

Instructional Skills Workshop (ISW) Facilitators/Trainers 2026 Conference: Reflection and Innovation

All sessions virtually on Zoom. Links will be provided to registrants the day prior to the conference.

Pacific Time Zone	ISW Facilitators/Trainers Program	
8:00 am - 8:30 am	Check your Zoom links, audio, and video connections	
8:30 am - 9:00 am	<p>Zoom Room A</p> <p><u>Land Acknowledgement</u> Cynthia Korpan, Nadia Kulikova, and Ken Jeffery ITeach: Certification in Higher Ed Inc. and Royal Roads University</p> <p><u>Welcome from the ISW Network Co-Chairs</u> Cheri MacLeod and Deb Chen ISW Network Executive Co-Chairs</p>	
9:00 am - 10:00 am	<p>ZOOM ROOM A-1 Panel Discussion</p> <p><u>Getting Back to Source - an ISW Retrospective</u> Panel: Diane Morrison, Doug Kerr, and David Tickner Facilitators: Leslie Robinson and Dan Doherty</p>	
10:00 am - 10:10 am	Stretch break	
10:10 am - 10:40 am	<p>ZOOM ROOM A-2</p> <p><u>Establishing the ISW at a Ghanaian University (UBIDS)</u> Jill Grose, Cynthia Korpan, and Kenneth Peprah</p>	<p>ZOOM ROOM B-2</p> <p><u>Using Digital Tools to Support Facilitation in Online and In-person Instructional Skills Workshops</u> Nadia Kulikova</p>
10:45 am - 11:15 am	<p>ZOOM ROOM A-3</p> <p><u>Building Regional ISW Communities of Practice</u> Alice Cassidy, Cynthia Korpan, Nadia Kulikova, and Derek Murray</p>	<p>ZOOM ROOM B-3</p> <p><u>Learning to See: How ISW Facilitation Shapes Classroom Observation and Feedback Practices</u> Julie McNutt</p>
11:15 am - 11:25 am	Stretch break	
11:25 am - 12:25 pm	<p>ZOOM ROOM A-4</p> <p><u>New ISW Community for High School Teachers in Switzerland: How we Created and Foster our Vibrant Community</u> Rosalie Chevalley and Eliane Le Bars</p>	<p>ZOOM ROOM B-4</p> <p><u>Beyond Learning Outcomes: Designing Learning that Stretches, Connects, and Changes How Students Are in the World</u> Michal Fedeles</p>

CHOOSE ONE SESSION PER TIME BLOCK

12:25 pm - 1:00 pm	Nourishment break	
1:00 pm - 1:30 pm	<p>ZOOM ROOM A-5</p> <p><u>Ripples & Reflection: Investigating the Impact of the Facilitator Development Workshop</u></p> <p>Monica Vesely and Hannah Celinski</p>	<p>ZOOM ROOM B-5</p> <p><u>The Mountain Climbing Team</u></p> <p>Cynthia Korpan and Wenona Partridge</p>
1:35 pm - 2:35 pm	<p>ZOOM ROOM A-6</p> <p><u>Listening for Growth: A Workshop for new ISW Facilitators</u></p> <p>Weihua Huangfu</p>	<p>ZOOM ROOM B-6</p> <p><u>Technology-Enhanced Delivery of Instructor Development: Using Interactive Digital Tools in ISW/FDW/TDW</u></p> <p>Loveleen Kaur and Amanda Carbera</p>
2:35 pm - 2:45 pm	Stretch break	
2:45 pm - 3:15 pm	<p>ZOOM ROOM A-7</p> <p><u>Building Internal Capacity Partnership: BC Wildfire Services ISW Facilitator</u></p> <p>Linda Bottomley and Jeff Price</p>	<p>ZOOM ROOM B-7</p> <p><u>Listening in ISW Facilitation</u></p> <p>Hong Wei</p>
3:20 pm - 4:20 pm	<p>ZOOM ROOM A-8</p> <p><u>Discussing ISW Network's Sustainability and Growth with Executive Team Members</u></p> <p>Andrew Marchand and Karyn Olsen</p>	
4:25 pm - 4:30 pm	<p>ZOOM ROOM A</p> <p><u>Closing Remarks</u></p> <p>Cynthia Korpan and Nadia Kulikova</p> <p>ITeach: Certification in Higher Ed Inc. and Royal Roads University</p>	

Session Descriptions

8:30-9:00 AM

Zoom Room A

Land Acknowledgement

Drs. Cynthia Korpan and Nadia Kulikova

ITeach: Certification in Higher Ed Inc. and University of Victoria/Royal Roads University

Welcome from the ISW Network Co-Chairs

Cheri MacLeod and Deb Chen

Join Cheri MacLeod and Deb Chen, ISW Network Executive Co-Chairs in the opening welcome session to hear about the increasing value of ISW in today's professional development and the substantial and timely work the executive is currently doing.

9:00-10:00AM

Zoom Room A-1

Getting Back to Source - an ISW Retrospective

Panel: Diane Morrison, former BC Ministry coordinator; Doug Kerr, training consultant for BC Ministry; and David Tickner, former educational developer at Vancouver Community College

Facilitators: Leslie Robinson, Trainer and Dan Doherty, Trainer

Intended audience: All Facilitators/Trainers

What do you really want to know about the origins of the Instructional Skills Workshop? In this session you will explore the history of the Instructional Skills Workshop with the founders. Each founder will share a brief story describing their vision for the ISW program at that time. Bring your questions to reflect upon and distinguish between myth and fact of the original ISW principles in an exploration of your own innovations shaping the future of higher education.

In 1978, BC's Ministry of Education new program services division reviewed recommendations of earlier reports and responded with funding and coordination support for professional development activities across the growing provincial post-secondary system. Recognizing that most college instructors were content experts with little or no opportunities for instructional training, the Instructional Skills Workshop was one of the provincial initiatives introduced by this new division. Questions can be submitted during the session verbally and via Zoom Chat.

Diane Morrison was the BC Ministry coordinator who advocated for the ministry-funded development of the Instructional Skills program.

Doug Kerr was the training consultant who worked with Diane on a provincial professional development plan and the design of the Instructional Skills program.

David Tickner was the educational developer at Vancouver Community College who worked in the adjacent cubicle to Doug and was one of the first ISW facilitators.

Dan Doherty is an ISW facilitator/trainer, learning designer and publisher who applies Instructional Skills Workshop (ISW) principles across coaching and professional development. He works with frameworks such as BOPPPS and LEGO Serious Play, integrating experiential learning and reflective practice. He is interested in evolving ISW for contemporary, international audiences, with a focus on aligning learning design with modern cognitive science and strengthening connections between theory and practice.

Leslie Robinson is an ISW facilitator/trainer, learning designer, author, and coach integrating learning centered learning, appreciative inquiry, and the practical application of quantum physics. She works with all levels of academic, corporate, government, and faith groups in raising consciousness and shifting paradigms locally and internationally.

10:10-10:40 AM

Zoom Room A-2

[Establishing the ISW at a Ghanaian University \(UBIDS\)](#)

Dr. Cynthia Korpan, Trainer, University of Victoria/ITeach: Certification in Higher Ed Inc., Canada; Dr. Jill Grose, Trainer, Brock University, Canada; and Dr. Kenneth Peprah, Facilitator, University of Business and Integrated Development Studies, Ghana

Intended audience: Experienced Trainers

When working with international institutions and colleagues to establish the ISW program, different competencies are required by ISW Facilitators/Trainers to engage meaningfully and successfully in the cultural ecosystem. The necessity to plan carefully for international collaborations is essential (Lee, et al., 2011). Several factors that need to be considered: design of the collaboration; status of the host community's development; attention to differences in cultural norms; humility; and language interpretation and translation (Lee, et al., 2011). Jowi (2024) highlights the crucial need for balanced and symmetrical international collaborations between higher education institutions in Africa with international partners. Therefore, we ask: Within the realm of international collaborations that incorporates multiple modalities, such as online (asynchronous and synchronous), and in-person teaching, what specific competencies do ISW Facilitators/Trainers need?

In this session, two ISW Facilitators/Trainers (Drs. Jill Grose and Cynthia Korpan) and the host institution's lead of the project, Dr. Kenneth Peprah, will share their experiences with this international collaboration. We will discuss the competencies we developed and nurtured, and how throughout the program, all involved progressed. By the end of the session, you will:

- Recognize the core competencies required of ISW Facilitators/Trainers in international work
- Hear how a Ghanaian institution has transformed the program to suit their cultural and institutional setting

Participants will be encouraged to share their own stories of working internationally and/or adapting the ISW program to their specific cultural and institutional setting.

Dr. Jill Grose has worked in adult and post-secondary education as a champion for teaching and learning for almost four decades. She is the past Director of the Centre for Pedagogical Innovation at

Brock University in Ontario where she worked to advance excellence in teaching in the university sector. She has been an FDW Trainer since 2006 and has helped establish institutional ISW programs in Namibia, China and Ghana. She is also a member of the ISW Executive Team which supports the communications and professional development activities of the ISW Network worldwide.

Dr. Cynthia Korpan is an adjunct professor in the Department of Educational Psychology and Leadership Studies at the University of Victoria (UVic), Victoria, BC, Canada and Director of ITeach: Certification in Higher Ed Inc. Formerly, she was the Director of Teaching Excellence at UVic. Korpan's research focuses on emerging and early career academic learning to teach in the academic workplace. Currently, Dr. Korpan sits on the Board of Directors of the Society of Teaching and Learning in Higher Education (STLHE) as its Secretary, is a Faculty Member of the Institute for New Educational Developers (INED), volunteer with Academics Without Borders, Associate Editor for the Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL), committee member on the Graduate Student, Professional Student, and Postdoctoral Scholar Development Special Interest Group (GPPD SIG), part of the Professional and Organizational Development (POD) Network in Higher Education, and actively facilitating ISWs and FDWs online through her company, ITeach: Certification in Higher Ed Inc. and establishing ISW programs in China, Pakistan, and Ghana.

Dr. Kenneth Peprah is a Professor of Agricultural Geography and Environmental Studies at the University of Business and Integrated Development Studies (UBIDS), Wa, Ghana. His research interests include land degradation, sustainable land management, ecosystems, climate change and total quality management. Prof. Peprah is the Director of the Directorate of Academic Planning and Quality Assurance (DAPQA), UBIDS. Before he was appointed as a Director, he was the Head of the Department of Environment and Resource Studies (DERS). Before then, he served as the Faculty Coordinator of Graduate Programmes for the Faculty of Integrated Development Studies (FIDS).

Zoom Room B-2

[Using Digital Tools to Support Facilitation in Online and In-person Instructional Skills Workshops](#)

Dr. Nadia Kulikova, Trainer, Royal Roads University, Victoria, Canada

Intended audience: Experienced Facilitators

This presentation explores the use of Mentimeter as a digital engagement tool to support Instructional Skills Workshop (ISW) facilitators and trainers in delivering both in-person and online workshops. During the session, I will follow the BOPPPS model as a structured framework for lesson planning and delivery and an essential component of the ISW to demonstrate how Mentimeter can be integrated into facilitator practice and help to maintain the collaborative and learner-centred spirit of the ISW.

Using real-time polling, word clouds, and collaborative prompts, Mentimeter can enable the ISW facilitators to actively involve participants in workshop activities by capturing their attention and connecting to their personal experiences during the bridge, eliciting prior knowledge during the pre-assessment stage, crowdsourcing examples of learning objectives, providing multiple individual and group opportunities for participatory learning, checking for understanding during post-assessment, and encouraging reflection during the summary phase.

I will share practical examples of Mentimeter prompts and activities used in the ISW workshops at Royal Roads University, discuss participant responses and engagement patterns, and reflect on lessons learned from facilitator implementation. I will also invite attendees to share their own experiences using Mentimeter and model strategies that participants can adapt for their own teaching contexts.

Nadia is an instructional designer at Royal Roads University and an adjunct assistant professor at the University of Victoria. She has a PhD in educational leadership and policy and is a certified ISW Trainer. She has extensive international academic and professional experiences as an adjunct professor, learning experience designer, research associate, teaching and research assistant, and program coordinator at different universities in Canada, USA, and Russia and is very passionate about teaching and learning.

10:45-11:15 AM

Zoom Room A-3

Building Regional ISW Communities of Practice

Dr. Alice Cassidy, Trainer, In View Educational Development, Victoria, Canada; Dr. Cynthia Korpan, Trainer, University of Victoria/ITeach: Certification in Higher Ed Inc., Victoria, Canada; Dr. Nadia Kulikova, Trainer, Royal Roads University, Victoria, Canada; Dr. Derek Murray, Trainer (Presenting), Camosun College, Victoria, Canada

Intended audience: All Facilitators/Trainers

In recent years, the Instructional Skills Workshop (ISW) Network has promoted the idea of regional professional development events. One of the underlying principles of the ISW is the building of learning communities. As ISW Facilitators/Trainers, we invited Facilitators and Trainers, including independent or affiliated with an organization or institution, in the Vancouver Island / Gulf Islands region and beyond to a one-day face-to-face professional development event at Royal Roads University on September 15, 2025.

Our aim was to build deep connections, generate and share ideas and resources related to ISWs, and reflect on our facilitation practice. We organized the event around networking activities with an emergent curriculum based on the needs and interests of the 35 participants, who shared challenges and successes from their ISW/FDW practices and collaborated on topics important to all.

In this session, we will share the facilitation plan and results of our work together that day, including the dominant themes that emerged and ideas to move forward – with one of those ideas being having this conference! By the end of the session, participants will:

- Recognize the value of regional ISW Facilitator/Trainer events.
- Resonate with some or all dominant themes that resulted from the event.
- Attain a model to implement in your region.

Through structured networking, reflection, and planning activities and open discussion, we will encourage questions and conversations around initiating ISW events in your region.

Alice Cassidy is the Principal at In View Educational Development and the Former Associate Director of the Centre for Teaching and Academic Growth at the University of British Columbia. Alice is an ISW Facilitator and Trainer.

Cynthia Korpan is the Director of ITeach: Certification in Higher Ed Inc. and the Former Director of Teaching Excellence at the University of Victoria (UVic) and currently is an adjunct professor in Educational Psychology and Leadership Studies at UVic. Cynthia is an ISW Facilitator and Trainer.

Nadia Kulikova is an Instructional Designer at the Centre for Teaching & Educational Technologies at Royal Roads University and an adjunct professor in Educational Psychology and Leadership Studies at UVic. Nadia is an ISW Facilitator and Trainer.

Derek Murray is a Learning Strategist and Coordinator at the Academic Success Centre at Camosun College. Derek is an ISW Facilitator and Trainer.

Zoom Room B-3

[Learning to See: How ISW Facilitation Shapes Classroom Observation and Feedback Practices](#)

Dr. Julie McNutt, Facilitator, University of California San Diego, San Diego, United States

Intended audience: All Facilitators/Trainers

ISW facilitation cultivates a way of seeing and responding to teaching that extends beyond the workshop. As an ISW participant, I experienced an epistemological shift; however, the longer-term transformation emerged through facilitation, which shaped my professional identity and influenced my trajectory into faculty development. This presentation models how ISW facilitation practices transfer into faculty development roles, particularly within classroom observation and feedback contexts. Drawing on a reflective case analysis of my progression from graduate facilitator to postdoctoral scholar in faculty development, participants will be able to:

- Analyze the transfer of ISW facilitation competencies into faculty development practice
- Examine how facilitation influences the development of professional identity
- Reflect on the role of an ISW Facilitator as agents of change in higher education

To accomplish this, I introduce a conceptual model that distinguishes between the impact of participation from facilitation and illustrates how facilitation competencies manifest in large-scale classroom observation practices. Specifically, the presentation highlights the transfer of core competencies developed through facilitation: engaging educators in structured reflective dialogue, learning to notice and interpret teaching descriptively during observations, and applying knowledge of evidence-based teaching to constructive feedback conversations. Through guided reflection and discussion prompts, participants will consider how their own facilitation experiences shape their professional trajectories and extend the impact of the ISW beyond the workshop. While grounded in

a single professional pathway, this account invites broader consideration of how facilitation cultivates new ways of seeing and responding to teaching across academic contexts.

Julie completed her PhD in chemistry at the University of British Columbia where she studied hormones involved in breast cancer growth. During graduate school, she became actively involved in teaching and learning and was trained as an ISW Facilitator to support graduate student instructional skill development. She uses these skills in her current role as a postdoctoral scholar in disciplinary-based education research and biochemistry lecturer at the University of California San Diego. Presently, she is investigating how data generated from structured and unstructured classroom observation protocols impacts college STEM instructors' motivation to change their teaching practices.

11:25AM-12:25PM

Zoom Room A-4

[New ISW Community for High School Teachers in Switzerland: How we Created and Foster our Vibrant Community](#)

Dr. Rosalie Chevalley, Trainer, Yorkville University and Mrs. Eliane Le Bars, Facilitator, Metonymy
Intended audience: All Facilitators/Trainers

The purpose of this session is to share our journey of building an ISW community in an unusual environment and seeing it flourish as a space that actively supports professional growth.

Drawing on the experience of Gymnase de Renens (a high school in Switzerland), the panel brings together people who have been directly involved in developing and nurturing this ISW community since 2020.

This initiative emerged in a context familiar to many educators: a strong sense of professional isolation while having to navigate multiple changes. We hoped an ISW community would help “collectivize the challenges” (Capitanescu Benetti & Progin, 2019) building on the workshop’s proven results at the individual instructor level (Rodrigues et al., 2019).

By inviting the initial FDW trainer, along with facilitators from the different FDW cohorts, and ISW participants, the panel offers a layered perspective on how this community was initiated, nurtured, and sustained over time. Together, these voices will illuminate the dynamics, challenges, and key choices that shaped this case study.

By the end of our session, participants will be able to:

- Identify benefits of launching an ISW community,
- Conceptualize the main steps involved in establishing an ISW community,
- Connect with the transformative potential of sustained engagement in an ISW community.

We believe this session is relevant for the ISW Network mission as it illustrates how the ISW can be translated into a new setting, evolving from a workshop model into a sustained community of reflective practice while generating meaningful institutional impact.

Rosalie Chevalley (they/them) trained as an ISW Facilitator in 2012 during their PhD in Mathematics at the Swiss Federal Institute of Technology. They participated in developing instructional skills development of teaching assistants in that instruction through the ISW in 2013. After transitioning to teaching in high school, in response to the need for more meaningful collaboration, they introduced the ISW in that context and became an FDW Trainer in 2022. Rosalie is now a faculty member at Yorkville University in the Bachelor of Business Administration. They deliver the ISW within their institution and as an independent Facilitator. Their SoTL research is currently focused both on gender equity and student peer support.

Eliane Le Bars (she/her) was among the first four high school teachers to be trained as ISW Facilitators at the Gymnase de Renens (Switzerland) in 2021. Recognizing the transformative and community-building potential of the workshop, she actively contributed to the development of the ISW community and later coordinated the growing group of Facilitators. Currently on sabbatical from teaching to further develop her facilitation and training skills, she is preparing to return to both the classroom and the facilitation team. Her work centers on creating inclusive, equitable learning environments and fostering reflective professional exchange.

Zoom Room B-4

[Beyond Learning Outcomes: Designing Learning that Stretches, Connects, and Changes How Students Are in the World](#)

Dr. Michal Fedeles, Trainer, Porto, Portugal

Intended audience: All Facilitators/Trainers

We are well versed in planning lessons. We structure activities, invite participation, debrief. Yet ... what if our ISW thinking can also inspire learning that changes how we humans relate to each other and the world we are shaping?

Let's get curious about the tensions between structure and emergence, safety and stretch, participation and transformation. Drawing on ISW/FDW experiences as well as undergraduate and graduate classes rooted in active and experiential learning, this session will engage us in individual reflection, small-group design work, and co-creation.

We will examine authentic teaching challenges and redesign learning moves that invite creativity, critical thinking, developmental stretches, and real-world impact. We will explore ways to support learners with structure and responsiveness, while gently challenging them to step more deeply into curiosity, connection, courage, and meaningful contribution.

You will leave with a redesigned learning move relevant to your teaching context, a set of approaches for brave and more connected learning facilitation, and renewed confidence that ISW practices can help us help students not only engage more fully and demonstrate prescribed learning outcomes, but contribute meaningfully in today's complex (if not chaotic) world.

Learning outcomes

Identify where learning designs may unintentionally privilege activity, safety, or content coverage over creativity, critical thinking, and meaningful stretch.

Redesign a learning move to better support emergence, learner agency, and real-world application while remaining aligned with the spirit of the ISW.

Generate a set of guiding principles for designing learning that is both developmentally challenging and deeply supportive.

Michal Fedeles is a long-time ISW Facilitator and Trainer who cares deeply about learning that stretches us, connects us, and matters beyond the classroom. Over the years, he has facilitated dozens of ISWs, led multiple FDWs and TDWs, and applied ISW principles consciously and playfully in university teaching. Michal's work brings together adult development, facilitation, leadership, and applied psychology, with a particular interest in designing learning that is both supportive and transformative. He is passionate about helping educators move beyond competent participation toward experiences that invite curiosity, creativity, reflection, and real-world contribution.

1:00-1:30PM

Zoom Room A-5

[Ripples & Reflection: Investigating the Impact of the Facilitator Development Workshop](#)

Ms. Monica Vesely, Trainer, University of Waterloo and Dr. Hannah Celinski, Trainer, Focus College/Simon Fraser University

Intended audience: Experienced Trainers

Our session will share emerging themes from a qualitative study on the impact of the Facilitator Development Workshop (FDW) on instructor development. The FDW curriculum encourages participants to connect with one another, and to expand conceptions of teaching and learning through experimentation and reflection. Despite the considerable spread of the ISW program, almost no research has been undertaken to investigate the impacts of the FDW. Many elements of the FDW are suggestive of conceptual change models (which seek to shift instructors' conceptions about teaching and the strategies they employ). Prosser et al (2006) reported that conceptual change models and student learning models had positively influenced the more methodical development programs created in the UK, concluding that programs focusing on these models can lead to improvement in the quality of teaching. Additionally, this research into 32 accredited teaching programs concluded that the most important element of the programs studied was the opportunity to develop skills as a reflective practitioner.

With conceptual change research in mind, our study aimed to begin uncovering changes in teaching practices that might be associated with participation in the FDW, how the experience of the FDW shaped participants' conceptions of teaching and learning, and in what ways, if any, the FDW experience might have permeated into other contexts. In our presentation, we will focus on themes associated with small group experiences in the FDW and allow time for critical dialogue, sharing ideas, and feedback regarding these themes in the spirit of continued enhancement and refinement.

Monica Vesely is a higher education professional dedicated to advancing evidence-informed teaching, curriculum innovation, and faculty development within postsecondary institutions. Monica holds a Master of Science degree and taught for many years before taking on the challenge of

educational development. Currently, she is the Lead Educational Developer focusing on curriculum integration with the Centre for Work-Integrated Learning at the University of Waterloo. As an educational researcher, Monica explores leadership pathways in educational development, the longitudinal impact of experiential-learning based training on teaching development, and strategies to better support faculty and students engaged in experiential and work-integrated learning. Within the ISW Network, Monica is a certified facilitator and trainer. She has participated in and helped plan multiple ISW Institutes across the country, contributed to diverse ISW Working Groups and served as a Local Representative.

Dr. Hannah Celinski is currently the Curriculum Coordinator for Focus College and holds a PhD in Education: Theory and Practice from Simon Fraser University with a focus on Curriculum and Pedagogy. In addition, Hannah has been a Facilitator and Trainer of Instructional Skills Workshops since 2018 and remains active in the ISW community, serving as a representative of the facilitation community at Simon Fraser University, and as a member of the team that developed the ISW Trainer Guide. Her current research explores student artifacts to satisfy outcomes, reflective practice in relation to Work Integrated Learning, and communication strategies relating to One Health initiatives. Hannah is committed to creating engaging and inclusive learning environments that foster student success and growth through experiential strategies, student-centred instruction, and the critical adoption of Artificial Intelligence (AI).

Zoom Room B-5

[The Mountain Climbing Team](#)

Dr. Cynthia Korpan, Trainer, University of Victoria/ITeach: Certification in Higher Ed Inc., Victoria, Canada; Ms. Wenona Partridge, Trainer, Siemens EDA, Saskatoon, Canada

Intended audience: Experienced Trainers

As ISW Facilitators/Trainers, we cherish the process of providing this well-developed program to eager participants. But what happens when many logistical factors challenge you? In the summer and fall of 2024, two highly experienced ISW Facilitators/Trainers (as volunteers through an Academic Without Borders project) provided an ISW and subsequently a FDW to a group of 18 professors at the University of Agriculture Faisalabad in Pakistan via Zoom and asynchronously through Moodle. As we developed and delivered the program, we were faced with issues, such as differing time zones, tech issues, an unfamiliar learning management system, busy faculty, and a tightly timed program that seemed like we were a climbing team with differing experiences working out together what gear to use and how to apply it in this difficult and quickly changing terrain to ensure we all reached the summit together.

In this session, we will share how our ropes, harnesses, and belay devices were strong even when confronted with walls/rocks and a crux, and how we were able to use many carabiners (connections) successfully.

By the end of this session, you will:

- Feel the pressing necessity of preparation when working in unknown territories
- Recognize the trust that is essential between Facilitators/Trainers
- Reflect on the importance of resilience and flexibility as a Facilitator/Trainer

- Hear how Facilitators/Trainers and participants worked together as a team to make the program successful

Participants will be asked to contribute by asking questions at any time and share their similar experiences.

Wenona Partridge is a credentialed coach and experienced ISW facilitator and training, with more than a decade of experience in educational and professional development in the context of higher education. She now serves as the Learning Architect for Siemens EDA in Saskatoon, which includes training design and coordination, internal coaching, and organizational development. Wenona is completing a Doctor of Education through the Werklund School of Education at the University of Calgary, focussing on Adult Learning.

Dr. Cynthia Korpan is an adjunct professor in the Department of Educational Psychology and Leadership Studies at the University of Victoria (UVic), Victoria, BC, Canada and Director of ITeach: Certification in Higher Ed Inc. Formerly, she was the Director of Teaching Excellence at UVic. Korpan's research focuses on emerging and early career academic learning to teach in the academic workplace. Currently, Dr. Korpan sits on the Board of Directors of the Society of Teaching and Learning in Higher Education (STLHE) as its Secretary, is a Faculty Member of the Institute for New Educational Developers (INED), volunteer with Academics Without Borders, Associate Editor for the Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL), committee member on the Graduate Student, Professional Student, and Postdoctoral Scholar Development Special Interest Group (GPPD SIG), part of the Professional and Organizational Development (POD) Network in Higher Education, and actively facilitating ISWs and FDWs online through her company, ITeach: Certification in Higher Ed Inc. and establishing ISW programs in China, Pakistan, and Ghana.

1:35-2:35PM

Zoom Room A-6

[Listening for Growth: A Workshop for new ISW Facilitators](#)

Weihua Huangfu, Facilitator, Associate professor, Army Logistics University, Chongqing, China

Intended audience: New Facilitators

This 60-minute workshop integrates Theory U's four levels of listening: downloading, factual, empathic, and generative, with ISW's principles for effective feedback to deepen facilitator competency in the mini-lesson cycle. Rather than a passive skill, listening is positioned as the foundational field from which constructive feedback emerges. Designed especially for new facilitators who often focus on asking better questions but overlook the listening that must precede it, this workshop brings attention back to the source of all powerful inquiry.

Participants surface habitual listening patterns through a brief storytelling icebreaker, then connect each level to ISW facilitation behaviors via concise theory. The core experiential learning unfolds in the "Storytelling lab": small groups rotate roles as Storyteller (sharing a teaching dilemma), Listeners assigned specific modes, and Observer, making the four levels viscerally tangible. This reveals how

downloading triggers advice, factual listening captures details without connection, empathic listening builds trust, and generative listening opens space for the instructor's emerging potential.

The workshop then applies this embodied understanding to redesign ISW feedback sessions. Participants practice transforming descriptive observation into generative dialogue that holds space for growth, linking empathic and generative listening to ISW feedback principles. Through pair practice, facilitators experience how deeper listening shifts feedback from technique to presence. Each completes a personal listening commitment, translating awareness into action. This workshop equips ISW facilitators, especially those new to the role, to move beyond downloading toward empathic connection and generative presence, strengthening the developmental peer culture central to the ISW community.

I am an instructional consultant at the Army Logistics University (formerly Chongqing Logistics Engineering University). My ISW journey began in May 2015, when I participated in the CDI program at National University of Defense Technology with Jane Gair and Cynthia Korpan and earned my ISW certification in the following month. In July 2021, I completed FDW training with trainers of Zhang Jianqun (Beijing Jiaotong University) and Tong Li (Beijing Normal University). Since then, I have organized and facilitated over 40 ISW and ISW-based workshops on course design and presentation skills for new faculty. To deepen my practice, I have integrated Transactional Analysis (TA) and Theory U into my facilitation work and sharing these applications at Chinese ISW Facilitator conferences, receiving positive feedback from peers.

Zoom Room B-6

[Technology-Enhanced Delivery of Instructor Development: Using Interactive Digital Tools in ISW/FDW/TDW](#)

Loveleen Kaur, Facilitator, Instructional Design and Delivery Manager, Campus support, New Westminster, Canada; Amanda Cabrera, Facilitator, Associate Vice President, Academics, Campus support, New Westminster, Canada

Intended audience: All Facilitators/Trainers

Instructor development workshops prioritize experiential learning, peer interaction, and reflective practice. Using Digital tools can improve participation, teamwork, and feedback during professional development workshops.

This interactive workshop focuses on effective ways to integrate technology-enhanced tools into instructor development activities. Learn how to implement digital tools to encourage active learning and engagement through guided demonstrations and hands-on activities. Participants will be introduced to a variety of digital tools such as Padlet, Miro, Kahoot, LMS discussion boards, and chat to promote participant interaction, idea sharing, real-time feedback, and collaborative reflection.

Participants should be prepared to actively try out each tool during the workshop (no previous sign-up is required for the online tools we will explore). There will also be an opportunity to share personal experiences and consider how these technologies may be adapted in different instructional settings.

By the end of the workshop, participants will be able to identify digital tools that support instructor development and explore how to use them when facilitating ISW/FDW/TDW.

This workshop supports the ISW Network's mission of fostering reflective and effective teaching practices.

Loveleen Kaur is an Instructional Design and Delivery Manager and certified Instructional Skills Workshop (ISW) Facilitator working in post-secondary education. She has over 18 years of experience in teaching, training and administration. She has master's degree in computer engineering and Bachelor of Technology in Computer Science Engineering. She also has the Provincial Instructor Diploma from Vancouver Community College (Vancouver). Her work focuses on course design, instructor development, and the integration of educational technologies to enhance teaching and learning. She collaborates with instructors and academic teams to support effective instructional practices in both online and face-to-face learning environments. Loveleen recently completed the ISW Facilitator Development Workshop (FDW) and is passionate about supporting reflective teaching practices and experiential learning approaches. Her professional interests include the use of digital tools to gather meaningful feedback, support instructor reflection, and improve teaching practices. Through her work, she explores practical strategies that help educators enhance learning experiences and foster continuous improvement in teaching.

Amanda Cabrera has over 20 years of experience in teaching, training, and leadership roles in education management. She has studied and taught in Europe, Asia, and South America. Amanda holds an MA in Educational and International Development from University College London, a Bachelor of Management from the University of Lethbridge, and a Diploma in Marketing Management from BCIT. Presently, Amanda is enrolled in the University of Western Ontario's Doctor of Education program, in the Leadership stream. Her expertise spans diverse areas of academic leadership, project management, online learning, curriculum development, teaching, and facilitation. She has taught at the University of Victoria, MacEwan University, Busan Women's University, and Yorkville University. Amanda is a peer reviewer for Quality Matters online learning standards and recently became an ISW Facilitator. Amanda is passionate about the concept of active learning in the ISW Framework because it aligns well with her teaching philosophy, which is focused on active engagement. Since completing her own ISW training in 2019, Amanda has incorporated the teaching strategies learned in ISW to keep her teaching learner centered, and structure lessons around the BOPPPS. In her current role of Associate Vice President of Academics at Campus Support, Amanda leads the Academic Department in curriculum development, program accreditations and instructor training and support. Amanda enjoys developing and leading training for instructors and staff that inspires their learning and guides the academic team and faculty in continuous improvement. She looks forward to delivering the ISW at Campus Support as part of their professional development program for instructors across Canada.

2:45-3:15PM

Zoom Room A-7

[Building Internal Capacity Partnership: BC Wildfire Services ISW Facilitator Development](#)

Linda Bottomley, Trainer, Corporate Learning Specialist, BC Public Service Agency; Jeff Price, Trainer, Corporate Learning Specialist, BC Public Service Agency

Since March 2023, the BC Public Service Corporate Learning Branch has been collaborating with BC Wildfire Services to explore and develop an internally led Instructor Development Program grounded in ISW Network standards and practices. This presentation shares this evolving, multi year journey in which both organizations have worked to build instructional capacity through staged learning, deliberate mentorship, and shared responsibility for program quality.

To date, over the past three years, seven ISW offerings (in person and online) have been co facilitated within BC Wildfire Services, resulting in 71 ISW graduates. Early cohorts helped establish a shared instructional language and increased facilitation confidence. In the second year of the partnership, the focus expanded to developing potential internal ISW facilitators within BC Wildfire. Two FDW offerings resulted in 13 FDW graduates, eight of whom have since co facilitated four ISWs under active supervision from two TDW trainers.

Based on demonstrated growth and competency, two trainees are positioned to complete their trainee journey and be recognized as fully certified FDW facilitators. While these early indicators are encouraging, the long-term sustainability of this partnership model within BC Wildfire Services remains to be validated.

Learning Outcomes

Participants will be able to:

- Identify key elements of a sustainable internal ISW/FDW program.
- Describe an effective mentorship and apprenticeship model for FDW Trainees.
- Apply lessons learned to strengthen their own instructor development initiatives.

Linda Bottomley is an educator, facilitator and instructional designer who has led ISW and FDW workshops since 2014. As a Corporate Learning Specialist with the BC Public Service, she has led leadership development and supervisory skills programmes with an emphasis on employee engagement and communication; conflict management and coaching.

Linda holds a Bachelor of Education Degree from the University of Manitoba; a Diploma in Applied Linguistics (majoring in Cross Cultural Communications) and Certificate in Adult Continuing Education from the University of Victoria, BC. and a TESOL Certified (Teacher of English as a Second Language). Linda's approach is to create an inclusive and respectful learning environment where learners can explore the relevancy of subject matter and apply it to their respective situations. She uses highly engaging and interactive techniques including active listening, coaching and questioning techniques that enhance an appreciation for self awareness, building trust-based relationships and collaboration equity.

Outside of work, Linda is a continuous learner with a love for travel and staying active with favourite outdoor activities including long distance cycling and hiking. She lives on Vancouver Island, BC and is mother to two grown sons.

Jeff Price is a Corporate Learning Specialist with the BC Public Service Agency, focusing on developing and supporting people leaders across government. He also leads the corporate program for change

management-related adult education, collaborating with subject-matter experts, and fellow learning professionals to design, revise, and deliver high-impact learning.

Jeff brings more than 41 years of experience, including leadership roles in operations, marketing, and management accounting. He is a Chartered Professional Accountant and holds credentials in adult education, change management, facilitation, and Agile practices.

As a Facilitator, Jeff supports hundreds of learners each year in areas such as ethics, governance, leadership, respectful workplace practices, social location, coaching, and instructional skills. He is also an associate with Gratitude Learning Associates, teaching ethics, leadership and budgeting to CPAs.

Jeff's facilitation approach is grounded in adult learning principles, group intelligence, positive psychology, and practical tools from change management and project management. He is passionate about employee engagement, ethical culture, and sustainable organizational practices. Outside of work, he enjoys time with family and friends, learning, hiking, music, reading and is writing his first book.

Zoom Room B-7

[Listening in ISW Facilitation](#)

Dr. Hong Wei, Trainer (Presenting), Beijing Normal University, Beijing, China

Intended audience: New Facilitators

In the facilitation of ISW, we should adhere the principle of neutrality. We should only facilitate, shouldn't provide the guidance or evaluation to the instruction. At the same time, we should effectively listen to the reflections of the instructor. This workshop will enable Facilitators to understand the necessity of "listening" in ISW facilitation, learn how to conduct effective listening, and apply "listening" to other aspects of ISW as well as in their personal lives and work.

Hong Wei, PhD (she/her) ISW facilitator and FDW/TDW trainer Former Director of the Center of Faculty Development, Beijing Normal University, China. My research focuses on teaching evaluation and faculty development in higher education.

3:20-4:20PM

Zoom Room A-8

[Discussing ISW Network's Sustainability and Growth with Executive Team Members](#)

Dr. Andrew Marchand, Trainer, Keyano College, Fort McMurray, Canada; Dr. Karyn Olsen, Trainer, Humber Polytechnic, Etobicoke, Canada

Intended audience: All Facilitators/Trainers

In this interactive workshop, members of the Instructional Skills Workshop (ISW) Network Executive Team will briefly review the Network's recent activities, member workbee projects, and future goals before facilitating an activity for attendees to give feedback and share ideas about the Network's sustainability and future growth.

ISW has a long history of supporting educational development and interinstitutional collaboration, yet much has been changing in post-secondary education. This session will encourage attendees to

share feedback that will ensure ISW's sustainability and help the Network to continue to support its member facilitators and institutions.

By the end of the session, attendees will:

- Describe and give feedback on the Network's current and planned activities to improve ISW's curriculum, supports, and member collaboration.
- Share ideas and inform the Network's plans for future financial sustainability.

Andrew is the Chair of Keyano College's Centre for Teaching and Learning in Fort McMurray, Alberta. He became an ISW trainer in 2009 while working at Vancouver Island University and has conducted ISWs and FDWs since then in Canada, Vietnam, and Ghana.

Karyn is an Educational Developer faculty member at Humber Polytechnic in Toronto, Ontario. She completed ISW at Western University, FDW at the University of Saskatchewan, and TDW at Toronto Metropolitan University, and has been facilitating ISWs across university and college contexts since 2015.

4:20-4:30PM

Zoom Room A

Closing Remarks

Cynthia Korpan and Nadia Kulikova

ITeach: Certification in Higher Ed Inc. and Royal Roads University