2016 Summer Institute

The Career and Personal Impacts of Graduate Studies

Friday, July 8, 9am–4pm
- 8:00 am Registration
- 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

Saturday, July 9, 9am–4pm
- 8:30 am Registration
- 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 Closing Session
- 3:45 pm Closing Reception

External user internet access code during conference
Computing ID: sguest16
Password: SI2016

#sfusi2016
Friday, July 8, 2016

9:00–10:30  Keynote – After Grad: Panel Focus on K–12
Theatre
SUR 5280

10:45–11:30  Limp Wrist, Old Maids, and Diabolical Deviants: Stereotypes of Librarians
Chair: Larry Johnson
SUR 5360

11:45–12:30  “The Self” in and as Research
SUR 5320

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.

DOUBLE SESSION

Making Sense of Qualitative Data
SUR 5360

This workshop is designed for individuals undertaking qualitative research. It offers a space for exploring the philosophical and theoretical backdrop of qualitative inquiry/analysis, and to consider specific analytical strategies and practices applicable to participants' own research. Graduate students, individuals with prior research experience, as well as researchers undertaking qualitative inquiry for the first time are all welcome to participate.

2:00–2:45  Assessment by Teachers and by Peers
SUR 5100

This is a shared session focused on assessment. One researcher examines the factors that affect teachers’ choices about their assessment practices. The other looks at whether peer assessment can be used to deepen student engagement in writing.

2:00–2:45  MindUP and a More Self-Regulated Learner
SUR 5320

This session considers whether students’ levels of self-regulation change over the course of a 15-week MindUP mindfulness training program by looking at the experience in two schools with very different populations.

3:00–3:45  A Pedagogical Framework for our Professional Inquiry
SUR 5140

What makes a subject expert a teacher? Lack of a common understanding of such a fundamental term as “teaching” can result in confusion and miscommunication amongst us, and yet that confusion clearly exists. This session is a response to that problem.

Saturday, July 9, 2016

9:00–10:30  Keynote – After Grad: Panel Focus on Post-Secondary and Community
Theatre
SUR 2640

10:45–11:30  Publish This!
SUR 2970

You have wondered whether and how to publish your Masters or Doctoral research? Three panelists, all members of the Faculty of Education, share their perspectives on presenting and publishing, with a focus on opportunities and pitfalls for graduate students.

10:45–11:30  The Accidental Academic: Wonders and Wanderings as an SFU ‘Kid’
SUR 2980

This presentation tells my journey through many different academic endeavours and paths at SFU to foster creativity, collaboration and action through dialogue that extends my current research in wellness and professional learning for teachers in British Columbia.

10:45–11:30  Tracing the Arc of Humane Education: Children, Spirituality and Death
SUR 2980

In education we shy away from deep questions about those things that give life meaning. This panel explores themes of wholeness and spirituality from childhood education to adult education and end of life. How are these themes addressed, honoured, hidden, or denied?

11:45–12:30  Arts-Based Research: Responding to Silence
SUR 2740

Three doctoral students examine the merits and challenges of using arts-based research to explore the embodiment of both cancer and disability. They share the process of developing collaborative approaches to public dialogue using poetry, visual arts and sound.

11:45–12:30  Climbing Mount Ed-verest: Reflections and Lessons from EdD Students
SUR 2750

EdD students discuss the intersect between their research and professional lives, contemplating: Why do individuals embark on a doctoral journey? What motivates them to research on a particular topic? What are some challenges and opportunities they encounter?

11:45–12:30  Bringing Awareness to Our Own Learning Process
SUR 2990

As teachers and students, we don’t often reflect on our own learning. Participants will share their experiences of learning through guiding questions that foster awareness into our own learning process and could also be with students.
2:00–2:45  A Capacity for Dialogue— One of the Take-Aways from Grad Studies?  
SUR 2990  
A post-graduate degree can result in increased remuneration, opportunity, power, status, recognition, competence, know-how, self-regulation, insight, knowledge, understanding, efficacy, and individual transformation. Can it also enhance one’s capacity for dialogue?  
Johnson, Larry

2:00–2:45  The Happily Ever After? Beyond the M.Ed.  
SUR 2740  
Have you ever wondered what happens after Convocation? Crossing the stage is thrilling and marks new beginnings. Let’s share our adventures and brainstorm possibilities for the next chapter in our journeys in this interactive workshop!  
Chisholm, Jillian  
Eftenaru, Cristina  
Price, Stephen  
Zima, Anna

2:00–2:45  Strengths: Appreciating what students bring  
SUR 2750  
This panel presentation is situated in vocational bridging programs for immigrants, elementary learning support, and nursing education. We use Case Studies to ask, What are some alternate modes of knowledge creation with these diverse student?  
Chao, Alice  
Minhas, Simrat  
Sawkins, Tanis

2:00–2:45  I'll Show You Mine If You Show Me Yours: A Critical (Re)Mediation  
SUR 2980  
This session questions the nature of scholarship, its audience, the ‘fictive nature’ of data, the politics of representation, and the nebulous contact sites of the public/private. We invite the audience to witness our presentation and (re)mediation of each other’s scholarship.  
Robinson, Kelly  
Sutherland, Greg  
Sadhra, Sarine

3:00–3:45  Closing Session  
SUR 2740  
The Cmolik Prize for 2016: Imaginative Education  
Egan, Kieran  
Imaginative Education helps teachers to bring the content of the curriculum to meaningful life in students’ minds. Dozens of countries currently implement Imaginative Education programs and hundreds of B.C. schools experience it through the work of teachers who have learned to engage their students’ imaginations and emotions in the content of the curriculum.

3:45  Closing Reception in the Mezzanine