



**WELCOME
YOUNG
PROFESSIONALS!**

OPENING REMARKS

PHIL GAUDREAU
CO-CHAIR, YOUNG
PROFESSIONALS



ALGONQUIN
COLLEGE

FIRST PRESENTER

PATTI CHURCH

“MAKING SPACE”

http://prezi.com/ggqxzowofy_k/making-space/



PowerPoint Presentation Title

Date

SECOND PRESENTER

NIGEL PARKER
"MENTORSHIP AT
ALGONQUIN COLLEGE"

"Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be."

-Eric Parsloe, The Oxford School of Coaching & Mentoring



Why Become a Mentee?

1. Do you know where you are heading and the steps needed to achieve your goals?
2. Is your career progressing according to a plan?
3. Are you in control of your life/career?



Mentoring at Algonquin College

Leadership Mentoring Program

The guiding principles of the program include:

1. a learning partnership based on mutual respect,
2. trust and freedom of expression;
3. a focus on the further development of leadership strengths through practice and reflection;
4. a transformational and relational approach to learning.

The Leadership Mentoring Program is open to all employees who are interested in further developing their leadership potential either as a formal or informal leader in the College.

<http://www.algonquincollege.com/col/leadership-mentoring-program/>



What is a Mentor?

Role Model Voice of Reason

Coach

Counselor

Sounding Board

Trusted Resource

Emotional Support

You could be a Mentor!





**KEEP
CALM
AND
GET A
MENTOR**



THIRD PRESENTER

MICHAEL ANDERSON

**“TECHNOLOGY FOR LEARNING:
BENEFIT OR BARRIER?”**

A History of Human "Likes"

- Gaudeamus igitur / Juvenes dum sumus.
 - Goliardic song, medieval times (~1200's)
- YOLO
 - my daughter, ~2012
- " ... yeah we'll be counting stars ...
Old, but I'm not that old / Young, but I'm not that bold
I don't think the world is sold / I'm just doing what we're told
I feel something so right / Doing the wrong thing
I feel something so wrong / Doing the right thing
I could lie, couldn't I, could lie
Everything that kills me makes me feel alive"
 - OneRepublic*, 2013 *https://www.youtube.com/watch?v=hT_nvWreIhg

Technology for Learning: Benefit or Barrier?

Michael Anderson*

Professor, Security & ICT Dept

email: Michael.Anderson@AlgonquinCollege.com

slides: www.michaelanderson.ca/YP-Sep24

* Been using, living, and breathing computers for at least 30 years (maybe longer)

"Why are we here?"

- Every semester, I ask the students this question!
- "Lectures Aren't Just Boring, They're Ineffective, Too, Study Finds" *
- We need "teaching approaches that turn[ed] students into active participants rather than passive listeners"
- These can "reduce[d] failure rates and boost[ed] scores on exams by ... about 6% (eg. from B– to B)
- ? We need to engage students with technology! ?

*May 2014: <http://news.sciencemag.org/education/2014/05/lectures-arent-just-boring-theyre-ineffective-too-study-finds>

Modern Tech is **DISTRACTING**

- Technology makes people "gadget-obsessed, perennially multitasking, .. who can't really get into anything important or even relax."¹ (Time)
- A "multi-tasker[s] is actually a less efficient and less productive worker"² (Microsoft)
- heavy multitaskers tended to be more readily distracted by extraneous information than their more focused peers.³ (Nat'l Academy of Science)

1. <http://www.time.com/time/magazine/article/0,9171,1174696,00.html>

2. <http://arstechnica.com/old/content/2007/03/study-says-leave-the-multitasking-to-your-computer.ars>

3. <http://arstechnica.com/science/news/2009/08/multitaskers-beware-your-divided-attention-comes-at-a-price.ars>

Modern Tech is **Addictive**

- "Our addiction to technology trumps caffeine, chocolate and alcohol"¹
- Tech "play[s] to a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement – a dopamine squirt – that researchers say can be addictive."²
- "Young adults around the world experience distress when they try to unplug from technology for even one day ... many 'employed the rhetoric of addiction, dependency and depression' "³

1. <http://latimesblogs.latimes.com/technology/2011/08/technology-addiction-chocolate-caffeine.html>

2. http://www.nytimes.com/2010/06/07/technology/07brain.html?_r=1

3. <http://www.cbc.ca/news/technology/tech-addiction-symptoms-rife-among-students-1.994827>

Modern Tech **Robbs Us** of Learning

- "The division of attention demanded by multi-media ... strains our cognitive abilities, diminishing our learning and weakening understanding."¹
- Those "who read pages linearly actually scored considerably higher ... than those who clicked back and forth between pages. The links got in the way of learning, the researchers concluded."²
- "... comprehension decline[s] as the number of links increase[s]"³

1. The Shallows (What the Internet is Doing to Our Brains); Nicholas Carr, 2011; page 129

2. "The Influence of Cognitive Load on Learning from Hypertext" <http://www.sciencedirect.com/science/article/pii/S0747563205000658>

3. "Hypermedia Interface Design: The Effects of Number of Links and Granularity of Nodes" Erping Zhu, 1999

Modern Tech, **Detrimental** to Higher Social & Cognitive Processes

- "Research strongly suggests that people are more creative when they enjoy privacy and freedom from interruption."¹
- "What [psychologists] are finding is that higher emotions emerge from neural processes that 'are inherently slow'."²
- "Yet for all this connectivity, new research suggests that we have never been lonelier (or more narcissistic) – and that this loneliness is making us mentally and physically ill."³

1. <https://www.nytimes.com/2012/01/15/opinion/sunday/the-rise-of-the-new-grouphink.html>

2. 1. The Shallows (What the Internet is Doing to Our Brains); Nicholas Carr, 2011; page 220

3. <http://arstechnica.com/science/news/2009/08/multitaskers-beware-your-divided-attention-comes-at-a-price.ars>

Laptops are a Poor Secretary

- "even when laptops [disconnected from the Internet] are used solely to take notes, they may still be impairing learning because their use results in shallower processing"¹ (Jun 2014)
- "researchers have found that laptop use during class-time tends to be distracting—not only do laptop-using students not perform as well academically, but also they're **less happy** with their education"²

1. <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

2. <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Laptops are a "grade killer"

- Remember that **6% gain** from engaging your students (with technology)? You've just **lost 2-3x** with laptops! (York University, Aug 2013)
- "students who multi-tasked performed much worse on the final test and those who were seated around peers who were multitasking also performed much worse"
- "students ... who were asked to multitask averaged **11%** lower ... students ... who were **surrounded** by laptops scored **17%** lower"

1. <http://www.sciencedirect.com/science/article/pii/S0360131512002254> OR
<http://bama.ua.edu/~sprentic/695%20Sana%20et%20al.%202013-laptops.pdf>

Seek Balance, Find Wisdom

- **Explain**, document, and publish all the above for students. Include Algonquin policy AA32¹
- **Invite** students to find any material which contradicts
- **Ban all use of laptops, cell phones, and any other electronic devices during lectures**²
- **Provide value** to the students in the form of:
 - leadership and guidance through course material
 - the power of group dynamics (flipped classroom?)
 - plenty of references for home & self-study
 - ... students always love to hear a catchy tune!

~Thank you. ~

1. <http://www.algonquincollege.com/directives/policy/use-of-electronic-devices-in-the-academic-environment/>

2. <http://activehistory.ca/2014/07/a-brief-history-of-the-laptop-ban/>

FOURTH PRESENTER

ADAM JARVIS
"LEGO AND SCIENCE"



LEGO

SCIENCE



WHY LEGO?

- Available just about everywhere
- Easy to obtain
- Many diverse pieces
- Modular, easy to assemble and disassemble
- Relatively cheap



MOONBOTS

2014



LEGO ASTRONAUT

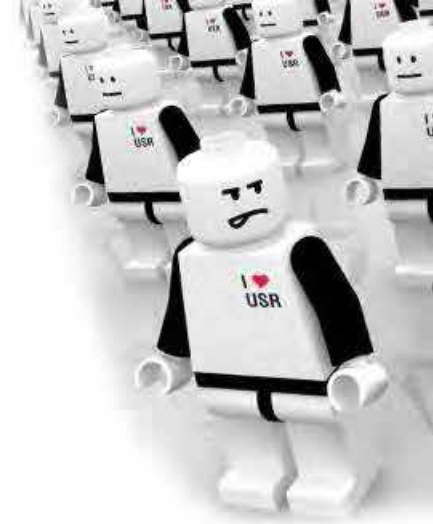


- Two Toronto teens designed and launched a home-made weather balloon
- Onboard were four cameras, GPS, and one lucky LEGO astronaut
- Captured images of the earth until the balloon burst
- The device was recovered using GPS the following day



LEGO 3D PRINTER

- 3D printer made from LEGO and builds LEGO
- Limited to standard bricks (rectangles), "prints" 12 bricks high
- Requires pre-determined plans created by human
- Could theoretically, with modification, rebuild itself...



LEGO

ANTIKYTHERA

- Ancient Greek analog computer discovered in a shipwreck in 1901
- Used to calculate solar eclipses and schedule Olympic games
- Replicated using LEGO to help understand the functionality and mathematics
- LEGO version uses more gears, but is just as accurate as original



LITTLE DEVICES LAB

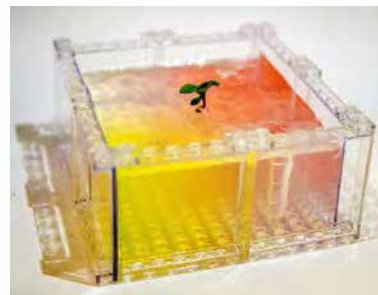
- Located at MIT, focused on solving problems
- Affordable, commercially available toys and small-scale technology
- LEGO plotter holds a syringe, controlled by plastic gears
- Liquid Plotter it replaces costs \$100,000





LEGO POTS

- Problem: find an easy to obtain, reusable, modular, transparent pot to study root growth
- LEGO meets all of the above, plus it is chemically inert and easy to wash
- Ludovico Cademartiri published a paper documenting his work
- The paper is open-source so others can copy this solution



POSSIBILITIES NOT LIMITS

- Mark Changizi conducted research on system complexity and combinability, produced a "degree of combinatorialness" index
- For biological networks: bodies, 17.7; brains, 4.6; ant colonies, 8.1
- For human built networks: businesses and tribes, 2-ish; electronic circuits, 2.3; modern LEGO, 1.4
- With so many purpose-built pieces, has LEGO lost its way?



Sources

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<http://moonbots.org/>
<http://lunar.xprize.org/education/moonbots-in-a-box>
<http://lunar.xprize.org/>

Lego Astronaut

<http://www.spacesafetymagazine.com/media-entertainment/lego-astronaut-reaches-space/>
<http://www.cbc.ca/news/canada/toronto/lego-man-sent-to-space-by-toronto-teens-1.1195556>
<https://www.youtube.com/watch?v=MQwLmGR6bPA>
<https://www.youtube.com/watch?v=Lum1DMTdccE> - the national newscast

3D Printer

<http://blogs.discovermagazine.com/discoblog/2010/10/21/robot-build-thyself-machine-made-of-lego-builds-models-made-of-lego/#.VB2NfBa9aTs>
<http://www.wired.com/2010/10/legobot/?pid=653#slideid-653>
<https://www.youtube.com/watch?v=4YZeX8ti7lo>
<http://www.battlebricks.com/models/makerlegobot/> - instructions

Antikythera Mechanism

<http://blogs.discovermagazine.com/discoblog/2010/12/10/building-an-ancient-greek-computer-out-of-lego/#.VB2NrRa9aTs>
http://acarol.woz.org/antikythera_mechanism.html - math and construction information
<https://www.youtube.com/watch?v=RLPVCJjTNgk>

Little Devices Lab

<http://discovermagazine.com/galleries/2014/sept/hacking-medical-tech>
<http://littledevices.org/>

Transparent Pots – cm-scale biology

<http://blogs.discovermagazine.com/inkfish/2014/07/01/to-feed-the-world-try-legos/#.VB2OQBa9aTs>
<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0100867> – the research paper

Degree of Combinatorialness

<http://discovermagazine.com/2012/jan-feb/02-how-did-lego-lose-its-mojo/>
<http://changizi.wordpress.com/2012/01/06/my-research-on-biologys-lego-laws-in-wired/>
<http://www.changizi.com/org.pdf> - the research paper



FIFTH PRESENTER

PENNY DOCKRILL

**“LINKEDIN PROFILE: WHAT
SETS YOU APART?”**

Building Your LinkedIn Profile

- Use your real name
- Choose a picture that represents you professionally
- Creatively explain what you do

Use a picture that represents you, professionally.

Customize your URL for your business cards and email



Jane Jones

Talent sourcer looking for the best and brightest in EMEA

Canada | Internet

Current: Acme
Previous: LinkedIn

500+
connections

Use your real name.

Creatively explain what you do.



Building Your LinkedIn Profile

- Customize your URL for your business cards and email signature
- Add up to 3 websites
- Share content that is relevant to your network

The image shows a screenshot of a LinkedIn profile page for Jane Jones. The profile is highlighted with a dashed orange border. Three callout boxes with orange arrows point to specific features:




- Left Callout:** "Customize your URL for your business cards and email signature." An arrow points to the URL `uk.linkedin.com/in/janejones`.
- Right Callout:** "Add up to 3 websites." An arrow points to the "Control Info" button in the top right corner.
- Bottom Left Callout:** "Share content that is relevant to your network." An arrow points to a post by Jane Jones titled "The 6 Must Know's for Today's Sales Executive" from Businessweek.com.

The profile header shows "Activity" and "Jane Jones". The post content includes the text: "Always Be Closing? Try Always Be Connecting! The 6 practices you must follow if you're in sales." and a link to Businessweek.com.



Building Your LinkedIn Profile

- Summary – who you are and what you do – make it personable – not personal!
- Use rich media to make your profile more engaging

Background	
Make your profile more engaging with rich media.	<p> SUMMARY</p> <p>Entrepreneur, passionate, doer and solutions thinker. A 'roll up your sleeves', and love what you do, person. Known for being a 'people person', reliable and able to think outside of the box. I lead _____ for _____ across our organization, marketing solutions, and sales solutions team.</p> <div data-bbox="540 1013 985 1220"><p><i>Acme is changing the world.</i></p></div> <p>Why is Acme so cool?</p> <div data-bbox="1052 1013 1497 1220"></div> <p>Adventures in Sales at Acme</p>
	Describe who you are, your skills and what you bring to the table.

Building Your LinkedIn Profile

- Experience – short and sweet
- Link to your company video



A Great Place to Work - Algonquin College.

Recruitment and Performance Management Officer

Algonquin College

October 2013 – Present (1 year) | Woodroffe Campus

Working with Managers across the College, I am responsible for developing and managing recruitment strategies for Faculty, Support Staff and Administration. Specialties include: developing various social media recruitment strategies, sourcing strategies and coordinating the competition management process for my client group.

I also develop and implement comprehensive performance management plans, gathering feedback from stakeholders, management and working towards a long term plan of improvement and ensuring success.

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Building Your LinkedIn Profile

- Skills - Add as many as you like – encourage your contacts to endorse you!



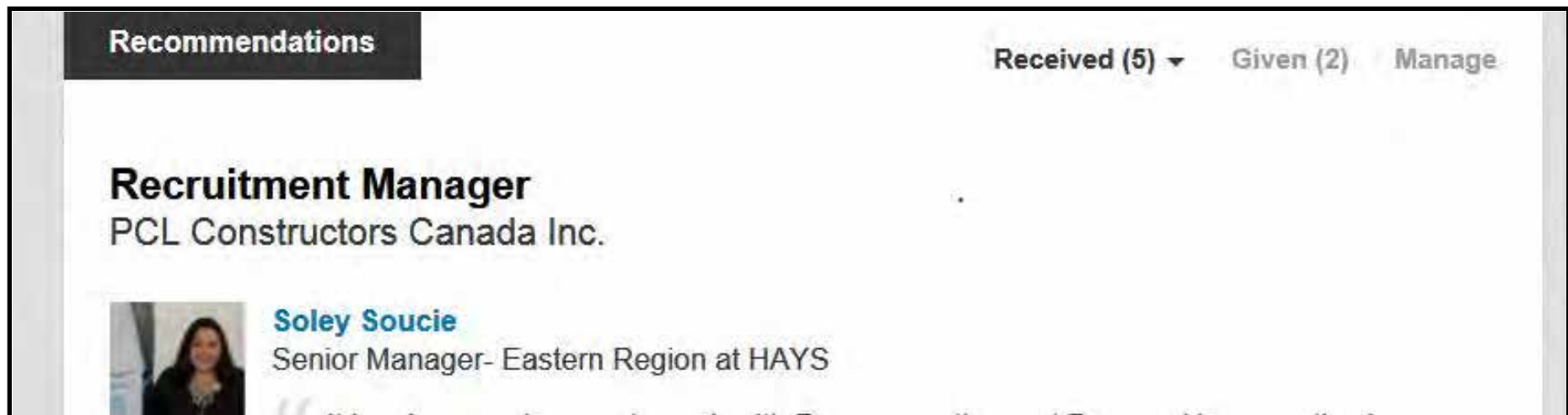
The screenshot displays the 'Skills' section of a LinkedIn profile. At the top left is a wrench and compass icon next to the word 'Skills'. Below this is the heading 'Top Skills'. A list of skills is shown on the left, each with a blue box containing a count and a grey box with the skill name: '58 Recruiting', '47 Human Resources', '37 Employee Relations', and '26 Employee Engagement'. To the right of this list are four rows of small profile pictures of people who have endorsed the skills, with right-pointing arrows indicating more endorsements are available.

Skill	Count
Recruiting	58
Human Resources	47
Employee Relations	37
Employee Engagement	26



Building Your LinkedIn Profile

Recommendations – 3-4 good recommendations that outline what you're good at and why.



The screenshot shows the 'Recommendations' section of a LinkedIn profile. At the top left, there is a dark grey tab labeled 'Recommendations'. To the right of this tab, there are three links: 'Received (5)' with a downward arrow, 'Given (2)', and 'Manage'. Below these links, the text 'Recruitment Manager' is displayed in a large, bold, black font, followed by 'PCL Constructors Canada Inc.' in a smaller black font. Underneath this, there is a small profile picture of a woman with dark hair, followed by the name 'Soley Soucie' in blue text and the title 'Senior Manager- Eastern Region at HAYS' in black text.





Questions?


- **Penny Dockrill**, Performance Management Officer

ca.linkedin.com/in/pennydockrill/



SIXTH PRESENTER

SUSAN MURPHY
“GETTING STARTED WITH
SOCIAL MEDIA
IN THE CLASSROOM”



Getting Started With Social Media in the Classroom

Susan Murphy
Jester Creative Inc.

www.jestercreative.com

@suzemuse

- Why social media?
- Deciding what tools to use
- Twitter in the classroom
- Facebook in the classroom
- Blogging in the classroom

MYTH:

If you use social media in the classroom, students will be tweeting and Facebooking when they should be paying attention.

Don't mistake *social media* for *socializing*.

You can use social media in the classroom in a *controlled* way, and take advantage of the collaborative nature of social media to enhance the learning experience.



Why Social Media?

- Increase collaboration
- Encourage participation
- Homework help
- Share resources
- Keep everyone on the same page

What Tools Should I Use?

- You don't have to use EVERYTHING
- What do you want to achieve?
- Use the tool(s) you're comfortable with
- Invite students to make suggestions

Twitter in the Classroom

- Tweet upcoming due dates
- Use a hashtag (e.g. #acwebmedia)
- Make it a resource feed
- Ask questions
- Facilitate research (i.e. Twitter Search)
- Facilitate discussions
- Summarize



Facebook in the Classroom

- Set up a Facebook group for your class
- Encourage posting of relevant links
- Start discussions
- Encourage collaboration
- It's a place where students can help each other
- Take a poll
- Share last minute updates



Blogging in the Classroom

- Make blogging an assignment
- Use a blog to manage class content
- Encourage students to comment
- Use blogs as a collaborative project
- Blogs can be valuable online portfolios for students

Where to Start?

- Google “Using Technology in the Classroom”
- There are hundreds of articles providing tips and tricks
- Just start with one tool (I recommend Facebook)
- Have fun!

Getting Started With Social Media in the Classroom

Susan Murphy
Jester Creative Inc.

www.jestercreative.com

@suzemuse

SEVENTH PRESENTER

CHERYL DOWELL

“INTERNATIONAL TEACHING

=

LIFE CHANGER”



INTERNATIONAL TEACHING
=
LIFE CHANGER

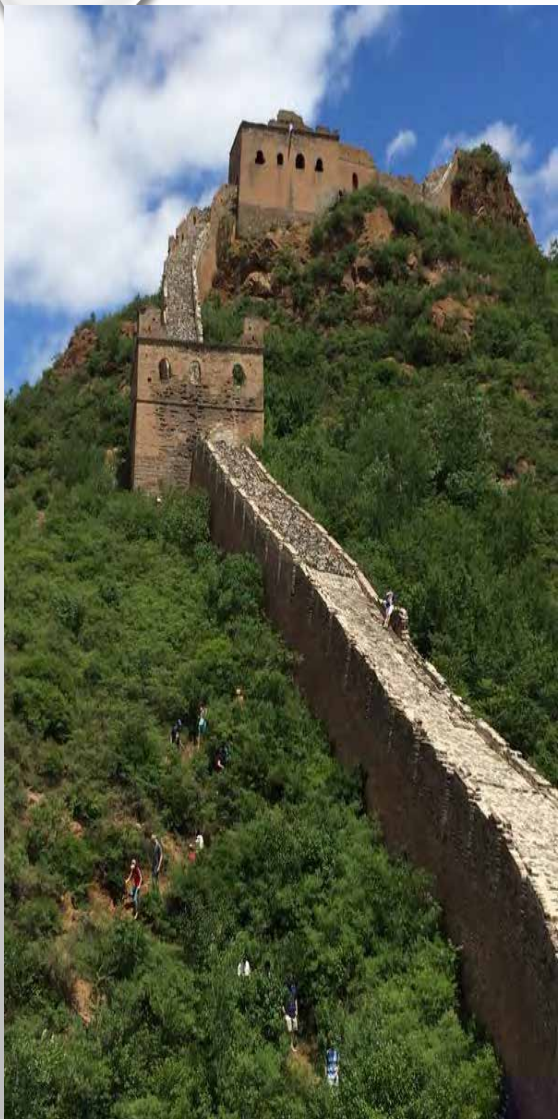
PROFESSOR CHERYL DOWELL, SCHOOL OF BUSINESS

The image features a light gray background with a gradient. In the top-left corner, there are several white, glossy bubbles of various sizes, some overlapping. In the bottom-right corner, there is a cluster of similar white, glossy bubbles, also of various sizes. The text "TEACHING IN CHINA BURST MY BUBBLE" is centered at the top in a bold, black, sans-serif font.

TEACHING IN CHINA BURST MY BUBBLE





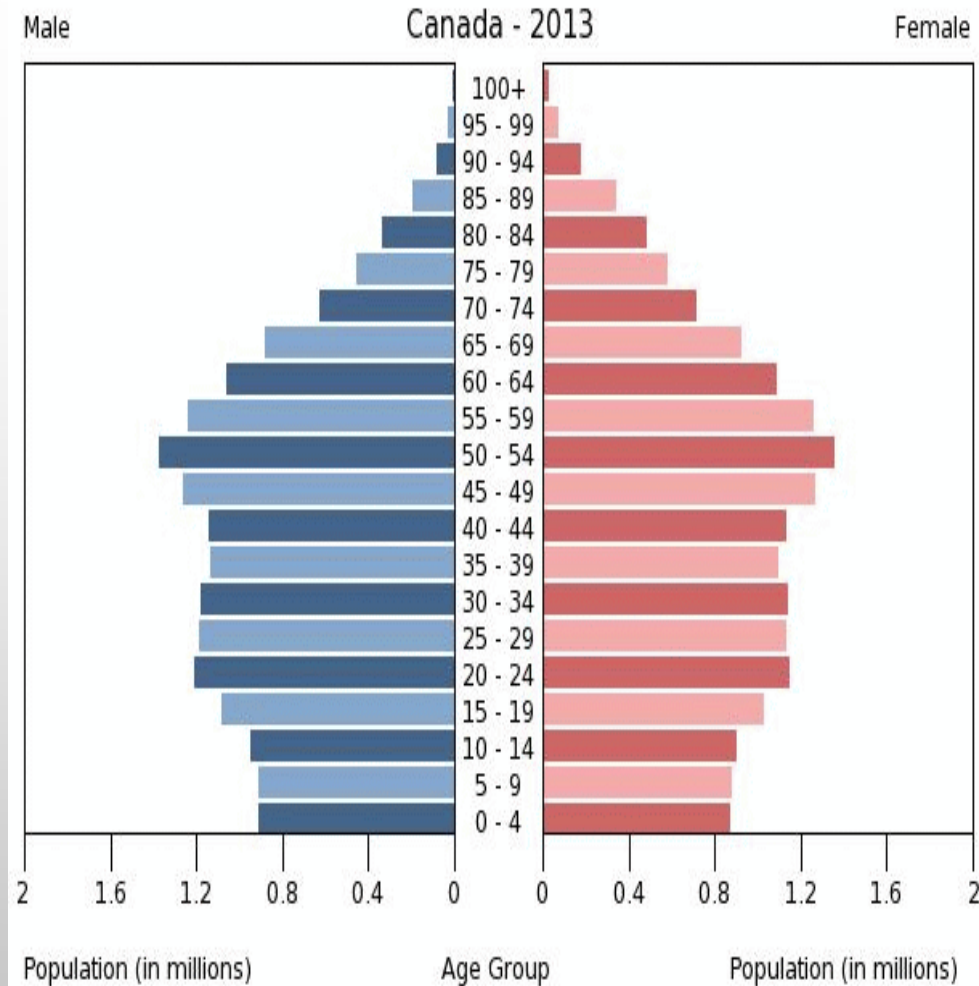
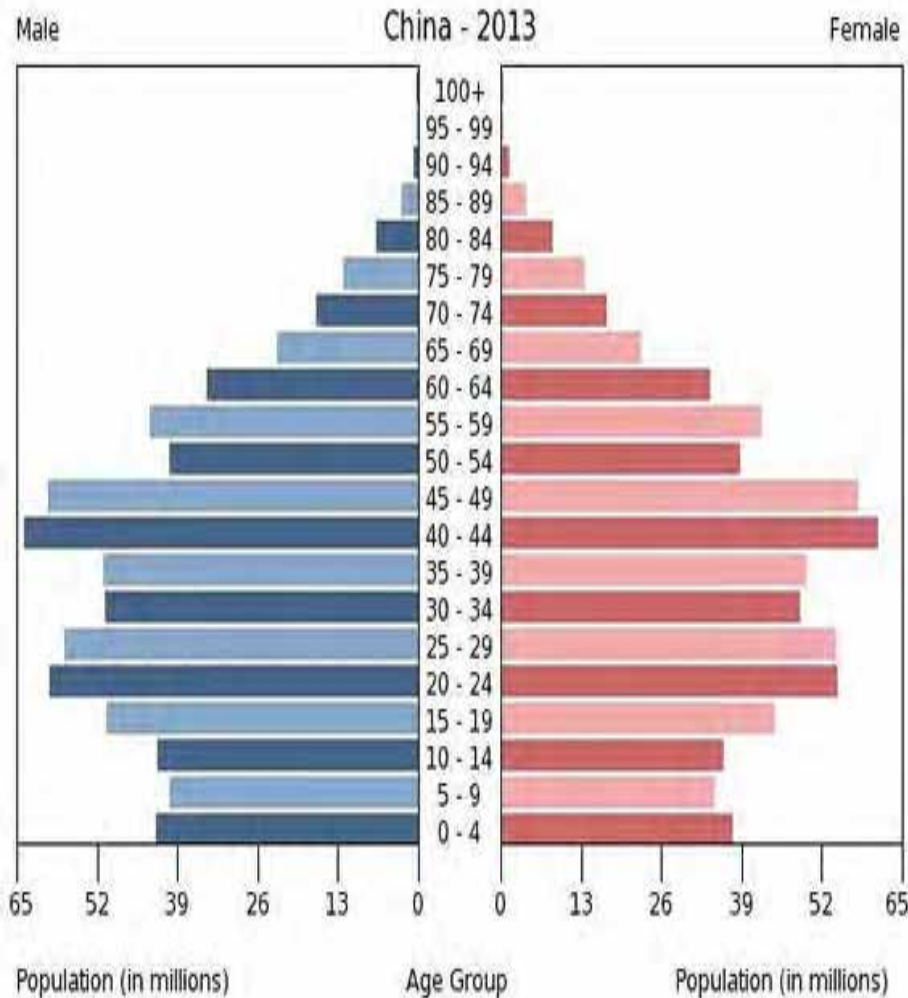


SO WHY DID MY BUBBLE BURST?

CHINA 1.3 BILLION

POPULATION

CANADA 33.5 MILLION



I AM 16

- I GO TO SCHOOL MONDAY TO SATURDAY
- 7:30AM-4PM
- THEN COME HOME AND STUDY UNTIL 1AM
- I HAVE DONE THIS SINCE I CAN REMEMBER
- ALL TO GET INTO A GOOD UNIVERSITY
- THEN I CAN FINALLY BE HAPPY

.....UNTIL

THEN.....



I AM ALSO 16

- I CAME TO CANADA WHEN I WAS 15
- SO THAT I COULD HAVE A **BETTER LIFE**
- IT IS SUCH A **SMALL COUNTRY**
- CANADA HAS **MORE OPPORTUNITIES**



MY REFLECTION

- WASN'T MYSELF WHEN I RETURNED
- TOOK MY LIFESTYLE IN CANADA FOR GRANTED
- PERCEPTION OF INTERNATIONAL STUDENTS CHANGED
- 1000 FULL-TIME INTERNATIONAL STUDENTS AT ALGONQUIN
- AC IS LEADING THE WAY AND I AM PROUD TO BE APART OF IT



EIGHTH PRESENTER

DR. MARK HODDENBAGH
"-PRENEUR"

Q & A

THANK YOU!