Cael M. Cohen, PhD
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                            Department of Philosophy   2 Windle Court
                            York University   Tottenham, ON
                            Room 447, South Ross Building   L0G 1W0

Degrees:

PhD   Philosophy of Education, Ontario Institute for Studies in Education,
             University of Toronto, Ontario, 2011.
PhD (ABD)   Philosophy [All but dissertation], York University, Toronto, Ontario, 2001.
MA   M.A. Philosophy, McMaster University, Hamilton, Ontario, 1995.
BA   Philosophy (Hons.), *Distinction*, University of Toronto, 1992.

Current Positions:

Contract Faculty - Department of Philosophy, York University, 2002-Present.
Course Coordinator and Instructor – Schulich School of Business, York University, 2004-
Present.

Areas of specialization

Philosophy of education, e-learning and mobile learning; philosophy of John Dewey;
philosophy of Merleau Ponty; Enactive Philosophy.

Areas of Competence:

Ethics, Business Ethics, Argumentation Theory

PhD Thesis:

Enactive Education:
Dynamic Co-Emergence, Complexity, Experience, and the Embodied Mind

Abstract: The potential of a broad enactive approach in education has yet to be realized.
This thesis contributes to the development of a well-rounded enactive educational
theory and practice. This thesis argues that a broad enactive perspective has the
potential to challenge, reframe and reconfigure problems, issues, and practices in
education in ways that improve teaching, learning and research communities. It
establishes that a broad enactive approach as a theory of embodied mind, a dynamic co-

emergence theory, and a method of examining human experience helps to realize the meaning, scope, and potential of enactive education. It takes as its point of departure Dewey's broad enactive philosophy of mind, cognition, embodiment, experience, and dynamic co-emergence. It shows, through an examination of an actual public classroom encounter, that a broad enactive approach has the potential to reconfigure responsibility, ethics, and justice in education. It demonstrates using a case study of the enactment of impostor feelings in higher education how a broad enactive approach to education as the potential to reconfigure teaching, learning and research practices.

AWARDS & GRANTS

Awards

2009: Atkinson Dean's Award for Excellence in Teaching

2009: Service Recognition Award, Schulich School of Business

2008: United States Distance Learning Association Silver Award for Excellence in Distance Learning Teaching

2007: York University-Wide Teaching Award for Teaching Excellence

Nominations

2012: Ian Green Award, Faculty of Liberal Arts and Professional Studies

2010: Schulich School of Business Teaching Excellence Award, York University

2007: The Commonwealth of Learning Excellence in Distance Education Teaching Award for Distance Education Materials

2008: Atkinson Dean's Award for Excellence in Teaching, York University

2006: The Council of Ontario Universities Award for Excellence in Teaching with Technology

Grants, Scholarships, and Bursaries

2005: CUPE/York University Major Teaching Development Grant (.5 course release and $12,664 research funding),

2005: CUPE/York University Travel Grant ($1,900), Conference: "Unmasking the Impostor Phenomenon," 3rd Annual International Conference of Education, Honolulu, Hawaii, January 4.

1999: Margot Franssen Bursary ($250)

1995-96: York University Scholarship ($3,000)

1995-96: Ethel Treble & F. Louis Barber Travelling Scholarship, University of Toronto ($3000)

1992: McMaster Graduate Scholarship ($2,000)

1992: Hoeniger Prize, University of Toronto ($250)

1991: Linden Clark Harvey Prize, University of Toronto ($300)

1990 & 1991: Margaret Hallman Memorial Bursary, University of Toronto ($1000)

PUBLICATIONS

Refereed Articles

Zorn, Diane, and Megan Boler. 2007. "Rethinking Emotions and Educational Leadership." *International Journal of Leadership in Education*. Vol. 10, No. 2: 137-151.

Bloemhof, Barb and Diane Zorn. 1999. "Leading a Workshop for Teaching Assistants on Conflict Management." *Journal of Graduate Teaching Assistant Development,* Vol. 7, No. 1: 39-62.

Zorn, Diane. 1991. "Heidegger's Philosophy of Death." *Akademia*, Vol. 2, No. 2: 10-11.

Book Chapters

Zorn, Diane, and Kelly Parke. 2011. "Using Video Streaming in an Online, Rich-Media Class to Promote Deep Learning while Educating for Social Change." *Streaming Media Delivery in Higher Education: Methods and Outcomes*. IGI Global.

Conference Proceedings

Zorn, Diane. 2008. "Rich Media Instruction: The Top Six Reasons Faculty Teach Online." Proceedings of the 24th Annual Conference on Distance Teaching and Learning, Madison, Wisconsin, Aug. 5-8.

Available online:
http://www.uwex.edu/disted/conference/Resource_library/proceedings/08_13315.pdf

Zorn, Diane. 2005. "Unmasking the Impostor Phenomenon." *Proceedings of the 3rd International Conference on Education,* Honolulu, Hawaii, Jan. 4 -7: 5310-5320. ISSN #1541-5880

Book Reviews

Zorn, Diane. 2000. Eric Griffin-Shelley, "Sex and Love Addiction: Treatment and Recovery." *Philosophy of the Social Sciences,* Vol. 30, No. 3: 451-456.

Non-refereed Articles/Academic Newsletters

Zorn, Diane. 1999. Guest Editor, York University's Newsletter on University Teaching. *Core*, December.

Zorn, Diane. 1999. "Balancing Teaching Tensions." *Core*, December: 1-2 & 4.

Miller, E., and Diane Zorn. 1998. "Teaching and Learning with Different Voices." *Core,* April: 14-16.

PRESENTATIONS

Conferences

Forthcoming: "Teaching against impostor feelings in creative writers: A case study of an enactive online learning ecosystem." Innovations in Creative Writing Teaching, Research, and Community Service. 7th Annual Creative Writing Studies Conference. November 12, 2022, all virtual.

"Is the ship the cause of the wake, or is the wake the cause of the ship? Towards a broad enactive approach to eLearning." Enaction in perspective and in foresight, International and multidisciplinary colloquium, Faculty of Education, University of Montreal, August 26, 2021, all virtual.

"Help! It is just a matter of time until they find out don't know what I am talking about! Teaching to Reduce and Prevent Impostor Feelings." Teaching in Focus, 1st Annual Conference, Teaching Commons, York University, May 23, 2013.

"Can lecture capture make you a better professor?" 27th Annual Conference on Distance Teaching and Learning. Monona Terrace. Madison, Wisconsin, August 4, 2011.

"The Top Six Reasons Faculty Choose to Teach Online." 24th Annual Conference on Distance Teaching and Learning. Monona Terrace. Madison, Wisconsin, August 7, 2008.

"Rich Media Instruction: The Top Six Reasons Faculty Choose to Teach Online." Sloan-C International Symposium: Emerging Technology Applications for Online Learning, Carefree Resort and Villas, Carefree, AZ, May 8, 2008.

"Going far beyond what is Possible in a Conventional Classroom using Mediasite V-Streaming and Video and Audio Podcasting." EDUCAUSE 2007 Annual Conference, Washington State Convention and Trade Center, Seattle, Washington, October 24, 2007.

"Designing Student-Centered, Highly Interactive, Rich Media Courses Using V-Streaming and Video and Audio Podcasting." Co-presented with Kelly Parke, Senior Multimedia Designer, York University. Technology Enhanced Learning Conference 2007: Partnership to Enhance Student Engagement, May 2, 2007.

"Going Far Beyond What is Possible in a Conventional Classroom: Designing Student-Centered, Highly Interactive, Rich Media Courses Using V-Streaming with Mediasite and Video and Audio Podcasting." V-Stream Symposium for Ontario Educators, Faculty of Education, University of Western Ontario, March 22, 2007.

"The Politics of Impostor Feelings in Higher Education." Canadian Society for Studies in Education Annual Meeting held at the 2006 Congress for the Humanities and Social Sciences, York University, Toronto, May 30, 2006.

"Enactivism and Education." Canadian Society for Studies in Education Annual Meeting held at the 2006 Congress for the Humanities and Social Sciences, York University, Toronto, May 29, 2006.

"Evaluating an Online Rich-Media Course: Developing a Partnership." Canadian Association for Distance Education Conference, Montreal, Quebec, May 24, 2006.

"Teaching and Learning Critical Skills Online: Lessons Learned and Best Practices." Technology Enhanced Learning Conference 2006, York University, April 25, 2006.

"Enactivism in Education." New England Philosophy of Education Society Annual Meeting, Framingham, Massachusetts, October 8, 2005.

"Enactivist Ethics & Boler's Pedagogy of Discomfort." Ohio Valley Philosophy of Education Society Annual Meeting, Dayton, Ohio, September 30, 2005.

"Teaching and Learning to Prevent the Student Experience of the Impostor Syndrome." 25th Annual Conference of the Meeting of the Society for Teaching and Learning in Higher Education, Charlottetown, Prince Edward Island, June 11, 2005.

"Understanding the Impostor Phenomenon." Graduate Student Conference on Philosophy and Education, Columbia University, New York, April 2, 2005.

"Unmasking the Impostor Phenomenon." 3rd Annual International Conference of Education. Honolulu, Hawaii, January 4, 2005.

"Muscling in on Feminist Bodybuilding." Canadian Society for Women in Philosophy Conference: Knowing Bodies: Situating, Embedding, Theorizing, McMaster University, October 1999.

"How to Manage Conflict, Anger and Emotion in the Classroom." 19th Annual Conference of the Meeting of the Society for Teaching and Learning in Higher Education, University of Calgary, June 1999.

"Unmasking the Impostor Phenomenon." Research Conference and International Forum of the Graduate School of Education, Harvard University, February 1999.

"Foucault and Baudrilliard Out on a Ledge with the World Wildlife Fund and Environment Canada." Annual Meeting of the Ontario Philosophical Society Conference, Brock University, October 1996.

"Hermeneutics and Psychotherapy." Annual Meeting of the Ontario Philosophical Society Conference, Brock University, October 1993.

"Does the Phenomenological Method Exclude Ethics?" Meeting of the Trinity College Philosophical Society, University of Toronto, April 1992.

"Heidegger's Philosophy of Death: Platitude or Insight?" Meeting of the Trinity College Philosophical Society, University of Toronto, November 1991.

Keynote Speeches

Forthcoming: "What might post pandemic online education be if not self-active or inter-active: Towards and Enactive approach to eLearning." Enaction in perspective and in foresight." International and multidisciplinary colloquium. Faculty of Education, University of Montreal, August 23 – 27, 2021. https://www.grimte.com/en/colloque/a-propos. https://www.grimte.com/fr/colloque/conferenciers

"Enactive Learning through Application of Advanced Internet Technologies." Advancing Learning: This is IT 2009! 14th annual conference organized by the Educational Technology Committee which is a sub-committee of the Academic VP's of Colleges

Ontario. George Brown College, May 21, 2009.
http://liad.georgebrown.ca/THISISIT/KeyNote/KeyNotes.html

"Unmasking the Impostor Phenomenon." University of Toronto Life Science Career Day, Medical Sciences Building, University of Toronto, June 21, 2007.

Comments

Commentary on "Educational Lessons from the Iliad" presented by Howard Cannatella & "Here Be Dragons: Exploring Cartography in Educational Theory" presented by Claudia Ruitenberg. Canadian Society for Studies in Education Annual Meeting held at the 2006 Congress for the Humanities and Social Sciences, York University, Toronto, May 28, 2006.

Commentary on "Value as Noun and Verb: A Criticism of the Metabolism Repair Argument in Environmental Philosophy." Meeting of the Ontario Philosophical Society Conference, Brock University, October 1996.

Webinars

"Choose Your Own Adventure: Using Lecture Capture and Social Media to Customize Learning Experiences." Live Webinar webcast from Sonic Foundry, Madison, Wisconsin, August 2, 2011. Available online: http://sofo.mediasite.com/mediasite/Viewer/?peid=95f262d6a7dd43228345717a8fd3fc261d

"The Top Six Reasons Faculty Teach Online." Live Webinar webcast from Sonic Foundry, Madison, Wisconsin, December 5, 2007.

"Designing Student-Centered, Highly Interactive, Rich Media Courses using V-Streaming and Podcasting." Live Webinar webcast from Ryerson University, Toronto, April 10, 2007.

Invited Lectures/Presentations

Panel Member - Blended Learning Panel. AIF Teaching and Learning Innovation Celebration. May 9, 2013. Organized by: Susan Vail, AVP Teaching and Learning, Office of the Vice President Academic and Provost.

"What are emotions all about? Toward an Enactive Approach to Emotions." Guest Lecture: Graduate Seminar on Philosophy of Emotions, Instructor: Dr. Megan Boler, Department of Theory and Policy Studies, Ontario Institute for Studies in Education, University of Toronto, Forthcoming, February 21, 2012.

"Can Lecture Capture make you a Better Professor?" Transforming the Teaching and Learning Environment: The 2012 Pennsylvania State System of Higher Education (PASSHE) Virtual Conference (for faculty and staff at the 14 universities that comprise the PASSHE System). Forthcoming, February 20, 2012.

"Deep and Durable Online Learning." Faculty Development Retreat: Engaged Teaching and Learning. York University, May 30, 2011.

"Thinking Critically about Feminist Thought: Argument and Argumentation Skills Applied to Women's Studies." Guest Lecture: Undergraduate Course, Women in Today's World, Instructor: Dr. Frances Latchford, Department of Women's Studies, York University, Jan. 13, 2011.

"Be Heard: Podcasting in Academia." Research - Workshop on Social Media: Outreach Visibility and Viability. Faculty of Liberal Arts and Professional Studies, York University, Nov. 18, 2010.

"Making Sense of Sense-Making: Enactive Reconfigurations." Guest Lecture: Graduate Seminar on Philosophy of Emotions, Instructor: Dr. Megan Boler, Department of Theory and Policy Studies, Ontario Institute for Studies in Education, University of Toronto, Oct. 13, 2010.

"Creating Rich-Media, Online Learning Environments that Promote Deep Learning While Educating for Social Change." Faculty of Nursing, York University, Jan. 20, 2010.

"Creating Rich-Media, Online Learning Environments that Promote Deep Learning While Educating for Social Change." Centre for the Support of Teaching, York University, Jan. 20, 2010.

"Handling Conflict, Anger and Emotion in the Classroom." Department of Psychology, York University, Jan. 27, 2010.

"Unmasking the Impostor Phenomenon: The Enactment of Impostor Feelings and the Politics of Emotional Expression in Higher Education." Brown Bag Presentation Series. University of Ontario Institute of Technology, Oshawa, Ontario. Sept. 29, 2009.

"Mature, College and Transfer Students: It's All About Your Success." Co-presented with Brian Poser from the Atkinson Centre for Mature and Part Time Students. Faculty of Liberal Arts and Professional Studies Community Day, May 9, 2009.

"Great Teachers in Action" Teaching Demonstrations by Award Winning Faculty Members. New Faculty Teaching at York Summer Institute 2007, York University, August 7 & 22.

"Creating Rich-Media, Online Learning Environments that Promote Deep and Durable Learning." College of Pharmacology and Health Sciences, Butler University, Indianapolis, Indiana, December 7, 2007.

"Course Design Using Technological Innovation." Co-presented with Kelly Parke, Senior Multimedia Designer, York University. Cape Breton University, Nov. 24, 2006.

"The Impostor Phenomenon: An Introduction." Faculty of Environmental Studies, York University, September 2004, 2005; forthcoming October 19, 2010.

"How to Take Notes in Lectures." Colleges' Orientation Program, York University, September 1998 and 1999.

"Ethics, Technology and the Case of the Barbie Clone." The Student School, Toronto Board of Education, Secondary School, March 1997.

"A Bird in Hand is Worth Two on the Net." Inglenook Community School, Toronto Board of Education, Secondary School, January 1997.

"Homer Simpson, Madonna and Transvestites: Nietzsche's Solution in the *Birth of Tragedy* Told in Today's Terms." Introduction to Philosophy, Course Director, J. Gonda, March 1996, York University.

"Insider Information on How to Succeed at College and University." Aurora High School, York Region Board of Education, Secondary School, May 1997.

Poster Session

"Six Ways to Promote Deep and Durable Learning in Rich Media Online Learning Environments." Campus Technology 2008 Conference. Westin Boston Waterfront Hotel, Boston, MA, July 30th, 2008.

Workshops

Brock University - TA Training Workshops

"The Impostor Syndrome: What it is, How it Affects Graduate Students, Strategies for Coping and Change." April 2006; January 2000; March 1999.

"How to Handle Conflict, Anger and Emotions in the Classroom." January 2000; March 1999.
McGill University

"The Impostor Phenomenon: What it is, how it affects Graduate Students, Strategies for Coping and Change." Presented to Graduate Students & Counselors, April 25, 2006; March 14, 2007; forthcoming, October 29, 2010

"The Enactment of Impostor Feelings in Higher Education." Training workshop presented to Career Services and Counseling Centre employees, April 26, 2006.

McMaster University - TA Orientation Day

"The Impostor Phenomenon: What it is, How it Affects Graduate Students, Strategies for Coping and Change." September 1998, 1999, 2000, 2003.

"How to Manage Conflict, Anger and Emotions in the Classroom." September 1999.

Microsoft Enterprises Services Canada – Employee Workshop

"Unmasking the Impostor Phenomenon." Microsoft Canada, Head Office, 1950 Meadowvale Blvd., Mississauga, ON, April 15, 2011.

York University - Centre for the Support of Teaching

"Running a Successful Tutorial." October 1999.

"The Impostor Phenomenon: The Role of the University." January 1999.

"Preparing a Teaching Dossier." January 1999.

"Handling Conflict, Anger and Emotion in the Classroom." October 21, 1997, TA Day 1996, 97, 98, 99, 2003, 2004, 2005, 2006, 2008, 2009, October 26, 2009; January 11, 2010; October 4, 2011.

"The Impostor Phenomenon: What It Is, How It Affects Graduate Students, Strategies for Coping and Change." January 1997, TA Day September 1997, 98, 99, 2003, 2004, 2005.

"The Impostor Phenomenon for Teaching Assistants." September 12, 2007; September 25, 2008, October 6, 2009; January 2010; September 29, 2010; September 28, 2011.

"Everything that You Always Wanted to Know about becoming a philosophy professor, but were afraid to ask" – An Undergraduate Professional Development Workshop. The Undergraduate Philosophy Association, The Minerva Lecture Series Co-presented with David Jopling, Department of Philosophy, Arts, February 3, 1999.

University of Ontario Institute of Technology – Faculty Workshops

"How to handle conflict, anger and emotion in the classroom." Invited by Office of the Associate Provost Academic, UOIT. Forthcoming, February 9, 2012.

University of Toronto

"The Impostor Phenomenon: What it is, How it Affects Graduate Students, Strategies for Coping and Change." Presented as part of the Teaching Assistant Training Program, January 1998.

ACADEMIC EMPLOYMENT

Course Director/Instructor Positions, York University:

Department of Philosophy, Faculty of Liberal Arts and Professional Studies
Modes of Reasoning

- General education credit
- 1st year undergraduate level
- Enrollment: 50 – 250
- Teaches critical thinking, conceptual analysis, argument, argumentation, writing skills
- My award-winning, online section uses podcasting and rich media.

  Reasoning about Morality and Values: Fully online rich media version
  Fall/Winter 2005 – present; Summer 2006 – present; Winter 2006

  Reasoning about Morality and Values: In-class
  Fall – Winter 2003-present; Fall 2004

  Reasoning about Social Issues
  Fall/Winter 2010-11, 2012-13 - present; Summer 2005, 2011,

  Techniques of Persuasion
  Fall/Winter 2004-05; Summer 2004; Winter 2003

  Introduction to Philosophy of Education
  Winter 2007

  Business Ethics: Fully online, rich media version
  Winter 2008; Summer 2006

Ethics of Administration, Fully online, rich media version
Winter 2004 – 06

Business Ethics, Fully online version
Summer 2003 - 05

Introduction to Philosophy: Meaning of Life, Summer 2000

School of Administrative Studies
Law, Governance and Ethics Area

Business Ethics and Corporate Social Responsibility
Fall 2007 – 09; Winter 2008

Schulich School of Business
Policy Specialization Area

Ethics, Social Responsibility and Sustainability
Fall 2004 – 06, 09, 11; Winter 1999, 2005 – 12; ongoing to December 2020.

Business History
Fall 1998

Teaching Assistant Positions, York University:

School of Analytic Studies and Information Technology
Philosophy Program

Reasoning about Social Issues: Blended Learning
Summer 2003

Introduction to Law and Justice: Fully Online
Winter 2003

Introduction to Ethics: Fully Online
Fall 2002; Summer 2002

Department of Philosophy, Faculty of Arts

Practical Ethics
Fall 2000; Winter 2000; Fall 1996

Practical Ethics: Correspondence Course

Winter 2000

Critical Reasoning
Winter 1998

Introduction to Ethics
Fall 1997

UNIVERSITY SERVICE

AIF eLearning Project Member – AIF eLearning Project, Faculty of Liberal Arts and Professional Studies, York University, 2012 - 2013

Member – Committee on Teaching and Learning, Faculty of Liberal Arts and Professional Studies, York University, 2010 – 2011

Member – Sub-Committee on Student Experience, Faculty of Liberal Arts and Professional Studies, York University, 2011

University Tribunal Member – York University, 2009 – 2011

Course Coordinator – 12-sections, first-year, "Applied Business Ethics" course (MGMT1040 BBA), Schulich School of Business, York University, 2007 - Present

CUPE Representative – Faculty Council, Faculty of Liberal Arts and Professional Studies, 2009 – 2010

Member – Whistleblower's Working Group, Office of the Vice-President Academic, York University, 2009 - 2010

Member – Teaching Innovation and Student Learning Green Paper Working Group, Office of the Associate Vice-President Academic, York University, 2009

Senator – Senate, York University, 2008 – 09; 2009 - 2010

Chair – Senate Committee on Teaching and Learning, York University, 2008 – 09

Member – Senate Committee on Teaching and Learning, York University 2007 - 2008

Ex Officio Member – Senate Committee on Curriculum and Academic Standards, 2008 – 09

Workshop Presenter - Centre for the Support of Teaching, York University, 1999 – Present

Coordinator - Ontario Secondary School Philosophy Teaching Program, York University, 1998 – 2000

Graduate Representative - York Assessment Forum on Teaching and Learning, York University, 1999

Graduate Teaching Associate - Centre for the Support of Teaching, York University, 1998 – 1999

Facilitator - Teaching Assistant Resource Group, Centre for the Support of Teaching, York University, 1998 –1999

Graduate Representative - Advisory Board, Centre for the Support of Teaching, York University, 1997–98

Steering Committee Member - Teaching Assistant Resource Group, Centre for the Support of Teaching, York University, 1997 – 1998

Workshop Organizer and Contributor - Teaching Assistant Day, York University, 1996 – 1999

Steering and Curriculum Committee Member - Philosophy Department, University of Toronto, 1988 – 1989

RESEARCH & RELATED ACADEMIC EXPERIENCE

Course Developer – Bachelor of Business Administration Program, "Ethics, Social Responsibility and Sustainability: Critical Thinking for Ethical Decision Making – A Simulation Game, Choose-Your-Own-Adventure-Course," York University, 2017-2018.

Course Developer – Ethics and Law, Bridging Program for Internationally Educated Professionals, York University, 2009 – 2010

Project Manager, *Website Development* - Bridging Program for Internationally Educated Professionals, York University, 2009 – 2010

Graduate Assistant Position - Department of Philosophy, York University, Winter 2001: Constructed bibliographies

Graduate Assistant Position - Department of Philosophy, York University, 1998: Indexed Luc Brisson's, *Plato the Mythmaker*, Chicago: The University of Chicago Press, 1999

Research Assistant - Department of Organizational Behaviour, Schulich School of Business, York University, 1997-1998; Investigated gender and diversity issues in business organizational theory; Developed business cases and teaching module on organizational theory and practice

Research Assistant - Department of Philosophy, York University, 1996 – 1997; Analyzed transcripts and mapped Canadian values; Focused on Canadian perspectives on Aboriginal and environmental issues

TEACHING
See *Teaching Portfolio* for further details

Teaching Philosophy Statement

My approach to teaching is Enactive Depth Education (Davis 2005, 2008; Davis and Sumara 1997; Thompson 2007; Zorn 2011; Zorn and Parke 2011). My aim as an educator is to engage the interest, collaboration and critical faculties of my students in a positive classroom climate where students are prepared to contribute, but enabled to experience empathy and conviction to improve community. At the core of my teaching is a conceptual triad of deep learning (Weigel 2002), critical skills (hooks 2003), and growth (Dewey 1958, 1977, 1997). A central aspect of my teaching invites students to practice staying with discomfort (Boler 1999). I feel that I have done a good job when my students become empowered teachers and learners, and begin to need me less and one another more.

My conception of teaching and learning is holistic and shaped by the metaphors of "ecology" and "eco-systems," and corresponding notions of interconnectedness (Code 2006). I believe that what students learn is not neutral. Since curriculum content and ideas always presuppose an interpretative or theoretical framework, following Lorraine Code's model of "Ecological Thinking", I value an ecological pedagogical model that recognizes relationships within and among institutions of knowledge production, their effects within the social-political structures within them, their negotiated, dialogical inter-workings and social-environmental implications (Code, 2006 & 1996).

A central aspect of my teaching involves listening, responding and adapting to opportunities for change and growth in a learning environment. As an educator, I am open to experiments, change and editing on my feet.

I believe that a necessary condition for the possibility of excellence in teaching critical thinking is educating for social change. My goal as a teacher is to incite intellectual curiosity, enable the deepest possible critical thinking and encourage growth of self and

community. I compose this Teaching Philosophy Statement at a time in need of critical thinking, a present juncture when, as Martha Nussbaum (2010) argued, "complete citizens who can think for themselves, criticize tradition, and understand the significance of another person's sufferings and achievements" (p. 2) are needed to keep democracies living. I firmly believe that educating for social change requires that students experience personal growth and collective engagement. I have learned through my teaching practice that part of my role as a teacher in this sort of deep-felt personal and collective change and growth in thinking and being is to enable learning environments in which students can feel their own feelings, stay and work through issues places of discomfort, and notice emotional habits of inattention (Boler, 1999). Critical thinking does not take place in the head, but rather extends throughout the living body and includes the world of the organism, especially the interpersonal, social world of self and other.

My teaching is not merely informed by my research. My teaching practice is radically intertwined with my philosophical beliefs and scholarship. The fundamental prerequisites for great teaching are love of one's subject matter and disciplinary. My genuine love of philosophy is contagious, and my disciplinary expertise means that students can trust the quality of information provided. I see all aspects of education as inseparably interwoven with the collective teaching of and learning of critical skills.

Teaching Development

eLearning@York Course
Summer 2012
- Skills learned:
    o Developed a blended online course
    o Participated in the evaluation of my own and peers' eLearning courses
    o Engaged in a range of learning activities, including reading articles, listening to presentations, engaging in group work, contributing to online and in person discussions, and developing various components of their eLearning project online

Job Design Concepts Inc.
Project Management Training, January 28, 2010, 9:00 a.m. – 4:00 p.m.
- Skills learned:
    o Explain the components of effective project management
    o Understand how the relationship between teamwork and planning affects the outcome
    o Identify tools to use in planning, scheduling, measuring and monitoring progress
    o Develop awareness of their skill level in project management

Job Design Concepts Inc.

Assertiveness Skills Training, January 21, 2010, 9:00 a.m. – 4:00 p.m.
- Skills learned:
  - Getting your ideas, plans and feelings across with confidence and conviction
  - Differentiate between aggressive behaviors which can create antagonism, assertive behavior and passive behaviors which can hinder your performance
  - Overcome any reluctance and to practice assertion appropriately in dealing with difficult situations
  - Improve interpersonal relationships, job satisfaction and task accomplishment

York University, Atkinson Faculty Workshop
"The Duty to Accommodate: Implications for the Classroom," May 3, 2006
- Facilitated by York's Office of the Ombudsperson and Centre for Human Rights

York University
Course Design Institute, Centre for the Support of Teaching, 2005
- The Course Design Institute supports participants who are developing new courses or programs, or who are modifying existing courses. The Institute will guide participants through the four stages of course development, focusing on strategies and approaches that will enhance student learning. The Institute will also explore ways to enhance learning and accomplishment of the new OCAV Guidelines for Degree Level Expectations by integrating student inquiry into courses. By the end of the Institute, participants will have made substantive progress on their course outlines, and received extensive feedback from colleagues and members of the CST staff.

York University
University Teaching Practicum, Faculty of Graduate Studies, 1998
- This program of professional development in university teaching and learning aims to provide opportunities for participants to develop knowledge and engage in practices required for effective university teaching.

York University
University Teaching and Learning Course, Faculty of Graduate Studies, 1997

- This course examined the theory and practice of university teaching. Topics included philosophy and goals of higher education, ethics, learning theories and learning differences, critical pedagogy, and teaching strategies.

University of Toronto

Ontario Academic Credit in Philosophy Teaching Practicum, 1997
- The purpose of the practicum is to provide graduate students with experience teaching secondary school-level philosophy classes and the opportunity to be mentored by high school philosophy teachers.

INSTRUCTIONAL TECHNOLOGIES
- Rich-Media design and presentation
- Publishing audio and video podcasts of lectures
- WebCT Learning Management System, including advanced features
- Moodle Learning Management System
- Some HTML

E-LEARNING CONSULTING

Academic Advisor, Curriculum Design, 2010 - 2011 – Everest E-Learning Centre, www.everestelc.com

Consultant/Presenter, 2007 – 2012 – Sonic Foundry, Inc., 222 West Washington Avenue, Madison, WI 53703, www.sonicfoundry.com

VOLUNTEER POSITIONS

Tutor, Adult Literacy Program – Toronto Public Libraries
January 2012 – July 2012
- Involves teaching adults how to read and write
- I teach one learner for two hours a week in Yorkwoods Public Library, Finch Avenue West, Toronto

AFFILIATIONS

John Dewey Society
Merleau-Ponty Circle
Philosophy of Education Society (U.S.)
Canadian Association for Studies in Education
Society for Phenomenology and the Human Sciences
Society for Philosophy and Technology
Society for Phenomenology and Existential Philosophy

MEDIA COVERAGE
See faculty website for more details: www.yorku.ca/cmcohen

2016

"York University professor is also an alien named Criticare
Dr. Cael Cohen riffs on StarCraft, World of Warcraft and role-play to better engage
students in her first-year course," *Now Magazine*, May 18, 2016.

2012
"The Gamified University Course: Role Playing Courses,"Spark with Nora Young, CBC
Radio 1, Episode, November 30. http://www.cbc.ca/spark/2012/

2008
"Short and Sweet: Technology Shrinks the Lecture," *The Chronicle of Higher Education*,
June 20, 2008

2007
CTV News Clip, aired on 6 p.m. news:
http://windows.stream.yorku.ca/faculty/zorn/ctv_ipod.wmv

"The Clicker Revolution," *YorkU Magazine*, December 2007

"Are You an Impostor? Why So Many of Us Feel like frauds – and some of us really are,"
The Peer Review, Winter 2007

'Zorn No Impostor," *Encore*, Atkinson Faculty of Liberal & Professional Studies Alumni
News, Autumn 2007

"Feeling like a fraud," *YorkU Magazine* Special Research Edition 2007, pg. 14

"Teaching the iGeneration," Globe & Mail's, Report on Business, University Report Card
2007, October 16, 2007

"What's New," York University, *Maclean's Guide to Canadian Universities 2007 Edition*

"The Impostor Phenomenon: Behind the Mask," *The Toronto Star*, July 4, 2007
http://www.thestar.com/article/234422

2006
McDevitt, Neale. "Unmasking the Impostor Phenomenon: Fear of Failure Paralyzes
Students and Faculty." *McGill Reporter*. May 18, 2006 - Volume 38 Number 17. Available
online at: http://www.mcgill.ca/reporter/38/17/zorn/

"Feel Like an Impostor? You Are Not Alone." *Academic Matters: The Journal of Higher
Education*. Spring 2006: pg. 30

Hughes, Greg. "Feeling Like a Fraud." *University Affairs*. March 2006: pg. 8.

2005

Galt, Virginia. "Feel Like a Fraud? Workplace Might be to Blame." *Globe and Mail*. December 24, 2005: pg. B8.

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