in Eatonville, Washington. While Darryl is primarily known in the blacksmithing community for his hot worked animal heads, he also runs a series of workshops out of his studio that focus on other areas of ironwork. The intent of this one was for each participant to go home, after 3 days work in a well-equipped shop, with a garden gate.

I chose this particular workshop because I think a similar format and product can be incorporated into the blacksmithing portion of the Metal program at KSA.

We have in the past done exercises with students that involve most all the various techniques that go into building a gate, but the end result was not a useable and marketable item. Part of the reason for this is that building an iron gate can be too time consuming and technically challenging to manage it in a studio / class situation. This workshop taught me that, given proper tooling set up in advance, and a gate design that incorporates all desired techniques but is manageable at a student level, we could accomplish such an exercise in the class time available. It is also a highly satisfactory and rewarding learning experience in addition, and due to, the wholly practical result.

I, personally, was familiar with the various techniques involved in building a gate, but not necessarily the best sequencing of steps and application of tooling to do it as efficiently as possible. In taking the workshop, I found an effective way of presenting the material, sequencing the various stages of gate building in a logical order for learning, and what tools need to be built in advance to accelerate the process for students and to help minimize frustration.

Thanks to SCFA for providing me with the opportunity to do this. If you require any further information re: the workshop experience, I'd be happy to oblige.

Received: \$1377.85

**Western Social Sciences Association 50th
Annual Conference**

Denver, Colorado

April 23-26, 2008

-Lori Barkley

I presented a paper, "Romancing the Masculine: Family Farmers and Ranchers in Southern Alberta, Canada", at the Rural Studies section of this conference. I argued that marketing campaigns for rural real estate in the area celebrate and contribute to the myth of the masculine rural west, while at the same time contributing to its very destruction. This included work from my on-going narrative research project with Southern Alberta farmers and ranchers on how they are being affected by the selling of agricultural land for non-agricultural use.

As this was a large American conference, there were other sections as well. This provided ample opportunity to broaden my horizons and attend

sessions in Native American Studies, Media and Culture, Canadian Studies, and more, plus book and film discussions, and a Native American dance presentation. I learned about libricide in Iraq, the memorialization of 9-11, how media mediates public perspectives on torture and the war in Iraq, the legacies of Vine Deloria Jr.'s work, the problem of the sacred, the politics and realities of reconciliation and indigenous truth-telling, and much more! Even though this was a large conference, I fit right in with the rural studies folk and had a fantastic time at the conference. Thanks to the SCFA members & PD committee for enabling me to attend and present at my first big American conference—in America!

Received: \$2092.98

Master's Completion in English (Creative Writing)
Manchester Metropolitan University, UK
December 2007
- Adrian Barnes

I have now completed my English (Creative Writing) Master's degree at Manchester Metropolitan University in the UK. In my final year, I undertook two main projects. First was the Transmission Project. This involved my self-publishing a short book which I both wrote and designed. The project involved learning the necessary graphic design and publishing skills to carry the project through from inception to completion. I also completed my Final Portfolio—or thesis—which is a 93 000 word novel that I began two years ago. Both of these projects were extremely challenging and resulted in a significant expansion of the skill set I bring to my work at the college. Beyond this, I also completed courses in literary analysis and the business side of the publishing world, both of them very useful and engaging.

All in all, this program was a wonderful experience that has impacted my life greatly. Sincerest thanks to the PD Committee—I literally wouldn't have been able to do it without your support.

Received: \$5000.00

Open Web Vancouver 2008
Vancouver BC
April 14 – 15, 2008
-Charla Beaulieu

April 14-15, 2008, I attended the Open Web conference held in Vancouver. This conference

provided opportunities to network with users of open Web software from around the world, to learn about and explore new open source technologies on the Web, and to discuss and examine current technologies.

The conference had a good balance of very technical, high-level talks such as Laura Thomson's, *Writing Beautiful PHP Code*, during which she discussed the need for clean, robust, secure, scalable and 'performant' code and a number of more general topics such as Kate Milberry's *From Free Software to Open Knowledge: Open Source as a Method for Progressive Social Change*.

The conference started with two keynote speakers, Zak Greant (Mozilla) *The Age of Literate Machines: A Visionary Look at Open Source*, and Tim Bray (Sun Microsystems) *The Future Face of the Web*.

One of the most interesting workshops was Security of Web Applications, where Damien Sequy discussed a number of common security problems that occur on Web applications, the defenses available to prevent them, and specific configuration recommendations for PHP and MySQL. He raised a number of issues which I was not aware of and will be incorporating into my Web classes.

This conference was a great benefit to me, not only did it allow me to network with other individuals who are passionate about open Web software, but it also allowed me to evaluate the material that I am teaching in a number of my Web classes. It is evident that two open source software applications that I have been teaching (PHP and MySQL) are still going strong on the Web. In addition it alerted me to a number of newer technologies that I should be talking about in my courses, including Ruby on Rails, Google Gears, Ajax and CakePHP.

Thank you to the PD Committee for supporting me in this educational opportunity.

Received: \$1197.95

**Assayer Certification Training Program
Module 2 – Mineral ID and Fire Assaying
British Columbia Institute of Technology
June, 2008
-Jackie Belza**

Module 2 - Mineral ID and Fire Assaying of The Assayer Certification Training Program consist of two parts: Part 1 covers the formation of minerals from elements and the resulting relationship between physical properties, mineral structure and composition; structural and composite classification of minerals; precipitation of ore gangue minerals from saturated hydrothermal fluids in veins and on sea floor; temperature-dependent crystalization from the cooling magna and lava; learning to identify 25 common ore and gangue minerals. Part 2 covers precious metal analysts expertise and aptitude relating to their role in mining and metallurgical industry; sampling and sample preparation procedures; methods of precious metal analysis (silver, gold and platinum-group elements) in a wide variety of materials found in mineral exploration, mining, metallurgical and fabrication industries. Laboratory technical topics include sample preparation, assay reagents and fusion products, furnaces, charge balance and weights, lead button, cupellation, parting, scorification, cyanide leaching, and fire assaying.

Sincere thanks to the P.D. Committee for approving my application and for providing the funds for this course.

Received: \$805.47

**OCP Oracle Database 10g Upgrade
Cranbrook, BC
September 12, 2008
-Mark Bibok**

The purpose of this PD activity was to learn about the new features available in Oracle 10g. I utilized the book, "Oracle Database 10g: New Features for Administrators" to learn about changes to the installation of the database, Data Pump, the sheduler, automatic management features, automatic storage management, performance and application tuning, backup and high availability features, and security and SQL enhancements. On September 12, 2008 I wrote the corresponding exam to upgrade my certification which was very challenging. Some questions were very difficult to answer without

having direct experience with the topic being questioned. After completing this PD activity, I have become much more familiar with the new features in 10g, though I am unable to implement some of them here at the college as we are licenced for "Standard Edition" and many new features only exist in the "Enterprise Edition".

Received: \$407.35

**Oracle OpenWorld Conference
San Francisco, California
Sep 21 and 25, 2008
-Mark Bibok**

Between September 21 and 25 I attended the Oracle OpenWorld conference held in San Francisco. Last year's attendance was 43,000. While there I attended a number of sessions regarding the database, one regarding building large commercial applications using Application Express, and a few hands-on labs. The quality of the session depended entirely upon the presenter. Tom Kyte of Oracle always has amazing sessions where attendees learn a great deal; on the other hand, the hands-on labs were of no value as they consisted entirely of double-clicking and running scripts.

One thing I did find to be of great value was I had unlimited access to self test software. In the times between sessions I used that software to prepare for the "Program with PL/SQL" exam that I have wanted to write since I learned of it's existence. I learned a great deal about PL/SQL (the programming language built into the Oracle database) by doing this and I was successful in passing the exam thereby becoming an "Oracle PL/SQL Developer Certified Associate".

Overall I did not get out of the conference as much as I wanted which was to learn how to use Oracle technology. Many sessions spoke of "what" companies had done as opposed to "how" they had done it. In the future I would prefer to attend an Oracle University course of three to five days duration instead of this conference.

Received: \$500.00

B.C. Library Conference

Richmond, B.C.

April 17-25, 2008

-Judy Deon

The most useful session of the conference for me was a half-day pre-conference on Open Source Software in libraries. Mark Leggott of UPEI strongly recommends using open source materials—not as a money saver, but for many other good reasons. He also had a number of cautions, noting that open source software is “free as in kittens, not as in beer.” One piece of software I’ll be looking into is a citation manager program called Zotero, which was recommended as superior to the expensive RefWorks.

The most entertaining conference presentation was without question the plenary session by the creators of “Unshelved”, a comic strip about a library. Bill Barnes and Gene Ambaum gave a hilarious standup comedy performance in keeping with the irreverence of their cartoons.

Other conference sessions reinforced my sense of the importance of “place-making” (ensuring the library is a destination that is sought out by our users) and of “disclosure” (seeing that library resources are not just listed in the catalogue, but made prominent out on the internet where most discovery now happens).

As always, the conference provided excellent opportunities to network with colleagues and learn about new library initiatives and products.

I also spent one day at Kwantlen University Library in Richmond. I met with a colleague to discuss Kwantlen’s use of the Sirsi library system, and to compare notes on policies and procedures such as acquisitions workflows and library instruction sessions.

Finally, I attended two full days of meetings of the Council of Postsecondary Library Directors. The location was the new aerospace campus of BCIT. The very recent change to university status for many of the institutions prompted much speculation about how this would affect library operations (e.g. licensing costs for online databases). CPSLD also discussed the Library 2020 initiative, which is working on increasing opportunities for collaboration among all types of libraries in B.C.

The CPSLD agenda included an excellent PD workshop on “Change Challenges” by BCIT’s HR

director, Wendy Tupling. Her entertaining presentation showed us what responses to expect when implementing change in the workplace (Shock, Anger, Resistance and Acceptance) and gave helpful advice on managing change successfully.

These PD activities were extremely useful. Thanks to the PD Committee for approving the funding.

Received: \$1,426.82

Nursing Education Conference: Change Chaos and Courage: Education for Nursing Excellence.

Calgary, Alberta

August 2008

-Nursing Members

Three of the Nursing Faculty had the opportunity to attend this very exciting workshop in Calgary at the end of August. The goal of the conference was to provide a national forum for the presentation of research addressing urgent issues and controversies in nursing education and practice. The issues addressed looked at various perspectives in nursing practice and education such as;

- How do clinicians and educators help students to position themselves in today’s practice taking on leadership roles and working to the full scope of nursing practice?
- How do educators facilitate student learning and maintain currency themselves in a chaotic and complex health care environment?
- How can clinicians and educators stand beside students to help them envision a new future for health care?
- Given the current realities, how can challenges be met and opportunities identified?

This conference took the form of two keynote presentations that considered how to continue to integrate theory to practice and look at a continuum of readying the students for practice working as partners in education and practice. The other keynote speaker looked at the need to continue to build and articulate a strong nursing voice to advocate for and educate about the work of nursing. There were a number of break-out sessions that looked at innovative practice settings including simulation, student run clinics (inter-professional) and non-traditional practice settings in community.

Other presentations considered:

- The working environment of Nurse Educators, factors that created stress, factors that were required to create quality workplace settings.
- The process of student evaluation in the practice setting and the various social constructs that guide this process.
- Support for new graduates –the development of a formal network that “nurses the future” by predicting when new graduates will “hit the wall” and putting supports in place to help them work through these common obstacles.
- The socially constructed rules that create barriers for nurses to nurse the patient and create situations where nursing energy is put into nursing the agency

Overall this was a very stimulating conference for the three of us and it offered new ideas, support for commonly held beliefs re: the reality of education and practice, many networking opportunities and most importantly a tonic to start a new semester.

Ruth Dubois	Received: \$605.39
Lorill Harding	Received: \$591.43
Teresa Petrick	Received: \$537.43

CAEN Conference, Critical Issues in Nursing Education
Kamloops, BC
April 21-23, 2008
-Nursing Instructors

This conference provided opportunities for participants to consider the implications of current curriculum revisions in light of trends in nursing education and health care at the national and provincial levels. The key note speaker attempted to highlight critical issues from a national perspective though her analysis of salient data was disappointingly deficient. Following a panel discussion by colleagues involved in enacting the first two semesters of the revised curriculum and others involved in planning for the next two semesters, participants broke into smaller groups for discussion. These sessions fostered sharing with conference participants from across the collaborating sites, in light of questions: ‘What are the successes, surprises, and challenges? What are you looking forward to? What is concerning you?’

There were also 6 opportunities to attend concurrent sessions of personal interest, offered by colleagues

across the partnership on a variety of topics related to the conference theme, ‘Critical Issues in Nursing Education’. Critical issues included learning activities and research associated with teaching and learning critical thinking. Another overarching perspective included research associated with adapting to a variety of factors in health care and education that affect nursing students and educators.

One concurrent session was led by two nursing instructors from Selkirk College, and two second year nursing students who attended the conference. Their topic was entitled, ‘Student-led Praxis in Mental Health: From Silence to the Voices in My Head’. This session was well attended by a variety of nurse educators from all the partner schools and an exciting collaborative experience with students in the nursing program.

The final morning of the conference provided an opportunity to listen to another guest speaker who considered ‘Critical Research in Nursing Education’. She expounded upon the importance of basing nursing education on evidence, and provided overviews of three research studies she is co-investigating, related to the impacts of international nursing practice experiences on student nurses and their subsequent practice.

Benefits of this PD activity for the several nursing instructors who attended from Selkirk College included opportunities to network with colleagues from partner sites, to interact with book representatives about new resources for learning, and to clarify and magnify understandings of the existing curriculum, and plans for its revisions. One of the trends affecting nursing education includes the aging professoriate, and the orientation of new faculty. This conference provided opportunities for seasoned instructors to mentor newer faculty, and for newer faculty to share their enthusiasm, energy, and fresh perspectives with all. It was a welcome rejuvenation of professional relationships prior to site-specific planning for the Fall courses, and the completion of consolidated practice in Spring Term.

Ruth DuBois	Received: \$310.26
Linda Gomez	Received: \$492.12
Tammy McClusky	Received: \$618.94
Teresa Petrick	Received: \$274.26
Rob Tanner	Received: \$653.86
Lorill Harding	Received: \$355.76

TechTonic Ontologies – Access 2007

Victoria, B.C

October 11 - 13, 2007

- Kate Enewold

This library technology conference rocks! It was visionary, inspiring and a great opportunity to meet and reconnect with colleagues from other BC and Canadian libraries.

Many speakers touched on the idea of discovery as an important facet of the searching process. (What you don't know how to ask for.) This would be similar to serendipity when searching for a book on the shelf and finding the unexpected treasure. Although the library system has a great database, and backend structure, it is not necessarily easy to transform with user friendly interfaces such as are seen on Google and Amazon Books. We were given an opportunity to see what some libraries have done to update the user interface, and the programming tools and commercial software available for this transformation process.

A primary topic was open source software. There are two significant open source library systems. One is called Evergreen, which was developed for Georgia State public libraries last year, and is currently being implemented for some BC public libraries in the next few months. It still lacks some modules that are required for academic libraries, however it will be worth watching over the next two or three years. Koha is a more mature open source library system, first developed several years ago in New Zealand.

A very interesting moment happened when a presenter asked the audience how many use Macs as their personal PCs – a very large number of the attendees raised their hands. Is this the beginning of a new trend? Most of these Mac users have Open Office installed. Many of the presentations at the conference used Open Office, or other open source software, rather than Microsoft products. The open source software presentations worked very well, although due to the great number of wireless laptops in the conference room, the hotel network was brought down more than once.

Another presentation of interest was in Humanities computing – the Scholarly Reading Interface to Renaissance English Knowledgebase which has been undertaken as a project at UVic. The effect will be to provide an expert reading environment for those in the field, along with the building blocks of broad based research inquiry.

Benoit Pirenne from the Neptune Canada project provided information on the Venus and Neptune cabled ocean observatories that will produce approximately 47 TB of data annually. It is hoped that library experience will assist in ways and means to collect processed data, paper references and other ancillary information from scientists for the sake of linking it back with the original data.

Finally, although this report is certainly not inclusive of all the proceedings, what I value most, were many reports and results from current research on students and faculty using library and online resources. I hope to find ways to make our systems more effective and useful to our own college community.

Thanks to the PD committee for approving this application.

Received: \$1445.56

Selkirk College International Nursing Project Guatemala

April 29 – May 22, 2008

-Judith Fearing

In May I accompanied 10, third year nursing students during their International Nursing practicum in Guatemala. Their instructor MaryAnn Morris was in Guatemala and met us on arrival. It was inspiring and heart wrenching experience.

My original goals were to learn more about Primary Health Care and Community Development in the context of a country with a high level of poverty, few resources and limited infrastructure. I accomplished these and much more.

The five project partners we visited in Guatemala City, in San Marcos along the shores of Lake Atitlan, in the district of Sipicapa and in the northern Peten region were established through MaryAnn's long time involvement and commitment to human rights projects in Guatemala. She deftly navigated us through this experience, carefully orchestrating our learning opportunities so that each built on the last to deepen our understanding and consciousness. Our project partners taught us how community development works to provide primary health care and education via networks throughout the country. Their methods are creative, low cost, responsive and caring. At the request of our project partners, our students facilitated groups of elementary, high school and young adult health promoter students through

workshops on sexual health, healthy relationships, dental health, and nutrition. Using socio-drama and popular theatre techniques the students engaged through translators using Spanish and one of the many indigenous languages. The sessions were rich, rewarding and engaging experiences.

One of the more important issues we increasingly came to realise and one that I believe is unique to this particular international experience was to begin to make the links between our world in the North and the world in the South. We realised that though Guatemala's particular history is unique the effects of the experience in terms of the poverty, privatisation of social services and education, sweat shop employment, extraction of resources by foreign corporations...is not unique. The global corporate regulations and government treaties that are in place purposely enable the wealthy Northern lifestyle while the South remains in poverty. We saw links between the treatment of indigenous people in Guatemala and the way they are treated in Canada; between the lack of access to health care and education due to privatisation of services and the likelihood that we Canadians could experience some of this with the deterioration of our public systems and the threat of privatisation; between the unbelievably dreadful conditions experienced by garment workers in the sweat shop factories and the abundance of low cost clothing available to us. We saw undeniably how lack of basic human rights is a health care issue.

What we weren't prepared for was how much our project partners appreciated our visit. Because most of the health care providers and teachers work on a volunteer basis, our visits lend credibility to the tremendous value of their work and support them in continuing.

We came back to the Kootenays full of inspiring and tragic stories about the people and community leaders we met. Full of appreciation for the warm and genuine welcome they gave and for work they do with such vision and commitment. We came back angered and saddened by the role of Canadian mining companies in Guatemala and determined to increase awareness of the extreme suffering being caused by their practises. We came back with a deepened feeling for the interconnectedness of the world and the beauty and responsibility of the common humanness we share.

I want to thank the PD committee very much for this

amazing opportunity.

Received: \$1500.00

**The Socio-Political Model of Disability in Postsecondary Education Environments
Vancouver, B.C
September, 2007**

- Trish Foy

Thank you so much to the PD Committee for providing me with the opportunity to meet with the manager of Assistive Technology British Columbia (ATBC) and to tour and discuss Disability Services at the University of British Columbia. ATBC is a provincially funded program with the role of providing technology to postsecondary students with disabilities. I am currently working with the manager of ATBC on a project working towards the shift in the disability service office from the traditional medical model to the socio-political model of disability. This reframing of disability provides a more progressive direction for our students with disabilities with respect to culture, language, and environment. It was very valuable to meet and explore design paradigms as well as to discuss the topic with another disability service provider from UBC. Thank you sincerely to the committee for your assistance.

Received: \$1,466.70

**Research Doctoral Topic and Methodology at the Educational Library at the University of Calgary.
Calgary, Alberta
April 14 - April 28, 2008**

- Trish Foy

Thank you so much to the PD Committee for the opportunity to travel to Calgary for the purpose of working at the University of Calgary Educational Research Library and to meet with my Doctoral supervisor. The time spent on campus was extremely valuable and productive. I was able to receive ongoing direction from my supervisor and research/write daily. This study time allowed me to move ahead in my research at an intensive and focused pace. I was also able to access the research librarians when needed and other doctoral dissertations that are only available at the library. Thank you again so much for this PD time.

Received: \$2,238.27

Two Year Program with the International Council of Thirteen Indigenous Grandmothers and the Centre for Sacred Studies.
San Rafael, California
December 2007
- Rosalyn Grady

I teach in the human service programs and am delighted to be in my 6th month of study in a 2 year program with the International Council of Thirteen Indigenous Grandmothers and the Centre for Sacred Studies. Each month features a new on line course with a master teacher and an indigenous grandmother.

Following is a brief summary of their teachings to date.

Prophecy: All indigenous cultures have prophecies that the time we are now entering will be an important time in the history of the earth. The grandmothers tell us, "We are late but we are here. We have teachings that will guide our children to live together and have peace upon the Earth. Much of this wisdom will come to us through the earth herself in the wilderness, in the plants that provide us with our pharmacy and with relating to one another respectfully.

Women: In today's world the power of the loving, creative feminine is suppressed. This female power is essential for the survival of the planet and resides within each one of us, man and woman alike. Women must wake up this great force, claim a voice, come together and help bring the world back to peace.

Relationship: The grandmothers say, "We are all connected to one another and to the elements of nature. If we understood and remembered this we would respond differently. Each day we should be grateful for all of life."

The Earth: The grandmothers say we have become too busy. We must take time for our families, homes, and relationships. They say that the earth responds to our prayers and we must appreciate the various forms of life.

Prayer: Each grandmother comes from a different spiritual tradition. They say that prayer is not a religious or personal thing. They say there is no right way to pray. They suggest that people pray with gratitude and for all creation. They say that prayers and the teachings of the ancestors will light our way through our future.

I am very grateful to the PD Committee and the college for their support of my tuition to study with this program.

Received: \$2500.00

ESRI Training: Introduction to Geoprocessing Using Python – Kamloops, BC
ESRI Regional User Conference – Kamloops, BC
May 27 – 28, 2008
-Chris Gray

I recently attended a two day course titled "Introduction to Geoprocessing Scripts Using Python" put on by Environmental Systems Research Institute (ESRI) in Kamloops on May 27th and May 28th.

This course introduced the powerful python scripting language and demonstrated through participating exercises how to further leverage geoprocessing in ESRI's ArcGIS software. It became increasingly apparent that with the ability to incorporate python scripting tools there is almost if not always a solution for any problem related to GIS and geoprocessing and 'no' is not acceptable. The resources, skills and knowledge provided during the course were very valuable and will be useful for future project work with the Selkirk Geospatial Research Centre as well as to students and staff using GIS at the college.

I also recently attended ESRI's Annual Regional User Conference in Kamloops on Thursday, May 29th.

ESRI is the leading Geographic Information Systems (GIS) software developer throughout the world and they continue to set the standards for enterprise GIS solutions globally. Since the majority of Selkirk College's GIS-based curriculum and the Selkirk Geospatial Research Centre's (SGRC) projects rely on ESRI technology, this annual user conference was very useful to stay current with the upcoming ArcGIS 9.3 release.

At this conference, I had an opportunity to witness live demonstrations of ESRI's new enhancements and changes with the 9.3 release and this knowledge gained will be applied to the SGRC and GIS courses throughout the next year. There were also user presentations of case studies of how ESRI technologies are providing solutions to business needs which is always a learning experience in itself. The chance to network with other GIS users is always a good enough reason to attend this event but to learn from their experiences through these user

presentations makes the event that much more valuable.

As always, I came to the realization that GIS and geomatics is growing so rapidly that it is challenging just to stay current with everything but without attending insightful events such as this one, it would be even harder!

Many thanks to the PD committee for the opportunity to participate in both the training course and user conference events.

Received: \$1,347.68

IHA Ethics conference – “Caring Too Much”

Vernon

April 21, 2008

-Sue Hackett RN, MN, Nursing Instructor

The key note speaker for this conference was to be the Child Advocate for B.C. Although pediatrics and the care of children has not been the primary focus of my nursing practice, I was looking forward to hearing her address, as it is such a topic of discussion and concern, both for health care professionals and communities. Unfortunately, Mary-Ellen Turpel-Lafond was ill and not able to attend. One of the concurrent session presenters switched to the key note speaker. Elisabeth Causton is a social worker who has considerable experience caring for palliative patients, as well as addressing the needs of those experiencing moral distress (pt, family and care providers). She was an excellent speaker, inspirational and provided practical strategies in recognizing and dealing with moral distress.

I attended two concurrent sessions as well. The first was a presentation on the new Child Death Review Unit. It is as depressing as it sounds. This is a group of highly skilled interdisciplinary professionals that review every child death in B. C. including those that are expected or natural. Although it is a sad, difficult topic for discussion, the presenter provided insight into the process and purpose for the reviews, as well as the learning and subsequent recommendations. They provide a voice for the child, even after death. As she said, it is not only about the child's death, but about their life.

The second concurrent session I attended was on “home care ethics”. I have considerable background in home care nursing, but primarily with adults. This presenter was a pediatric respirologist, so the focus

was again on children. He definitely engaged the audience with some provocative statements and we had a lively ethical discussion. It provided lots of food for thought.

This conference was of benefit to me as I am a member of the IHA Clinical Ethics Committee. I am also working on developing course material and will hopefully have the opportunity to co-teach within the ethics course in the future.

Received: \$205.75

CAEN Conference

Kamloops

April 22 and 23, 2008

-Sue Hackett, RN, MN

I attended the Collaboration for Academic Education in Nursing (CAEN) Conference for the first time this April. The keynote speaker at the start of the first day was from Canadian Association of Schools of Nursing (CASN) and I was looking forward to her speech. Unfortunately I found it disappointing, as she was not a dynamic speaker and the material she provided was information that was already well known to me and other audience members. Following this, there was a panel presentation on the Year One and Year Two curriculum revisions which was very informative.

After lunch there was break out sessions for each Year to discuss where they are at and where they are going with the curriculum revisions. The remainder of the first day was a series of concurrent sessions where participants could choose to attend a half hour session. There was a very good variety of topics covered and I found most very informative and well presented. My only real disappointment was that each session was only offered once. The concurrent sessions I attended Tuesday included:

1. Creating and Sustaining Communities of Scholars: Reflections on the Nurse Educators' Scholarship Project
2. Ethical Review: A Requirement for Student Projects
3. Violence, Harassment and the Nursing Student

The guest speaker for the second day was an associate professor at Trinity Western University. This was an excellent presentation as she highlighted a number of research projects she is involved. I found the information she provided in working with

marginalized populations and international nursing practice experiences particularly informative. The remainder of the morning offered more concurrent sessions and I was able to attend the following:

1. Use of Literature in Nursing Education: Implications for BSN Programs
2. Thinking about Thinking: Engaging Students with a Philosophical Framework for Critical Thinking
3. Bringing Moral Community Alive in the Ethics Seminar

Overall, it was a beneficial conference to attend, especially as I am a new instructor in the nursing program. Besides the variety of sessions to attend, it offered an opportunity to meet and network instructors from other CAEN partner sites.

Received: \$200.00

**My Volunteer Work Experience in Bangladesh
University of Dhaka
Bangladesh
February 2008
- Lorill Harding**

For the month of January/08 I was fortunate to be supported to go to Bangladesh in a volunteer capacity to teach nursing students at a University in Dhaka. I was involved in teaching both clinical practice and theory courses. I worked closely with two other nursing faculty also from British Columbia to provide education to second and third year students following their curriculum. My days were busy and full while I was there. I spent time in course preparation assisting visiting faculty in developing various teaching strategies that followed cooperative learning guidelines. As well time was spent streamlining current course content to facilitate ease and consistency of delivery as different faculty rotate through the program. I was able to deliver theory content to second year students in a med/surg course with twice weekly lectures. This was a very enjoyable experience as I was able to introduce students to group work, discussion and ways of integrating the theory into clinical practice that I was also responsible for supervising. The hospital that we went to was a private institution with approximately 150 beds. It provided medical and surgical care as well as critical care with cardiac and trauma intensive care units. The "business" of the hospital was conducted in English, meaning all the charting, Dr's orders, policies, procedures etc were all in English. However, the medical staff of Doctors and

Nurses consisted of Bangladeshi, Indian, Nepalese and the patients were predominantly Bangladeshi. This situation as you might imagine was confusing at best and chaotic at worst for someone in a clinical supervisory position such as myself. It is also a very hierarchical system where much pomp and ceremony is observed. The students were very peripheral to the system and everything was "an event". However, as time passed bridges were formed and crossed and some inroads were made in terms of developing relationships with the staff and advocating for students to be able to provide hands on care. There are many other barriers for nursing such as culture and religion. Nursing is thought to be a very "low" occupation with a lot of "dirty" work involved that impacts the bride price for young women. I read a very insightful article while in Bangladesh entitled "Why Bangladeshi nurses don't nurse" that addressed some of these issues. I am rambling a little here just to hopefully explain some of the difficulty in "parachuting" into a situation like this and trying to accomplish forward motion. While I was there with students I developed some relationships with a few of the nurses, the Director of Nursing in particular and was able to provide a practical in-service as requested by them. This in-service was to do with Type 2 diabetes, which unfortunately is becoming a significant health issue in Bangladesh. It was well attended by 50 nurses and it was heart warming at the end to have so much participation in the form of questions and sharing of experiences. At the request of the nursing administration I focused on complications of type 2 diabetes and the importance of foot care. I concluded the presentation with a demonstration of foot care on a few of the participants; this broke the ice and created a great connection between all of us as nurses. As well it began to build relationships for the next time I brought students to the various hospital units.

Bangladesh has a population of about 144-154 billion people in a geographic space 1/7 the size of Australia, it is currently the third poorest country in the world battling air and water pollution with really no infrastructure in place to begin to address any of these issues. Despite this it is not a violent country, we felt safe living in the outskirts of its capital, Dhaka (population of 12 million). It is an example of human resilience, industry and vitality. People work very hard in construction, agriculture and the sustaining of daily life. It is certainly one of the most different and interesting countries I have traveled to; 600,000 rickshaws in Dhaka alone creating rickshaw traffic jams. It hosts the second largest Muslim religious

gathering in the world every year (1.5-3 million people) which just happened to occur about 6 blocks from where we lived! Most of the business is done in street markets with stalls displaying all types of vegetables, fish and fruit piled high or hanging by ropes. One of the main industries outside of brick making is textiles and there are wonderful, colorful textile shops too many to count. Walking from our apartment to the university (both traditional structures) you would see little tiny huts, a mounted tin roof, a bamboo stall (all shelters for families) many little children of all ages, goats, cows, ducks, geese, frogs. Construction of apartment buildings made of brick with high bamboo scaffolding reaching 6 and 7 stories high. As you make your journey a cacophony of sound assaults the ears; the grinding of bricks into dust, generators running small cement mixers, children crying, playing calling out to you, horns of cars, and bells of rickshaws.

It has been an amazing experience for me and one I will be able to continue to integrate into my personal and professional life. It will enrich the content of the theory courses I teach in 4th year nursing and I will be working with my nursing colleagues to explore possible International opportunities for our fourth year nursing students in Bangladesh.

Received: \$1973.00

Working with Suicidal Clients
University of British Columbia
Vancouver, B.C
March 29, 2008
- Robyn Higgins

The one day training at U.B.C. on “Working with Suicidal Clients” was extremely informative and I came away with some practical tools and skills. The morning focused on understanding the prevalence and dynamics of suicidal thoughts, gestures and completions. We then moved into learning a particular model for suicide risk assessment and we broke into pairs with role played situations and practiced assessing a suicidal young woman.

The afternoon focused on strategies for intervening and providing hope for people who are experiencing suicidal thoughts. We then went on to again put the theory into practice in very intense role-play scenarios. We ended the day with information about liability and self-care strategies for counselors who lose a student or client to suicide.

This training was packed with both information and interactive opportunities to practice the skills. The day I returned to the counseling centre at Selkirk after this training, my very first student walked in and said that she couldn't stop thinking about killing herself. I was grateful that I had just come from a very thorough training session and I had new tools for both assessment and follow-up care.

Received: \$699.00

Shambhala Authentic Leadership Institute
Halifax, Nova Scotia
June 2008
-Robin Higgins

I feel extremely fortunate that I was able to attend this six day Shambhala Authentic Leadership Institute in Halifax. With joint funding from Salmo Community Services and Selkirk College, I was able to access in-depth training in a module called “Conscious Embodiment.” The trainer, Wendy Palmer, has spent the last 30 years working with organizations and corporations using principles from both meditation and aikido to decrease stress and increase personal effectiveness. During the week I learned various techniques for breathing and centering, communicating inclusiveness and clearly advocating for change. I am looking forward to teaching some of these strategies to students on my disability case-load who struggle with anxiety and self-confidence.

The conference also included several plenary sessions that explored ways of bringing mindfulness, creativity and authentic communication into our workplaces. A huge part of the learning came from the amazing diversity of the participants. People came from around the globe (27 countries!), and a wide variety of work places (government, education, private consultants, corporate trainers, artists, students, doctors, psychologists, environmental activists etc.) The week was filled with many opportunities for deep dialogue about the challenges our world is facing and how we can sustain ourselves so we can bring energy, joy and connection to our daily work. This was a week packed with learning and reflection and I am excited to integrate new ideas and strategies into my work with students.

Received: \$1500.00

**Presentation of a Paper at the 2nd World International Studies Conference
Ljubljana, Slovenia
July 23-26.**

-Randy Janzen

Name of Paper: An examination of Structural Violence in the Context of International Conflict Resolution: A case study of Israel and Palestine.

This past year I have been on assisted leave for the purpose of studying Peace Studies. As part of this scholarly activity, I was privileged to have one of my papers accepted at the World International Studies Conference.

The conference was well attended, with over 800 participants representing over 70 countries. The theme of the conference: **What keeps us together; What keeps us apart?** brought together many people doing research in international relations, social sciences and peace studies. Research on current events was particularly relevant, and I listened to many informative presentations on globalization, international terrorism, post-war restructuring and non-violent resistance. As with any conference, I had the opportunity to meet many people pursuing interests similar to those of the Mir Centre for Peace. Presenting my paper also provided me with a peer-reviewed audience, as all presentations were critiqued by a discussant and then followed by a question and answer period.

I wish to thank the PD committee for supporting this activity.

Received: \$1500.00

**CAEN Conference, Critical Issues in Nursing Education
Kamloops, BC
April 21-23, 2008**

- Sarah Jones, RN MSN

This conference was particularly interesting to me as a novice instructor because there were opportunities to attend such concurrent sessions as "Supporting New Faculty in Practice" and "Getting Launched: A Framework for Staff Orientation and Development at Camosun College Nursing Department". I learned what activities other institutions were doing to support their new instructors, all of which could be applicable to new instructors at Selkirk.

Other seminars included: "Illuminating Meanings of Cultural Safety Using a Writing Form of Inquiry" and "The use of Photovoice as a Teaching Method". These techniques were foreign to me until now and I plan to use them in future teaching endeavors. This will add to my tool box of teaching skills.

It was nice to hear from the Executive Director of the Canadian Association of Schools of Nursing. As the key note speaker, Ellen Rukholm spoke of some of the more critical issues in nursing education affecting us today. I think everyone in the room could relate to the issues that she addressed.

Received: \$346.37

**Human Resources self directed course
On-line
March 2008**

-Mike Konkin

In March 2008 I began a self paced on-line course put on by the Canadian Council of Human Resources Association. The course included about 20 hours of interactive multi-media lectures, diagnostic tests and on-line quizzes to ensure mastery of the material. This course was useful in my own development of the business skills and knowledge necessary to be an effective instructor in the business administration program. The course covered many human resources topics in detail such as organizational effectiveness, staffing, employee and labour relations, compensation, and organizational learning, training and development.

I believe that people are the cornerstone of effective businesses and organizations. This course gave me many insights on what successful organizations are currently doing in their human resource functional areas. I thank the PD committee for giving me the funding to pursue this opportunity.

Received: \$309.75

**THANK the Armouror, Gauntlet Making
Floradale, Ontario
January 25-26, 2008**

- Kevin Kratz

The course I took was an armour making course taught by professional Blacksmith and Armouror, Robb Martin. In particular, we were instructed on how to make a 16th century French style articulated

gauntlet – in other words, a steel glove.

I learned advanced techniques in the making of articulated armour parts. These include new ways of hammering metal sheet cold, forming with mallets over stakes. Fitting, including assembly with rivets and washers. Veining, using hand made top and bottom die tools.

The benefits to me are increased knowledge and repertoire of advanced skills that take my metalwork to a new level.

For the college, the benefits are the potential for a new advanced course in articulation/armour. This idea is something Laura and I discussed earlier around possible advanced classes for students who complete the one year metal intensive. It will also prove to be a valuable CE course for learners in the community who have taken all my other CE courses and are waiting for something new and challenging.

Received: \$1500.00

“Spontaneous Inventions Workshop” with Bobby McFerrin and Voicestra Rhinebeck, New York
-Laura Landsberg

From June 17th – 21st 2007, I attended a vocal workshop with Bobby McFerrin and members of his innovative group, Voicestra. The workshop took place at the Omega Institute in Rhinebeck, New York. This was a five day intensive study of vocal improvisation and circle singing. During the workshop I had the opportunity to connect with teachers and musicians from all over the world. Taking part in this workshop has opened up a whole new world of singing for me. This fall I’m teaching the “Vocal Improvisation Circle Song Ensemble”. I look forward to sharing the ideas and inspiration I gathered at this wonderful workshop. Thank you to the P.D. committee for your work and support.

Received: \$1500.00

**2008 Canadian Avalanche Association Spring Conference
Penticton, BC
May 7-9, 2008**
-Keyes Lessard

I attended the annual conference of the Canadian Avalanche Association from May 7th to the 9th, 2008

in Penticton. The purpose of this annual conference is to bring together avalanche safety practitioners to share knowledge and experience. There were 3 days of presentations ranging from avalanche rescue to leadership and decision making. Current avalanche research projects in Canada were also presented. Also discussed during the conference were issues around the pending WorkSafeBC regulations that will apply to avalanche safety workers including avalanche course providers.

I also attended an avalanche course provider meeting that was relevant to my work as an RRS Instructor that focused mainly on current issues related to avalanche education, certification, and course content.

Received: \$790.32

**SUNY-Stony Brook, POGIL Advanced Workshop
Stony Brook, NY
June, 2008**
-Elizabeth Lund

A big thank you to all SCFA members and the PD committee for providing me with the opportunity of attending an advanced POGIL (Process Oriented Guided Inquiry Learning) IC –In Context workshop that focused on the development and use of topical guided-inquiry classroom activities that have real-world context.

Guided Inquiry activities that are meaningful and relevant to student’s daily life can improve student proficiency in problem solving while providing them with a framework to determine how the material in class can be understood in the context of their daily life.

This workshop was more than I had hoped for. We spent 3 days developing new material, new activities, evaluation rubrics, both for the classroom and for the POGIL activities themselves, and generally sharing knowledge and expertise.

After implementing Guided Inquiry learning in my classrooms last year I had many questions and concerns that needed addressing. At the workshop I was surrounded by enthusiastic, experienced POGIL instructors. I was able to learn a great deal and make valuable friends and contacts. I look forward to implementing newly developed activities in my classes this fall as well as preparing new in-context activities of my own.

Received: \$1500.00

**Canadian Association of Geographers
American Association of Geographers
March 2008**

- Allison Lutz

This year the PD committee supported me by providing \$ 268.00 to renew my membership in the Canadian Association of Geographers (CAG) and the American Association of Geographers (AAG). These are the national organizations representing practicing geographers from public and private sectors and from universities.

The CAG is active on many fronts: from the dissemination of geographic research to the promotion of geographic education and cooperation with international organizations. As part of my membership I receive The Canadian Geographer, an international, peer-reviewed journal, 6 issues annually of The CAG Newsletter, the CAG annual Directory, special registration rates to attend the annual meetings, the right to present papers at annual meetings, the opportunity to belong to the CAG study groups, which provide a forum for specialized interests within geography, automatic membership in the CAG Regional Division, and representation on the major national and international umbrella organizations.

As a one person department it is critical for me to belong to these organizations to keep up with current research, communicate with colleagues and keep my students informed of opportunities.

Thank you to the PD committee for their support.

Received: \$268.00

**Geography/anthropology field school organized
by Northwest Community College
Kitlope Valley, Kitimat BC
June 16 – 30, 2008**

-Allison Lutz

This year for professional development I journeyed into the Kitlope Valley, along inland fiords south of Kitimat BC, home to the largest intact temperate rainforest in the world. It was an extraordinary

experience and proved to be an opportunity for both personal and professional development. The trip was a geography/anthropology field school organized by Northwest Community College and led by the Haisla First Nations.

Professionally I enjoyed learning about many aspects of the Haisla and Henaksiala culture and travelling through their traditional territory. It was a privilege to view totems, grave sites, pictographs and petroglyphs and learn about some of the ethnobotany. It is a rare opportunity to visit such a remote and protected area of British Columbia, the inland fiords, the rugged Coastal Mountains, the sedge estuaries, pristine rivers and the piercing blue Kitlope Lake. I found it fascinating to meet with biologists and geographers and learn about many of the research projects they were working on in the Kitlope Valley. It was interesting to hear from the Haisla and residents of Kemano about declining oolichan fish stocks. As well it was interesting view first hand the Kemano Project, the old town site and the abundance of grizzly bears.

Personally I was moved by the teachings and presence of the Haisla people. They were gracious and welcoming stewards of the Kitlope. The elders are a living testimony to their rich oral tradition. They seemed tireless in their ability to share their stories and answer questions, and they were fiercely proud of their accomplishments and their culture. Some of the stories were personal and painful accounts of their past, others echoed legends that their ancestors had told at the same locations hundreds of years earlier. I was inspired by their peaceful and persistent battles in repatriating their sacred G'psglox pole from Sweden in 2006 (a 30 year project) and in working to have the Kitlope saved as a heritage conservancy.

To be nourished by the Haisla with their traditional food, travel with them into their territory, dance and sing with them around the fire and listen to their stories has left a lasting impact. Thank you to the PD committee for their support in this amazing endeavour.

Received: \$2153.19

**Soil Bioengineering
Revelstoke BC
April 29 & 30, 2008**
-Derek Marcoux

This course covered theory and application of soil bioengineering principles in British Columbia. Soil bioengineering uses live cuttings of vegetation to stabilize and restore land that has been subject to landslides, slumps, and degradation. It provides an alternative to civil engineering where there is a desire to stabilize slopes and also develop and maintain ecosystems that contribute to the landscape. While there are many situations where civil engineering is a superior approach to dealing with unstable terrain, bioengineering has been used along numerous highway routes, railway corridors, and forest access roads with long term successful results. The instructor for the course, David Polster, has been involved with bioengineering for over 30 years. His presentations in the course were insightful as his career has allowed him to re-visit sites that he restored in the 1970's to see how the ecosystem has developed. In most situations, sites he restored using bioengineering techniques have followed a successional pathway that will allow the ecosystem to contribute to the local landscape.

The course covered one day of theory in the classroom followed by a day in the field. The field day required participants to collect live cuttings of willow and cottonwood for use on a small landslide south of Revelstoke. Participants then applied the classroom theory in the construction of three different bioengineering techniques. This course will allow me to develop the ecological restoration component in the Integrated Environmental Planning technology program at Selkirk College. In addition there will be opportunities to include this information in the annual spring field school in the Renewable Resources School.

Many thanks to the PD committee for supporting this activity.

Received: \$764.66

**BC Environmental & Occupational Health
Research Network Spring 2008 Conference
Advancing Research Through Innovative
Linkage of Health and Exposure Data
Vancouver, BC
May 2, 2008**
-Ian Parfitt

I chair a monthly peer-to-peer health geomatics web meeting sponsored by BCEOHRN in order to learn about how GIS is currently applied in the health sector, with the hope that the SGRC may develop projects or find student co-op placements in this rapidly growing field of geomatics. When possible I also travel to relevant workshops hosted by BCEOHRN. The network's annual spring workshop this year had a specific focus on health databases, including GIS databases, and as a result many of the participants in the peer-to-peer group were planning to attend, many as presenters. The meeting was held at SFU's Wosk Centre for Dialog in downtown Vancouver on May 2. The full-day agenda comprised a keynote speaker and plenary sessions in the morning, a networking lunch, and a hands-on breakout session (including a GIS session) in the afternoon, a wrap-up panel discussion, and a wine and cheese reception.

While most of the GIS material covered was well-known to me, it was great to meet the other members of the peer-to-peer group in person – some for the first time. As others who work with a team via conference calls or emails will attest, it is great to have some face-to-face time on occasion. I guess those millions of years of evolution where we learnt to communicate and bond with other humans through “real” interactions haven't yet been supplanted by the “virtual” interactions facilitated by modern communications technologies.

Many thanks to the PD committee for its support.

Received: \$505.30

**Workshop - How to Overcome Depression and
Boost Self-Esteem
Vancouver, BC
November 29-30, 2007**
- Don Parks

On November 29 and 30 I attended a workshop on dealing with depression by using cognitive therapy. The workshop was run by Dr. David Burns, the author of the best selling book Feeling Good. Dr. Burns proved to be an excellent presenter with a down to earth, humorous presentation style.

Dr. Burns spent time emphasizing the importance of measurement in the counselling/therapeutic session. Without measurement the counsellor or therapist has no reliable means to assess effectiveness, progress,

and mood level of the client. Brief mood surveys were introduced that can be used both before and after a counselling session. These surveys normally take less than a minute to complete but provide the counsellor with very useful information on the client and/or the counselling session. Surveys for depression, anxiety, anger, suicide, relationship satisfaction, level of counsellor empathy and effectiveness were discussed.

The cognitive intervention model was described by Dr. Burns with numerous examples given from his decades of working with troubled individuals. This approach is based on the premise that thoughts create feelings; you feel the way you think and that the thoughts that cause depression are often distorted and illogical even though such thoughts often seem entirely true to the depressed individual. By changing the way one thinks one can change the way one feels. The cognitive model focuses on identifying and modifying distorted negative thoughts and self-defeating beliefs, and replacing them with effective positive thoughts (thoughts that are 100% true, or nearly 100%, and put the lie to the negative thought or self-defeating belief).

The workshop explored the ten most common distorted negative thoughts (such as All-or-Nothing Thinking, Overgeneralization, Mental Filter, Should Statements, Magnification and Minimization, etc.) and the twenty-three more common self-defeating beliefs (such as Perfectionism, Fear of Rejection, Conflict Phobia, Magical Thinking, Achievement Addiction, etc.). A good deal of time was spent describing the fifty methods of helping an individual dispute his/her distorted thoughts so the thoughts no longer carry any power to influence. A number of these cognitive techniques were demonstrated by Dr. Burns, such as the Cost Benefit Analysis, Acceptance Paradox, Downward Arrow technique, etc.

Time was spent discussing client drop-out from counselling sessions and strategies to address that concern. Strategies to encourage client completion of homework assignments were discussed, as well as strategies to prevent relapse.

Thanks to the Professional Development Committee for providing the funds to attend this worthwhile workshop.

Received: \$1296.00

Anne of Green Gables and the Idea of the Classic: An International Celebration of Imagination and Creativity in Honour of the 100th Anniversary of L.M. Montgomery's Anne of Green Gables.

Charlottetown, PEI.

June 2008

-Tracy Punchard

When Lucy Maud Montgomery's first novel appeared, *The New York Times* deemed its heroine, the talkative, redheaded orphan Anne Shirley, to be "altogether too queer." Similarly, my initial impression (and my lasting one) was that this conference on Maud was odd.

This was, in part, because the conference was not restricted to scholarly presentations. Scholars dominated, but also allowed to present for example, were the lovely ladies who preserved the Leaskdale church in Ontario as a heritage site, members of the various LMM societies wanting to describe in their own words and with cheesy power-point images the "fire" that is Anne, and enthusiastic and well-intentioned high school teachers from far away continents who just want us all to know how much their students love Anne and that by coming to this conference dreams really do come true! Out of such effusive praise and unquestioning acceptance of Anne's deserving classic status, I will pluck a few highlights:

Irene Gammel—the person and the presentation! Gammel's new book, *Looking For Anne of Green Gables: The Story of L.M. Montgomery and Her Literary Classic* is certain to live up to its praise as the "definitive book" in LMM scholarship and is a much needed antidote to the belief that Anne is an entirely original creation. Gammel challenges LMM's own assertion that Anne was "born in a flash". In the tradition of Barthes, Gammel shows us that Anne is not the original creation fans want her to be. Gammel wades through an exhaustive range of sources and ephemera from journals, scrapbooks and letters, to unpublished manuscripts and rare photos, to Victorian and Edwardian literature and American cosmopolitan magazines to reveal some rather surprising sources of Anne's construction (not conception.)

In keeping with Gammel's assertion that a classic is made, not born, SFU's Carole Gerson identified seven milestones in the formation of Anne's celebrity status: the 1908 publication and branding efforts by

Page and Co.; the role of Hollywood in 1919 and after with actress Dawn O'Day actually changing her name to Anne Shirley; the unprecedented creation of a Canadian National Park based on a fictitious character and house in the 1930s; Japan's introduction to Anne in 1952 which marked a surge in international interest; the 1965 musical which is still running; the TV series in the 1980s and the publication of LMM's journals creating an audience of both young viewers and scholars; and finally the Centennial celebrations of 2008. Have you got your books, coins, stamps and dolls?

A different kind of highlight was the friendship I struck with Brooke Collins-Gearing, a Kamilaroi woman and professor at The University of Newcastle in Australia. We spent hours discussing politics, literature, careers, motherhood and lobster (well we didn't just discuss the lobster). After days of papers celebrating Anne's power to transform the landscape through her gift of imagination and to claim the land as her own--Anne is Anne of Green Gables after all--Brooke brought a de-colonial reading to the text. She reminded us that the land was not a *tabula rasa* waiting to be brought into being by Anne. The landscape is a site on which national identity and values are constructed and the idea of the classic is bound by colonizing influences and ideologies.

Presenters came from all over the world and it was interesting to trace the path of Anne's reception. For example, Italy was first introduced to Anne through the Japanese anime and one of only two male presenters described his experiences of teaching Anne in Iran where millions of viewers become hooked on Anne through the TV series. It is fascinating to look at the novel's cover illustrations as each decade and each country tries to portray Anne in its own fashion.

So although many presenters and listeners wished to preserve their fantasy of a "timeless" Anne, a uniquely Canadian creation to be treasured, other presenters contributed by placing Anne in history and culture, thus adding to our understanding of her complex evolution, the many-layers of her character and the various ways in which she is received by readers across the world.

Received: \$2500.00

Society of Vocational Instructors Convention Selkirk College, Nelson BC June 4 – 6, 2008

-Leanne Reitan

Although not a Vocational Instructor myself, I was first alerted to this conference when Colin Makeiv (SC's welding instructor from Nelson) sent around an e-mail to all staff, stating that there was some funding in the .06% PD Fund for interested Selkirk College employees to attend the conference. After looking at the agenda, I e-mailed Colin immediately to express my interest. As promised, the .06% PD Fund paid for my conference fees, but I also sent an application to the SCFA PD fund to cover extra costs that were not included in the conference fees.

Highlights of the conference, to me, included hearing Jon Steinman (producer/host of Kootenay Co-Op Radio's "Deconstructing Dinner") speak on the social and environmental impacts we make every day with our food choices; and learning about Epigenesis from Barb Coombs. Epigenesis refers to the 'switches' that reside on top of all of our DNA, and which by virtue of being turned on or off can decide whether our bodies follow blindly the genetic destiny set for us in our DNA, or buck the trend/dodge the bullet.

Received: \$143.72

Effective Meetings Workshop Trail, B.C October 22, 2007

- Carol Retzlaff

This three hour workshop, facilitated by an expert in knowledge management, was designed to help us make our meetings more effective, more participatory, and more fun! The workshop modeled how a good meeting should proceed, and demonstrated several concepts and tools for designing effective meetings.

Thanks to the committee for supporting my attendance at this event.

Received: \$395.00

Certificate in University and College Administration
Centre for Higher Education Research and Development
University of Manitoba
March 17 – April 4, 2008
- Carol Retzlaff

“Strategic Planning at the Unit Level”

This was the final course in an eight-course web-based program designed for mid-level administrators practicing in a post-secondary setting.

The course examined the literature, research and theory around planning, and demonstrated how an effective plan is developed. We were taken step-by-step through the process of developing a (mock) strategic plan for our unit, and were able to discuss our planning experiences, both positive and negative, with participants from across Canada.

I would like to thank the Committee for providing me with the opportunity to engage in this training.

Received: \$148.44

American College of Sports Medicine Annual Meeting,
Indianapolis, Indiana
May 27 – June 1, 2008.
-Delia Roberts

The American College of Sports Medicine (ACSM) is the foremost sports science organization in the world. Their membership is international, and the annual meeting draws upward of 5000 attendees in the fields of clinical exercise for health, pedagogy of sport, exercise and health education, nutrition, sports medicine, orthopedics and high performance sport. In addition, ACSM is very involved in formulating and implementing health policy in the United States, Their current initiatives include promotion of a new campaign for increased physical activity entitled “Exercise is Medicine”, drafting legislation to license the exercise professional as part of the primary health care team, and the PAD initiative “Professionals Against Doping”. Thank-you to the PD fund for enabling me to attend this exceptional meeting and to continue to present the research executed here at Selkirk to the international sports science community.

I sit on several committees at ACSM including the Consumer Information Committee. We meet on the evening prior to the beginning of the conference. Our mandate is to provide the public with quality information on topics related to exercise. I have authored several of the many brochures which can be viewed at <http://www.acsm.org/AM/Template.cfm?Section=brochures2>

My presentation was the first day of the conference. The format was by far the most effective of any conference session that I have attended. It’s called a “Thematic Poster Session”. Approximately 10 papers with a common subject theme are chosen and displayed in a medium sized room for 30 min. Then each author is allowed 10 minutes to talk about their project. The presentations are followed by a moderated discussion. The format is much less formal than slide presentations and much more interactive than seminars. It draws together a diverse group of people who are interested in a common problem, but who approach the issue from different perspectives. My presentation was entitled “Efficacy of Carbohydrate Feeding on Occupational Injury Rate and Productivity in Reforestation Workers in Energy Deficit”. The room was full and a very lively discussion continued beyond the time allotted for our session.

Throughout the conference I attended many sessions including the following topics: Injury Prevention, Tests For Prediction of Injury Risk, Training for Injury Prevention, Strength and Endurance Training for Performance, The Role of Exercise in Disease Prevention, The Effect of Exercise in Enhancing Cognition, The Effects of Altitude, New Techniques for Monitoring Activity Levels, The Effects of Dehydration on Performance, Performance Training for Alpine Skiing, Hockey, Cycling and Soccer, Nutrition as Tool for Enhancing Performance and the Role of the Exercise Professional in the Primary Care Team to name just a few.

In the evenings there are meetings of special interest groups. I participated in 3 of these; Occupational Physiology, Clinical Exercise Science and Winter Sports Science. I was elected co-chair of the Winter Sports Group, and will be chair in two years time. This is a particularly exciting time to be taking on this role as next year ACSM is meeting in Seattle, and the Canadian Sports Medicine Society meeting is in Vancouver immediately afterward. The Canadian Sports Medicine group has been invited to present a

seminar on “Sports Medicine at the 2010 Olympic Games” during the ACSM meeting in Seattle, and they have invited the Winter Sport Interest Group to present a seminar on the “Science of High Performance in Winter Sports” in Vancouver at their meeting. In addition there will be a tour of the Olympic venues, and a chance to meet with Olympic athletes and officials.

This was a great conference and once again I thank the PD committee for their support.

Received: \$2478.51

How to Combat Plagiarism Conference Newcastle, UK June 24 & 25, 2008

-John Rowell

Between June 24 and 25, 2008, I attended the International Plagiarism Conference in Newcastle, England. The conference was timely in that it corresponded with an admission by Dr. Raj Persaud, Britain’s best known psychologists that he had passed off other researchers’ work as his own.

Dr. Persaud is well known in Britain as the resident psychologist on the television show “This Morning” and as host of the BBC radio show “All in the Mind.” Such a high profile case is disturbing and cannot help educators convince students of the wrongs of academic dishonesty.

The prevalence of academic dishonesty, if UK figures are representative, is itself disturbing. One speaker noted the following statistics from the UK:

- paraphrasing without acknowledgement (68.6%),
- signing as present a fellow student on a course where obligatory attendance is required (60.4%)
- copying material without acknowledging the source (59.7%).

I noted that plagiarism has become a cottage industry in British educational circles. Some delegates claimed to be experts in the field, having written books and scholarly articles on plagiarism. The word “plagiarism,” by the way, comes from the Greek word *plagion* “to kidnap.”

I spoke to one plagiarism expert, Dr. Jude Carroll of Oxford Brookes University. I told her about Selkirk’s

plagiarism policy whereby a student will be expelled from the College following a third infraction. She described the policy as “too harsh;” typically, in the UK the harshest penalty is withdrawal from the course for even repeated cases of academic dishonesty. A video of Dr. Carroll on plagiarism can be viewed at [Jude Carroll on plagiarism. | PGCHE videos | Video | PGCHE | The University of Nottingham](#)

So the emphasis on combating plagiarism in the UK is on education and prevention rather than punishment and discipline. One of the key ideas at the conference was authenticity, trying to enable students to speak in their own voices and write in their own words. The quest for authenticity begins by establishing a climate where students value honesty of expression. In the spirit of education and prevention rather than detection and punishment, I will list some of the tips I received at the conference regarding prevention of academic dishonesty.

1. *Personalisation*—Students learn better if their teachers know them as individuals. By analogy, just as shoppers are less likely to steal from a local store where they know the owner than from an impersonal supermarket, so students who know a teacher personally are less likely to be dishonest in that teacher’s class.
2. *Intellectual skills v knowledge content*—in your class emphasise developing intellectual skills rather than memorizing facts. As one speaker put it, “Facts can be downloaded from the internet, but skills cannot.” In assignments try as much as possible to test student skills rather than having them learn by rote.
3. *Fostering a learning culture*—One speaker said, “If students want to learn, they won’t cheat.” That is because if the student really wants to learn, then cheating is self-defeating. A learning environment can be fostered by emphasizing the learning process rather than emphasizing the degree or diploma to be earned as a passport to a job.
4. *Varying assignments*—give students a variety of assignments rather than only requiring formal essays. For example, a dialogue or a narrative encourages students to use their own words and narratives and dialogues cannot be downloaded from the internet.

5. *Ensure that assignments are specific*—giving students a specific assignment makes it almost impossible for them to plagiarise. For example, I assigned the following exam topic in Philosophy 210: “What differences do the Hellmans see between the role of physician and scientist (434)? Why do they think the physician-scientist is in a conflict of interest (434-435)? Does Freedman’s notion of clinical equipoise resolve this conflict (441-443)?” This, of course, is much preferable than “Discuss the Hellmans and Freedman on physician-scientists.”

Perhaps the College might consider reviewing its policy on academic dishonesty the next time it comes up for review. Again, the strong message at the conference was prevention rather than detection and punishment.

Thanks to the PD Committee for this opportunity.

Received: \$2500.00

**International Student Placement Inquiries
Guatemala
January 17 – February 8, 2008
- Rhonda Schmitz**

I spent time in Guatemala this Jan/Feb with Mary Ann Morris and Randy Janzen. It was an enlightening experience bringing our two perspectives together, health and human services, while talking to groups about possible placements. While some placements looked like a perfect fit for human service students, Mary Ann was there talking about how Nursing could contribute, and vice versa.

The purpose of this trip was to create possibilities for our Human Service Students to have an international experience that will allow them to understand their role in the helping profession as it pertains to social change at a local, regional, national and international level. Also, for Selkirk Students to have a growing understanding how oppression, political forces and economics affect the physical and mental health of people. Finally, for Selkirk Students to engage in a helping role that will be based within the principles and guide lines of each discipline.

Our students will engage in activities that will promote the well being for individuals in the realm of social, emotional, cognitive and physical domains. This would be done in consultation with the host partnership and their defined need.

My trip included meeting with A.M.E.S. (association of Women in Solidarity group), this is a professional group of women who help women in need.

We spent time in Santiago and met with a group of women who are living in a refugee camp post hurricane Stan. We spent time in San Lucas, in a special needs school, as well as a Private Catholic School, both very exciting possibilities for our Human Service students.

We ended our trip in Neuvo Horitonte; this is a community that also would provide many opportunities for our students to connect in a meaningful way.

I would like to take this time to thank the Special P.D. committee for granting me this opportunity to reach out beyond our borders and enhance our student’s learning and international practice.

Received: \$2500.00

**Masters of Science Biology Degree
Biology 830P Human Histology
University of Nebraska
Kearney, Nebraska
May 2007 – July 2007
- Stephen Seaborn**

I am grateful to receive tuition support for courses I am taking towards completion of a Masters of Science degree. In Human Histology we examined the microanatomy and associated physiology of much of the organs and tissues of the human body – including the prostate, pancreas, parathyroid, pituitary, and Perkinje cells.

Thanks to the PD committee for approving the financial support to make my studies possible.

Received: \$1306.07

**Masters of Science Biology Degree
Biology 827 Biological Statistics
University of Nebraska, Kearney, NB
January 2008 – April 2008
- Stephen Seaborn**

I am grateful to receive tuition support for courses I am taking towards completion of a Masters of Science degree. It has been a challenge, but I have learned descriptive statistics, experimental design, hypothesis testing, and a variety of parametric and

non-parametric statistical tests. For the purposes of this course we used the JMP software programme from SAS.

Thanks to the PD committee for approving the financial support to make my studies possible.

Received: \$1308.07

**Understanding International Financial Reporting Standards
A Conference for Academics and Educators
Kelowna, BC
May 21 – 24, 2008
- Tiffany Snauwaert**

For two days in May I attended a conference at UBC Okanagan, along with 25 other colleagues, covering International Financial Reporting Standards (IFRS).

In January 2011, Canada will be joining approximately 100 other countries (including the European Union) and will be adopting IFRS as its new accounting standards for publicly accountable enterprises.

This changeover involves a formidable amount of change for financial reporting and record-keeping for Canada. The conference gave an overview of the differences and similarities of current Canadian Generally Accepted Accounting Principles (GAAP) and the incoming International GAAP. The conference also enabled the opportunity for educators to discuss how best to incorporate these upcoming changes into accounting curriculum.

Thank you to the PD committee for supporting my attendance at this conference. The conference was extremely informative (and interesting!) and helpful as I develop my upcoming first and second year accounting courses this summer.

Received: \$747.28

**Wireless 08 – Putting Wireless to Work
Olympia Exhibition Center
London, England
May 21-22, 2008
-John Stegman**

Wireless is becoming ubiquitous in information technology. All kinds of devices from simple to complex are communicating in this manner. We will

soon have Internet appliances such as refrigerators which can be monitored over the Internet. Radio Frequency ID tags have been put into passports in many countries. In fact we are almost always surrounded by a cloud of radio waves from devices that are communicating with each other.

At Wireless08 about 100 companies set up booths publicize and promote the hardware and software that they provide. Throughout the venue there four lecture theaters were set up. Every half hour there was a different lecture at each theater. To give you some idea of the content of the lectures, here are the names of the theaters: Wireless and Mobile Applications Theater, Wireless Infrastructure and Devices Theater, Wireless Security and Management Theater and Connected Communities Theater. Some of the lectures presented case studies of actual implementations in real places. It was interesting to hear about problems which arose at actual implementations.

Thanks to the PD committee for supporting my attendance at this very interesting event.

Received: \$1451.40

**Professional Ceramic Workshop
Soda in the Fire, Archie Bray Foundation
Helena, Montana
July 16 – 20, 2007
-Pamela Nagley Stevenson**

SODA IN THE FIRE was a five day ceramic workshop for professional artists and instructors taught by Gail Nichols, an internationally renowned artist and instructor from the Australian National University in Canberra. It was a truly inspiring and precious opportunity for me in many ways. The location of the course at the Archie Bray Foundation, a world class American institution and ceramic art center was truly outstanding. "THE BRAY" has continued to be the leading edge facility in the ceramic art world since the 1950's. The facilities are used by art school graduates from all countries of the world for studio residencies and workshop programs. I met artists in residence from many countries, as well as the 15 artists attending the five day workshop, and I documented the work of many of these artists with my camera to inspire our students with the options that are open to them in the future. I was able to photograph the grounds and the studios, the kilns and the galleries, as well as the exhibition pieces and work in progress of many of the resident artists

during my stay to better inform our students about opportunities they have to apply for future workshops, short term residencies, and extended studio studies. We completed three different high temperature soda firings as a group, in three very different styles of kilns, with work we brought to the course, using the unusual firing techniques of the instructor. We explored various special effects of atmospheric surface decoration using safe and environmentally sound practices that I will continue to adapt for our KSA Selkirk studio kiln firings.

I have presented two POWERPOINT PRESENTATION classes to first and second year students on the techniques that I learned in the course, and I am glad that Laura White and Monique Lalonde were able to attend one of the presentations. I have also frequently demonstrated numerous new skills that I mastered in those five days, during our studio classes using the unique forming methods and surface treatments that Gail Nichols showed to the class in the workshop. Our students have been very enthusiastic and appreciative of these new methods and techniques, and of the wide range of information that I absorbed during this wonderful course. I was also able to pass on to our students many important names, connections and relevant studio stories from the many excellent contact that I made, not only with the short term workshop participants and summer resident artists but with the long term residents, the technicians and the director of THE BRAY, Stephen Lee. I was able to speak to Steve Lee about our school and I brought back residency application for our students, and catalogues from the ceramic supply house as well, and many visual material, postcards of resident artists, and several superb new books on ceramics to share with everyone.

Altogether the experience was fantastic, and the inspiration from this opportunity has benefited our students greatly on technical, artistic, professional and inspirational levels. Thank you so much for giving this opportunity to me and to all of our students.

Received: \$1500.00

BC Lab Educators Conference “Technology and Communication

Vancouver, BC

May 28th -May 29th, 2008

-Rob Tanner

The opportunity to attend the BC Lab Educators

Conference in Port Coquitlam was very beneficial in many ways. Since Selkirk Colleges’ purchase of the METI simulator (STAN) three years ago, we’ve had the ability to incorporate high fidelity simulation in to the Nursing Program. It has not always been easy to identify ways in which we can use Stan to augment our Lab class experiences. Getting the chance to talk to other instructors and educators who have been using the technology successfully was not only helpful in generating new ideas for myself but hearing their success stories really ignited an interest in how we can be using STAN in a much more diverse and effective manner to broaden the student’s learning. The workshop on debriefing simulation experiences gave rise to a much better understanding of just how important this component is to student growth and having seen its’ effectiveness in action I will definitely expand on the use of debriefing in my teaching. The vendors present were able to provide many ideas and product information that may improve the way in which we deliver aspects of the curriculum to our students.

The conference itself was dedicated to information sharing and as always the opportunity to share ideas, successes’ as well as concerns with educators was welcome. I left the conference with a head full of ideas about how we at Selkirk can better make use of simulation in our curriculum. Gail and I will be pursuing opportunities to share this with other members of faculty through staff meetings and an in-service later in the year.

Received: \$846.14

Shakespeare with a Difference Plays and Workshops

Ashland, Oregon

July 1 – 5 2008

-Gord Turner

Arriving in Ashland, Oregon, home of three theatres and a full summer-theatre program, we quickly toured the City. Some smoke lingered in the air because of the fires in Northern California, but Ashland still looked lovely.

I attended three plays, pre-play overviews, and a complete backstage tour of the three theatres. Everything was outstanding, although two of the plays were “different.”

On the first night, we were at the Elizabethan style theatre early. We enjoyed the outdoor atmosphere of

the enclosed but open-to-the-sky theatre. The weather was warm, and the acoustics were superb.

Othello was presented brilliantly by the Oregon Shakespeare Festival players. This was the only play of the three that was presented in period costume and locale. Iago, the villain, as portrayed by actor Dan Donohue, was scary. Because we were privy to many of his speeches and asides, we were carried on a journey involving elaborate plotting, destruction, and ultimately madness. We watched with fascination as this brilliant evil man burrowed his way into Othello's brain and brought about his downfall.

Othello, played by Peter Macon, was a powerful figure on the stage, both in person and in voice. How such a forceful general could be cut down by such a sinister figure is hard to imagine, but the play convinced us that even those in power have insecurities.

The play we watched on the second night was A Midsummer Night's Dream, which we viewed in the Angus Bowmer Theatre, a modern style theatre. The play was also moved forward to a more contemporary period with the human characters outfitted in suits and dresses from our time. The faeries, however, hovering in and around the action of the main characters, were presented in drag. Puck and the other spirits of the forests on this midsummer night were dressed in lacy black with tutus and effeminate definitions.

The contrast between the two settings of the city and the forest was handled by a reversal of sets with magnificent shifting of lighting. The songs, particularly by Puck played by actor John Tufts, were appropriate to the atmosphere in the forest as both the humans and the faeries were in a state of disorder and chaos. The love triangle works very well, but in the end those who should love one another do, and Shakespeare brings us back to a world of order.

The final play we watched was A Comedy of Errors, which involved a mix-up of two sets of brothers. Again, we were in the Elizabethan Theatre. We were not ready, however, for the setting of the action in the American West during the pioneer, cowboy days. That being said, the players did an excellent job of handling the confusion. The brothers with the same names never reach the stage at the same time, so locals believe they have talked to one

Antipholus when they actually have talked to another.

It turned out to be a hilarious romp. The Dromio twins in particular were cleverly acted, and the town-Dromio's wife was unbelievable. A giant of a lady, she literally put the visiting-Dromio over her shoulder and carried him to her room. As it turned out, Dromio's wife was actually played by a male, Todd Bjurstrom.

Added to these plays were the pre-play discussions which I attended. They gave insights into the plays I'd not thought about. For example, in Othello, Iago is spoken of as "honest Iago" 42 times. Also, I had not thought about the locale. Thrown together on the island of Cyprus away from civilization amid a garrison of soldiers who have no war to fight, anything can happen; any marriage can be split apart.

The best event I attended was the backstage tour. How intricate all the stages and their trappings were. How efficient the crews were in carrying out their functions. They were working on sets, changing sets, doing rehearsals, and storing materials as we were led through each theatre. What I didn't realize is that for the tiny stage where we view the events, a much larger arena exists backstage and under the stage. What I didn't realize is that for the few characters on stage, a host of technicians and props/costume people perform backstage. The play must go on, and hundreds of people work hard to get it right.

I enjoyed this P.D. opportunity as it gave me good background and a new way to view Shakespeare's plays.

Received: \$1500.00

**Introductory POGIL Workshop,
McMinneville, Oregon
June 20-22, 2008**

-Paula Vaananen

From June 20-22, 2008 I attended a POGIL (Process Oriented Guided Inquiry Learning) workshop at the beautiful campus of Linfield College in McMinneville Oregon.

POGIL is an instructional strategy that provides the opportunity for students to work in small groups to develop learning skills as well as to master the content. This includes having students analyze

problems, discuss ideas, understand concepts, problem solve, and reflect on what they have learned and how to improve their performance. The instructor facilitates these sessions rather than being the “sage on the stage”. This instructional strategy, which seems to combine the best of other teaching strategies (i.e. Cooperative Learning, Problem Based Learning, etc.) has been extensively developed by chemists but is open to instructors of other (science) disciplines.

On the first day of the workshop, approximately 40 participants (who were mainly chemists, but there were some physicists, and a few token biologists) began working on POGIL activities as if we were the students. The facilitators were high school/college/university instructors who use POGIL in the classroom. We were assigned to work through some chemistry activities. I found the process pretty fascinating, but the content was a bit frustrating for me! I would have preferred it if they had used more general content when dealing with a disparate group of disciplines. Nonetheless, I think that we all saw the benefit of the experience and were able to experience a POGIL classroom.

On the second day, we focused on how to facilitate POGIL sessions as well as exploring the learning cycle, seeing how POGIL develops process skills, and content understanding. We also looked at implementing POGIL in the laboratory. We were able to engage in break out sessions with our POGIL facilitators to talk to them more specifically about how they implement POGIL in their classrooms.

On the last day, we discussed how we would implement POGIL in our own classrooms. We also talked about some barriers to POGIL, such as class size, classroom configuration, negative response by students, etc.

One remarkable thing about POGIL is that the POGIL Project has received a grant from the National Science Foundation, which funded almost the entire workshop. What this means is that all attendees had their room and board paid for during the workshop, and only had to pay a \$35 US administration fee. The campus where we were hosted was beautiful, and the facilitators arranged it such that there were social events for the participants during non workshop hours. This was a great way to share teaching ideas/strategies and to get to know my American colleagues. I was especially grateful that they allowed a Canadian to join them and that they funded

me as well!

I would like to take the opportunity to thank the PD Committee for funding me to attend the conference. I think that POGIL is an exciting amalgamation of many teaching strategies, and I look forward to implementing it in my classroom.

Received: \$944.62

**Columbia University 3rd Annual Symposium on Globalization and Development
New York City, NY
April 21, 2008**

-Suzanne von der Porten

This symposium was by far the most valuable and inspiring PD I have done yet. This turned out to be a very intimate conference with only a few hundred people, and the level of academics they drew was incredible. I guess that’s how it is when you are at an ivy league in a big city with resources and then some. Featured at the conference were Joseph Stiglitz, Jeff Sachs, Sir Michael Marmot, and Partha Dasgupta. So those names might not mean a lot to anyone, but if you follow politico- and macroeconomics, these are basically the cutting edge guys. I had to pinch myself.

Dr. Stiglitz spoke about projects going on at Columbia, then later in a panel about globalization and public goods. His examples of public resources that need to be addressed globally are the climate, knowledge (i.e. patents), and global institutions.

Sir Micheal Marmot spoke about fair health in an unequal world, and presented some of his recent research.

Partha Dasgupta spoke about inequality and exploitation in the design of institutions, and also participated in other panels.

Jeff Sachs gave a fascinating keynote address toward the end of the symposium. He called for the U.S. pulling out of Iraq, sending a global envoy to show the U.S. is committed to solve climate change, and to adopt MDG strategies nationally ... among other things. Wow! I am totally inspired by these amazing people.

The latter half of my week was spent attending MBA classes on macroeconomics (learning about the role of China in the global economy), leadership (roles in business settings for business managers/CEO’s) and globalization (guest speaker on building tide driven

alternative energy and how to market that. Incredible.

Thank you so much for this opportunity.

Received: \$1,500.00

The Heroine's Journey
An 8 week coaching
Nelson, B.C
February 14 – April 3, 2008
- Deb Wandler

The Heroine's Journey was a wonderful experience in group coaching and in connection with other women. One of the key aspects of this coaching process was something called "authentic inquiry", which allowed us to work through our homework each week with questions to guide us. I guess it really was a journey to oneself and one's own authentic expression in the world. I appreciated the opportunity to participate in a group process and to observe the facilitator's leading style. I have and will continue to blend this learning into the group skills course I teach.

Received: \$326.64

Shakespeare, Stratford Upon Avon
England
February 8-9 2008
- Myler Wilkinson

Thanks to the Pd committee for helping me visit some key sites related to Shakespeare in southern England.

While I was on my way to teach at a university in Austria this February, I had two days free in Britain and decided to use them to experience a more intimate side of Shakespeare's origins in the English countryside and his final end in the cathedral at Stratford—where the inscription reads that he will curse any person who attempts to disturb his bones (a truly Shakespearean image, it seems). At Stratford I had the chance to walk from Ann Hathaway's cottage—a quite lovely sixteenth-century farm house with attached orchards—into the town and along the River Avon to Shakespeare's final resting place.

On the way back to London, I had the good fortune to stop in Oxford briefly and visit a special exhibit on the life and writings of John Milton—an alumnus of the hallowed halls.

I am certain the time spent with these two literary

giants will help me to make their worlds come more alive when I teach the first part of English literature at Selkirk College this coming autumn.

Received: \$464.20

Invitation to Lecture on Canadian Culture
Moscow State University, Moscow; Tomsk, Siberia –
Russia
May 6 – 26, 2008
-Myler Wilkinson

I have traveled and taught in Russia several times—often with the support of Professional Development and Selkirk College over the past twenty years. Without fully realizing it was happening, during this time period I have gradually made a number of enduring friendships and professional relationships—most importantly with Professor Alexander Vaschenko (whom many of you know from his visits here) who is Chair of International Cultures and Languages at Moscow State University (MGU). Through Alexander I have had the privilege to be fully welcomed into the halls one of the great universities of the world, and with him have begun to develop, or support, programs in American and Canadian Studies.

For over a decade, we have worked together to place Canadian Cultural Studies on the horizon of consciousness at Moscow State. This most recent visit was particularly gratifying to me in that the university finally reached the point where a separate room was designated for Canadian Studies, ongoing courses in Canadian culture are taking place, and on May 22 I was asked to speak at the formal opening of Canadian Studies at MGU.

After discussing what was appropriate with Professor Vaschenko, we decided that I would talk on three great Canadians—Pierre Elliot Trudeau, Pauline Johnson, and Terry Fox—would explore their lives as symbols of what would make Canada a truly unified nation; for Johnson it was an imaginative vision of First Nations wisdom concerning peace and family unity which all Canadians might draw on; for Fox it was a symbol of brave youth facing impossible odds, and falling in his immediate vision, but succeeding in time beyond his physical limitations.

The talk went well—it was attended by two representatives of the Canadian Embassy in Moscow—both of whom spoke of the opportunities for collaboration between Canadian Studies at MGU and the Canadian Embassy, as well as the Dean of Foreign Cultural Studies at MGU (a woman of some influence at

MGU who saw firsthand some of what makes Canada a unique and beautiful nation among nations; she graciously invited me to return to MGU to lecture or conduct courses—at some point in the future I will do that.

Beyond the Events which occurred in Moscow—lectures at university classes (on postmodernism in one case!), meeting with graduate students who are focusing their attentions on Canadian Studies, and my preoccupation with wandering the streets of this great city in search of the corners made famous by writers and artists, Professor Vaschenko and I were invited to attend a regional conference on cultural identities at Tomsk University in Siberia.

Tomsk is a city of perhaps one and a half million people situated on the River Tom not long before it flows into the Ob River. There are at least five major universities in this city; Alexander and I gave talks at two of them. At one I talked about the Canadian First Nations poet Pauline Johnson, about her struggle to define a unique cross-cultural Canadian identity in stories such as the “Two Sisters” which looks at how women lead the way in imagining cultures of peace and in the legend of “Siwash Rock” where Johnson tries to show a man who lives a life of “Clean Fatherhood”. At the second university, I spoke about the ideas behind two books I wrote quite a few years ago now: “Hemingway and Turgenev: The Nature of Literary Influence” and “The Dark Mirror: American Literary Influence on Russia”. Beyond the intellectual stimulation of this trip, there was the tremendously invigorating opportunity to move about in a land which is every bit as big as Canada itself, to share in the similarities and differences of these landscapes.

The last element of the current trip I would like to share with the PD Committee, is that for a few years now I have been working on a book—something which will bridge academic research and a creative vision of Russia. In all my free moments in and around Moscow, I attempted to visit the sites connected with the Russian writers and artists who will be at the heart of my book: Tolstoy, Bulgakov, Chekhov, Gogol, Akhmatova, Tsvetaeva, Yesenin, Mayakovsky. I hope one day, the deep immersion I have experienced in the city of Moscow will result in a book which reflects a small part of the historical richness I have known on its streets.

Finally, I want to thank my Russian friends at MGU for their unfailing courtesy, even friendship, to me; and as always I thank the PD Committee at Selkirk College for its support.

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