2015 SUMMER INSTITUTE

Equity & Excellence

JULY 10–11

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Friday, July 10, 9am–4pm
9:00 am Keynote Panel
10:45 am Concurrent Sessions
11:45 am Concurrent Sessions
12:30 pm Lunch
1:00 pm Student Poster Session
2:00 pm Concurrent Sessions
3:00 pm Concurrent Sessions

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3:45 pm Closing Reception
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| 9:00–10:30   | Theatre 2600 | Diversity, Excellence and Equity in K-12 (Panel Discussion)  
Chair: Pius Ryan, Assistant Superintendent in North Vancouver and President of the BC Council of Administrators of Special Education (BC CASE) | Carol Whiteman                      |
| 10:45–11:30  | SUR 2710 | Gender, authentic voice and space to create in Canada’s screen industry   
Recognizing the simultaneity principle that appreciative inquiry envisages, this interactive presentation explores the continuing question of how women can assume an equitable and authentic space as screen fiction directors in Canada while it contextualizes the temporal cultural landscape elucidating transformational pedagogy adopted by an internationally respected professional development program called Women In the Director’s Chair (WIDC). | Valia Spiliotopoulos                |
| 10:45–11:30  | SUR 2990 | Challenges and Opportunities in Implementing Interdisciplinary and Cross-curricular Competencies in Teaching, Learning, and Research: Self-study Perspectives   
This session highlights the lessons learned in engaging in educational development initiatives that promote excellence and equity in education through interdisciplinary and holistic pedagogy. The findings shared are from the point of view of a faculty member and educational developer, and are analyzed through a narrative and ‘reflective practitioner’ lens. | Valia Spiliotopoulos                |
| 10:45–11:30  | SUR 2995 | Copyright in the Classroom   
Copyright protects written, artistic and dramatic works, as well as performances, sound recordings and broadcast signals. This workshop, presented by SFU’s Copyright Office, will explain SFU’s policies and guidelines outlining how you can use copyright protected materials in your courses, and how to find materials with fewer copyright restrictions. | Donald Taylor                       |
| 11:45–12:30  | SUR 2710 | M&M: The Story of Excellence in Teaching and Learning   
What is excellent teaching that facilitates learning excellence? Who are the instructors who will be remembered as excellent teachers, long after convocation ceremonies? What happens during memorable teaching and learning moments that occur behind closed doors of the SFU classrooms? How to get the most out of university learning? | Ivona Mladenovic, Bratislav Mladenovic |
| 11:45–12:30  | SUR 2990 | Two EdD Dissertations: Parent Roles in Mediating Student Behaviour and Well-Being of Post-Secondary Kinesiology Instructors   
The first dissertation examined parents’ perspectives of their participation at school to support their children in resolving behaviour problems. Key themes included the influence of social networks, personal relationships, communication practices, and social reciprocity. The second examined the current wellness practices, active lifestyles, and personal values of post-secondary Kinesiology instructors in British Columbia by examining their physical activity habits, well-being, job satisfaction, and work-life balance. | Michelle Pidgeon, Marian de Jong, Ann Holmes |
| 11:45–12:30  | SUR 2995 | Piecing together the Puzzle: Formative Assessment Practices in a Grade 8 Classroom   
This presentation explores the essential features of a classroom where formative assessment is being practiced. It is based on research conducted in a Grade 8 Social Studies classroom and analysed using Activity theory conceptual framework. The four features, ‘teacher beliefs’, ‘alignment of student and teacher motives’, ‘student ownership’ and ‘the teacher as a learner’, are presented. | Carla Kronberg                      |
| 12:30–1:00   | Mezzanine | Lunch Break                                                                                 |                                      |
| 1:00–2:00     | Mezzanine | Poster Session  
Student Research Poster Presentations. You are encouraged to view the posters and talk to the students about their research. Refreshments will be served. |                                      |
| 2:00–2:45     | SUR 2710 | Laugh your way to wellness: a Kaizen-inspired approach to creating change   
Laughter is a universal language that connects people together and enhances compassion for the self and other. This participatory session will invite attendees to learn about laughter and how it can positively impact their work and life. Attendees will learn about the Kaizen principles and engage in reflections and activities to identify individual well-being practices. | Lehoa Mak                          |
**Friday, July 10, 2015 (continued)**

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<td>2:00–2:45</td>
<td><strong>Supporting Parents in Recognizing Excellence in Schools: Beginning a Conversation</strong></td>
<td>SUR 2990</td>
<td>Cher Hill</td>
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<td>This session aims to begin a conversation about how parents might be better supported in recognizing excellence in schools beyond the rankings of the Fraser Institute. As Margaret Wheatley (2002) notes, “real change begins with the simple act of people talking about what they care about”.</td>
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<td>3:00–3:45</td>
<td><strong>Raising the Bar for Excellence: Implementing Critical Creative and Collaborative Inquiry in Adult Education</strong></td>
<td>SUR 2710</td>
<td>Cathy Griffin, Eric Fry, Michelle Nakano</td>
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<td>Two years later, three program graduates share their perspectives on the strengths and challenges of implementing C3I within the context of teaching and learning in post-secondary adult education. Discussion will address embedding critical thinking within curriculum across various schools at BCIT; the implementation of critical diagnosis into automotive training for future technicians and lastly, operationalizing C3I in horticulture diploma and degree courses at KPU.</td>
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<td>3:00–3:45</td>
<td><strong>Holding Space: A Therapeutic Approach to Re-frame Presence and Process</strong></td>
<td>SUR 2990</td>
<td>Paula Jaspar</td>
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<td>The term “holding space” is echoed in expressive arts, manual therapy and psychology fields. It is a process to allow for the client the invitation to “unpack”. The unpacking may be rooted in the physical and the emotional self. The therapist must be open to suspend assumptions and allow the time, responses and surprises that may present during the process. Holding space is a skill that can be honed and we will discuss the most common tools.</td>
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<td>9:00–10:30</td>
<td><strong>“Non-Traditional”: The New Traditional University and College Student (Panel Discussion)</strong></td>
<td>Theatre 2600</td>
<td>Michelle Pidgeon, Associate Professor and Associate Director of the Centre for the Study of Educational Leadership and Policy (CSELP)</td>
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<td>Chair: Michelle Pidgeon, Associate Professor and Associate Director of the Centre for the Study of Educational Leadership and Policy (CSELP)</td>
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<td>10:45–11:30</td>
<td><strong>Critical, Creative and Collaborative Thinking in K-12 Education</strong></td>
<td>SUR 2710</td>
<td>Travis Thielmann, Quentin Baker, Beverley Bunker</td>
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<td>Developing the deep ability to think critically, creatively, and collaboratively is key to excellence. We will explore these three core competencies through the understanding that in order to effectively create teaching experiences, we must consider how our actions affect teachers, curriculum, learners, and the context of the learning environment.</td>
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<td>10:45–11:30</td>
<td><strong>From Private to Shared Space: Striving towards excellence through equitable space use change at SFU Surrey</strong></td>
<td>SUR 2750</td>
<td>Andrea Linsky, Aaron Warbinek, Lisa Higashi, Anne Way, Norm Chamberlain</td>
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<td>This session will provide an opportunity for open dialogue around space use change at SFU. A toolkit that has been developed by MED graduate students as part of a problem based learning project to help facilitate the space use change process in post-secondary institutions will be presented and used to facilitate this discussion.</td>
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<td>10:45–11:30</td>
<td><strong>Equitable Access to Editing Excellence</strong></td>
<td>SUR 2985</td>
<td>Larry Johnson</td>
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<td>The presenter will reveal three key elements of what he sometimes calls “the poetics of proofreading.” Scansion, imagery (intended or unintended), and logicality are all elements that need to be considered when revising prose statements in one’s own writing practice.</td>
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<td>11:45–12:30</td>
<td><strong>Accessibility and Graduate Education</strong></td>
<td>SUR 2750</td>
<td>Mahadeo Sukhai</td>
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<td>This session will offer an overview of the National Graduate Experience Project, a unique, multi-stakeholder initiative developed by the National Educational Association of Disabled Students, that aims to understand the experiences and barriers faced by students with disabilities in graduate education. This initiative, the only effort to appreciate issues facing graduate students with disabilities, has yielded significant dividends to date in the post-secondary community. In this session, participants will be introduced to the data collected to date, the policy and practice recommendations arising from the analyses undertaken, and the impact of this study on higher education in Canada.</td>
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Saturday, July 11, 2015 (continued)

11:45–12:30  Building Our Research
SUR 2985
Join the Langley M.Ed. in Leadership cohort as they discuss their research proposals in round table format. Presenters are looking for engagement, feedback and advice about conducting practitioner research, including research questions, data gathering techniques, data analysis and project conclusion.

12:30–1:00  Lunch Break

1:00–2:00  Poster Session
Mezzanine
Student Research Poster Presentations. You are encouraged to view the posters and talk to the students about their research. Refreshments will be served.

2:00–2:45  Postcards from the Edge of Equity and Excellence
SUR 2710
We examine daily practices of the self and of ourselves attuned to others. Such practices pertain to vitality and wellness and to how such qualities sustain personal, pedagogical and wider workplace relationships. Postcards written to one another indicate the respective journeys taken by members of the HEAL M.Ed. cohort to this phenomenological edge of equity and excellence in health education, promotion and care.

2:00–2:45  Leading Student Success
SUR 2750
Two K-12 Educational Leadership M.Ed. candidates share their action research findings and experiences. The topics are as diverse as the complexity of leadership - understanding how aboriginal students experience success and a game plan for improving instrumental music performance, but they are united in their efforts to support student success.

2:00–2:45  Perspectives in Science Education
SUR 2985
Members of the M.Ed. in Science Education cohort invite you to explore some current ideas in science education. Participants will be invited to consider issues such as inequity in science education, curriculum structures of science education, and science teaching practice and teacher development. The session will encourage discussion and feature three breakout sessions.

3:00–3:45  The Cmolik Prize for Enhancement of Public Education
SUR 2750
Awarded annually, this $50,000 prize recognizes recipients who have developed and implemented an invention, innovation, concept, process or procedure that enhances educational practice in the K-12 public school system in BC. The Surrey School District will describe the initiative for which it was awarded the Cmolik Prize for 2015.

3:45  Closing Reception in the Mezzanine at 3:45 pm

We would like to dedicate the 2015 Summer Institute to the memory of two outstanding alumni: Ms. Christine Nieder (MEd Alumni, 2013) and Dr. Pat Hibbitts (EdD Alumni, 2009). Both these individuals passed too soon yet the impact of their contributions to scholarship, leadership, and the broader community will not be forgotten.