Day 1 – Friday, May 4

Opening Address, 9:00am – 10:00am

Fletcher Challenge Theatre (room1900)

TITLE: Strength Through Diversity

KEYNOTE: Dr. Mario Pinto, Vice-President, Research, SFU

BIOGRAPHY: Dr. Pinto was born in Colombo, Sri Lanka and received his B.Sc. degree and Ph.D. in Chemistry from Queen’s University. He is currently Professor of Chemistry and Vice-President, Research at Simon Fraser University. Pinto, a Fellow of the Chemical Institute of Canada and Royal Society of Canada, has received numerous awards and honors for his research, leadership, and community service.

Pinto is a pioneer in the field of chemical biology, having developed novel NMR/molecular modeling protocols for the study of bioactive ligand conformations when bound to proteins, the syntheses of enzyme inhibitors as agents against Type-2 diabetes, viruses and mycobacteria, and bacterial vaccines. Interest in reviving the lost art of dialogue in scholarly pursuits underpins Pinto’s innovations in research.

As Vice-President, Research, Pinto is an advocate for university research and guides policy development at the university, provincial and national levels. He is a champion for multi-disciplinary approaches to global problems and for establishing national and international linkages in research, technology, and education. Pinto has been instrumental in facilitating India-Canada collaborations in areas of infectious diseases, population and public health, clean energy technologies, and resource and environmental management. Underscoring Pinto’s work is a dedication to revitalizing dialogue that advances scholarly inquiry through collaboration.

Concurrent Sessions, 10:15 – 11:00

Room 1315

TITLE: Suspending Scholarly Conventions: A Walk into Transformation
PRESENTERS: Dr. Celeste Snowber, Dr. Vicki Kelly, Dr. Lynn Fels and Julia Lane

ABSTRACT: As artist scholars in the field of arts education and curriculum, we have contextualized our research and artistic practices through embodiment, performative inquiry, clown and indigenous ways of knowing. We recognize that the collaborative weaving of these four strands of inquiry leave tracings that offer an opportunity to address issues of isolation that lie at the heart of human longing and belonging. We explore disconnection, fragmentation, and loss experienced when individuals and communities are alienated from their environmental and cultural ecologies. The four artists will take up the challenge of an ambulatory exploration incorporating dance, music, clowning and story to inquire into the levels of transformation that might emerge through collaborative practice. In this exploration we are interested in extending the notion of collaboration to the human and more-than-human realms of participation. Through interrupting time and space/place, as experienced in conventional academic relationships, this collaboration between faculty, graduate students and local ecologies attends to the ways in which surrender and the suspension of time might contribute to dimensions of transformation. Through risking exposure of our human and ecological vulnerabilities we may come to an exquisite interplay of shared intimacy. When we interrupt academic scripts of engagement we create “interstices,” which become multi-dimensional places for collaboration and transformation. To dwell in such places, is to witness and speak to a curricular ethics and a curricular witnessing. Facilitating a dialogue between the performers and those bearing witness will allow us to share the possibilities of a resonance of compassion and re-cognition. It is our hope that this will bring us to a radical re-imagining and radical re-membering of our humanity within “a curriculum of a new key” (Aoki, 2005). The specific focus and care of the emerging dialogue will be on the contribution of the arts as a way to reveal and encounter intimacy, receptivity and our shared relationality.

Reference

TYPE: Symposium & Performance (45 minutes)
The theme of the conference “Learning Together: Collaboration as a Path to Transformation” provides an occasion for creative risk taking. In this 90 minute workshop participants will be invited to explore their own personal myths of transformation through story-telling, movement, art-making, and reflective writing. The emphasis of this hands-on workshop will be on personal, multi-disciplinary exploration using a variety of creative art-materials and activities. There will be opportunity for discussion of process-based experiential learning within the classroom, and the challenges of evaluation for the school-based practitioner. Please wear comfortable clothes, and be prepared to play.

About presenters: Dr Jan MacLean is a visual/performing artist and arts educator and a Lecturer with the Faculty of Education at SFU. Tina Farmilo is a mid-career interdisciplinary artist, educator and community maker, living in the southern Gulf Islands of BC.

TYPE: Workshop (two 45-minute sessions, second half at 11:15-12:00)

Room 1600

TITLE: nStudy: Software for Collaborations in Researching How to Improve Learning

PRESENTERS: Dr. Philip H. Winne and Dr. John C. Nesbit

ABSTRACT: Expert teachers know that how students go about learning is a key to understanding a student’s strengths and weaknesses, and the beginning for planning how to help each student achieve her or his potential. Expert teachers also know that students differ in their beliefs and that each student individualizes how they participate in instruction. In reality, a teacher can’t constantly monitor every student, and hasn’t time to plan and arrange personalized programs for each one.

Computing technology that we designed to support self-regulated learning can help. Called nStudy, it provides tools students can use as they read, study, research projects and write online. As students use nStudy’s tools, the software gathers very detailed, time-stamped information about how each one works. What do they highlight? What do they annotate? What and how do they review? nStudy can analyze these data to develop a profile of each student’s methods for learning. It can help teachers (and researchers, too) find students who are alike in how they learn. Importantly, nStudy can provide feedback to each learner about how they learn so students themselves can become more active in shaping better ways to learn. We will demonstrate nStudy and discuss with the audience how it can help researchers, teachers and students themselves collaborate to improve every student’s methods for learning.

Collaboration: If students, teachers and researchers share the data that nStudy gathers, we believe practice and theory will feed of one another and advance at an accelerated rate. We seek collaborations with students, teachers and other researchers to launch a major project investigating how to improve learning.

TYPE: Research (45 minutes)
Room 2270

TITLE: Reciprocity in International Volunteering

PRESENTERS: Moses Muthoki, Noble Kelly, Maureen Hillman, Dr. Judith McBride, Mali Bain, Emily Mbugua, and Munga Wanguya

ABSTRACT: How does international volunteering foster reciprocity and relationship-building? What do those words mean? Our conversation will include the visiting coordinator of Education Beyond Borders in Kenya, as well as participants online and in person from Kenya, BC and Québec. All conversation participants are involved in Education Beyond Borders' teacher professional development programs in Kenya. The presenters will share photographs taken in Kenya during Education Beyond Borders' work. In our inquiry, we will use photographs taken in Kenya over the past few years that speak to issues of relationship. The question guiding our inquiry is: How does international volunteering foster relationship building in teacher professional development? We aim to engage educators in a cross-cultural conversation. Photographs have been selected by a focus group with no vested interest in, or experience with EBB. We invite you to use the images and some guiding questions as a framework for conversations with other educators, as we investigate the risks, potential, and constraints to reciprocity in professional relationships.

About presenters: Moses Muthoki, EBB Kenya Coordinator; Noble Kelly, founder of Education Beyond Borders (EBB), high school educator; Maureen Hillman M.A., retired ESL teacher; Judith McBride PhD, retired teacher and teacher-educator; Mali Bain, UBC M. A. Student and SFU alumnus; Emily Mbugua, high school teacher and EBB Laikipia Professional Learning Community coordinator; Munga Wanguya, teacher and EBB Laikipia Professional Learning Community coordinator.

TYPE: Interactive photo-elicitation focus group (45 minutes)

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Concurrent Sessions, 11:15 – 12:00

Room 1315

TITLE: The importance of listening in learning through discussion: Considerations from an online perspective

PRESENTERS: Simone Hausknecht, Yuting Zhao and Dr. Alyssa Wise

ABSTRACT: Whether online or face-to-face, listening and engaging in other’s ideas is an essential part of productive discussions that plays an important role in helping learners construct knowledge, deepen their understanding and develop their ideas. In an online context, asynchronous discussion forums have become a common way to support learners to reflect, argue and incorporate different perspectives. Throughout our collaboration on the E-Listening
Research Project we have explored different aspects of discussions and considered ways to transform shallow asynchronous experiences into ones that encourage deeper understandings and richer knowledge formation.

Our interactive session will explore ideas of online listening behaviors and how they can encourage different depths of knowledge formation. We will begin with a short presentation to overview of some of the research findings from the E-Listening project, including work looking at students behaviors via survey (what they believe they do) as well as case studies of clickstream data (what they actually do) in asynchronous discussions. We bring these patterns to life with short simulations of several listening patterns we have observed (e.g. Social, Targetted, Interactive…). We then invite the audience to join us thinking about relevance of this work for supporting productive discussion in both online and face-to-face contexts.

Type: Interactive Presentation (45 minutes)

Room 1520

TITLE: Pushing the Edges (second half)

PRESENTERS: Dr Jan MacLean and Tina Farmilo

ABSTRACT: "We need new myths. Times are changing so fast that we cannot afford to stay set in our ways. We need to become exquisitely skilled engineers of change in our mythologies"
-- David Feinstein

The theme of the conference “Learning Together: Collaboration as a Path to Transformation” provides an occasion for creative risk taking. In this 90 minute workshop participants will be invited to explore their own personal myths of transformation through story-telling, movement, art-making, and reflective writing. The emphasis of this hands-on workshop will be on personal, multi-disciplinary exploration using a variety of creative art-materials and activities. There will be opportunity for discussion of process-based experiential learning within the classroom, and the challenges of evaluation for the school-based practitioner. Please wear comfortable clothes, and be prepared to play.

About presenters: Dr Jan MacLean is a visual/performing artist and arts educator and a Lecturer with the Faculty of Education at SFU. Tina Farmilo is a mid-career interdisciplinary artist, educator and community maker, living in the southern Gulf Islands of BC.

TYPE: Workshop (two 45-minute sessions, first half at 10:15-11:00)
Room 1600

TITLE: Collaborative learning: How does it work at open and distance education universities

PRESENTERS: Dr. Rob McTavish and Mr. Ojat Darojat

ABSTRACT: DE is now transitioning from the long-established traditional approach characterised by ‘knowledge transmission’ (Aalto & Jalava, 1995) to a new culture of learning referred to as ‘communities of inquiry’ (Garrison & Archer, 2007), emphasizing the role of instructors in creating learning environments that offer greater opportunity for learners to control and create knowledge based on their own needs and expectations. This dynamic development of learning has evolved together with the advancement of DE from traditional correspondence study to the use of current educational technology enabled environments where networked collaborative learning can exist (Bates, 2005; Juwah, 2006). The online learning environment has become the critical means for distance learners to engage in knowledge building activities. In this paper we will discuss how knowledge building proposed by Scardamalia & Bereiter (2006) has become a strategic issue in DE. Some fundamental principles of knowledge building presented by Scardamalia (2002) such as the idea of diversity, real ideas and authentic problems, and symmetric knowledge advancement will be discussed to show how these learning principles contribute to meaningful and in-depth learning by distance learners. Other frameworks or models of DE curriculum development such as the community of inquiry framework revealed by Garrison and Anderson (2003) that embraces collaborative constructivist orientation (Garrison, 2009) and Holmberg’s (2007) teaching-learning conversation will also be highlighted to serve a contextual dimension of knowledge building pedagogy in distance education environment.

TYPE: Paper (45 minutes)

Room 2270

TITLE: Exploring the experiences of faculty-led teams in conducting SFU Teaching and Learning Development Grant projects

PRESENTERS: Qi Zhang and Dr. Cheryl Amundsen

ABSTRACT: Many universities have established initiatives for faculty to systematically explore questions about teaching and learning by engaging in action research (i.e., Teaching and Learning Development Grants at SFU). Published reports of these initiatives fall broadly into two groups: 1) those that investigate initiatives at the program level to document activity across the institution, and 2) reports from individual faculty members about what they did and the results of student learning measures. What is missing is an in-depth examination of the experiences of the faculty members themselves (and other team members) as they are in the process of doing action research. Our research is tracking, over time, the experiences of two project teams at SFU. Planned data collection includes interviews and document analysis. We
want to know what team members learn from the inquiry process and the challenges they face and how they address them. This research is in its initial stages – we are awaiting ethical approval. In this presentation, we will describe the research design and the literature review and anecdotal observations that informed it.

About presenters: Dr. Cheryl Amundsen works directly with faculty to carry out Teaching and Learning Development grants. Qi Zhang has worked as an RA with Dr. Amundsen to develop an assessment framework to evaluate the impact of these grant projects. Qi Zhang’s thesis derives from this work. Dr. Amundsen is Qi Zhang’s supervisor.

Type: Research (20 minutes)

Room 2270

TITLE: Facilitating Language Learning through Reshaping Imagined Community Of Adolescents

PRESENTER: Zest Zhang

ABSTRACT: Understanding adolescent immigrants’ identity formation and language learning is a complex process that contains historical and social factors. Based on the community of practice theory, it is of great interest to think about their imagined community. Correspondingly, imagined communities will reflect individual’s investments in language learning, culturally and historically, and will virtually have impact. Actually, Imagination and reality are always in conflict, and this conflict is hard to perceive. Hopefully, this paper is going to seek ways for immigrant adolescents’ to work through their struggles, needs and self-development. I also hope to conduct possible supports from outside world. This presentation is going to provide a clear map to help us understand how to engage the imagined community, and to understand the investment, needs, and struggles of immigrant adolescents, as well as possible resolutions to their challenges.

TYPE: Performance (20 minutes)

Concurrent Sessions, 2:15 – 3:00

Room 1315

TITLE: Negotiating Identities in Multiple Spaces

PRESENTERS: Olivia Zhihan Zhang, Meilan Ehlert and Yujia Jiang

ABSTRACT: Though their participants range from multilingual ethnic Korean teenage learners in China, to Chinese international students preparing for admission for post-secondary
institutions in Canada, to Mandarin Chinese teachers in a Canadian University, three researchers share the view that their participants mostly display themselves as “the changing same” (Gilory, 1994, quoted in Hall, 1996, p.3), and have to come to terms with their “routes” while negotiating and constructing identities on their journey of “root” seeking.

Ehlert’s qualitative study illustrates how the ethnic Korean youths utilize multiple linguistic repertoires for the strategic negotiation of their identities across different time and spaces. The study finds that these multilingual teenagers have a tendency of undermining their own ethnic language and legitimacy as multilingual, and such tendency is highly dependent on their social network relations with people in or out of school setting.

Based on her narrative inquiry on the English learning experiences of Chinese international students preparing for admission for post-secondary institutions in Vancouver, Zhang’s pilot study shows that international students as newcomers have scant access to the practice of their classroom knowledge in the “community at large” (Lave & Wenger, 1991, p.4), and therefore miss opportunities to develop “identities of mastery” (ibid).

Jiang’s study is an attempt to examine teacher identity of two immigrant Chinese teachers of Mandarin working in a Canadian university. The findings reveal that the negotiation of teacher identities between ‘root’ and ‘route’ is not only constituted by the sociocultural discourses teachers historically and currently inhabit but also influenced by teachers’ choices within these discourses, and that teachers' negotiated identities are intertwined with their teaching practices.

TYPE: Research (45 minutes)

Room 1520

TITLE: INTERNATIONAL COLLABORATION: An ITEM China Perspective

PRESENTERS: Robert Swansborough

ABSTRACT: Collaboration, learning together, and transformation – the three key elements that encompass this conference theme are fully incorporated in the experiences of SFU PDP students who undertake their 401/2 abroad and in this case in China. This session will focus on the key features of the International Teacher Education Module (ITEM) in general with specific reference to China. Internationalization of curriculum underpins the ITEM China using themes taken from Global, Intercultural and Multicultural Education. Just as in on campus modules, all PDP academic goals are realized with the additional elements relating to diversity in the classroom, social justice and interdisciplinary curriculum. Pivotal to ITEM China is the various degrees of collaboration at all stages of the program.

Our collaboration is broadly based and involves schools and universities both here in British Columbia and in China. Schedules permitting, students who have recently returned from China
for their Education 401/2 semester may be in attendance at this session to share their transformational experiences.

About presenter: Robert Swansborough, ITEM China Faculty Associate, SFU

TYPE: Talk (20 minutes)

Room 1600

TITLE: Telling our story: Collaborative Online Narrative-based Case Studies for Medical Education

PRESENTERS: Robyn Schell and Dr. David Kaufman

ABSTRACT: In medical education as in all types of education, story is central to how humans learn about the world and communicate their understanding to others (Hunter, 1991). Every day, in rounds, in lectures, and in class doctors tell their stories: how they handled ethical dilemmas, broke bad news to patients, or made new discoveries in clinical diagnosis. However, in many medical schools, students learn from case studies included in Problem-Based Learning (PBL) tutorials that describe impersonal, bio-medically oriented narrative of disease (Donnelly, 1996). Viewed from this perspective, simple, linear, paper case studies traditionally used in PBL tutorials may not be rich or complex enough to be considered authentic situations for learning, especially for those more experienced students. Navigating a variety of stories developed within PBL case studies has the potential to help student’s develop flexibility, to understand what it’s like to be a patient, and to communicate stories to others. Because of this, stories may serve as a medium to overcome the negative implications of just-the-facts case studies that can lead to detachment and objectification of patients.

Our presentation will describe the development of a story-based case study for online PBL in medical education using video format supported by multimedia resources. The initial test of a prototype will be discussed as well as future plans to integrate this model into a simulation for learning diagnostic and treatment management skills.

TYPE: Paper (45 minutes)

Room 2270

TITLE: International Language Courses at B.C. Public Schools: (Dis)Empowering Linguistic Minority Students

PRESENTER: Naghmeh Babaee
ABSTRACT: Some international language courses are offered in British Columbia’s public schools (British Columbia, 2011). However, many linguistic minority students, or immigrant children, lack the opportunity to study their heritage languages at school. This presentation will highlight the importance of heritage language maintenance, that is, continuing using one’s first language, from personal (Babaee, 2010b), familial (Wong Fillmore, 2000) and cognitive (Toukomma & Skutnabb-Kangas, 1977) perspectives. This will be followed by a critical review of heritage language programming at British Columbia’s public schools with a focus on its potentially disempowering influences on linguistic minority students. Finally, suggestions for empowering linguistic minority students and facilitating the learning of both heritage languages and English for them will be offered.

About presenter: Naghmeh Babaee, PhD candidate in Second Language Education, the University of Manitoba, Winnipeg.

TYPE: Paper (45 minutes)

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**Main Lobby**

**TITLE:** MoCSSy: The Essence of Interdisciplinary Teaching and Learning

**PRESENTERS:** Dr. Vahid Dabbaghian

ABSTRACT: Interdisciplinary collaborations have led to the development of innovative research fields such as bioinformatics and cognitive science. Through such endeavours, bridging disciplines has led to the development of successful research programs. In 2008, Simon Fraser University started its own interdisciplinary approach when it launched the Modelling of Complex Social Systems (MoCSSy) Program. MoCSSy represents the essence of interdisciplinary teaching and learning. It unites students of computer science, mathematics, criminology, and health science to model the complex dynamics that drive the linked epidemiologies of crime, disease, homelessness and other social ills in urban neighborhoods. Through its interdisciplinary framework, it creates a wealth of opportunities for collaborative teaching and learning among students and faculty. In this poster presentation the authors introduce the audience to the MoCSSy Program and present evidence of its impact. First, key principles underlying the organization of the program are described. Next, an example of projects that have been undertaken in the program is presented by providing both written and visual results that have been published in academic circles. The authors go on to present results of analyses that consider the impact of the program. Through structured interviews conducted separately with computing science majors and majors in other disciplines, the analyses demonstrate the benefits of the program to computing science students and how students from other disciplines created a new image of computing science as a result of their collaborations. The authors conclude by discussing how the program could be further improved to facilitate the needs of students.

Authors: Andrew A. Reid, Philippe J. Giabbanelli and Dr. Vahid Dabbaghian

TYPE: Poster
TITLE: Library Literacy Collaboration: Italian Immigrant Stories

PRESENTER: Mary Giovannetti and Hope Power

ABSTRACT: The poster demonstrates how a uniquely designed library literacy project fostered professor, librarian, and student collaboration to make researching in libraries a joyful discovery and to show how approaching a subject with a beginner’s mind allows discoveries to unfold. Italian Immigrant Stories, which developed from this collaborative approach to library literacy, presents a student’s journey of discovery into what life was like for Italian immigrants in Canada beginning in the 1850s, a time when Lorenzo Giovannetti, her great grandfather, emigrated from Italy to Cape Breton Island, Nova Scotia. Through poetry, biographies, Canadian government official documents, and scholarly texts, the student uncovers the theme of imprisonment and the importance of “arrangiarsi” to making it in the new world.

About presenters: Mary Giovannetti, Ph.D. Student, Faculty of Education, and Hope Power, SFU Librarian, Faculty of Education

TYPE: Poster

TITLE: Learn complex scientific concept together

PRESENTER: Fatemeh Rostamzadeh

ABSTRACT: This proposal is to demonstrate how a complex scientific concept can be explained to a lay people. Because today it is imperative that ordinary people understand science when so many scientific discoveries have ethic consequences. In my poster presentation I am going to duologue with several non-scientific people to help them explore molecular nano-magnet transistors.

A molecular nano-magnet is a single molecule that contains transition metal atoms that endow it with a stable magnetic moment. Transistors based on single molecule nano-magnet (SMNM) are potential candidates for spintronic devices and information storage. Our theoretical study of molecule nano-magnet transistors (SMNMT) is based on a tight-binding model that provides a realistic description of SMNMTs and is capable of treating much larger molecules. Our model allows us to propose ways to design the properties of SMNMT. We consider in detail some examples of Mn12 based SMNMT in which the molecules bond to gold electrodes via thiol-terminated ligands.

My topic contains several crucial specialization physics’ concepts, in my dialogues with the audience I will use their every-days’ knowledge to clarified those concepts and help them to understand the future computer’s memories. I believe this collaborative experience facilitates participants to overcome their fear of sciences and also helps me as the scientist presenter to have a different point of view about my research.

TYPE: Poster
TITLE: The Arab Spring and Social Media

PRESENTER: Hend Alrasheed

ABSTRACT: Arab spring is the series of revolutions in the Middle East and North Africa. All these demonstrations shared the same reasons: human rights violations, government corruption, poor economic systems, unemployment, poverty, and the lack of freedom. During Arab spring, three main regimes failed to lead their countries. These countries were Tunis, Egypt and Libya. There are many factors that help to make a revolution successful, and social media technologies are now a major factor. The Arab Spring revolutions exploded rapidly due mainly to social media. Without this technology, the communication necessary to gather the people and spread the word to that extent would have been impossible. Despite governments’ attempts to control Internet-based technologies in order to prevent such things from happening, technology has advanced to such a level that the public was able to get around the governments’ attempts. This poster discusses the role of social media technology in the recent series of revolutions in the Arab Spring, including its effects and how the protesters used it. It also discusses the governments’ reactions to these technical revolutions. Finally, it ends with a few unanswered questions about the governments’ power.

TYPE: Poster

TITLE: Simon Fraser students engage in research that has practical implications for society

PRESENTERS: Aaron Strong and Zahra Lotfi Mahyari

ABSTRACT: Simon Fraser University’s recent initiative towards becoming Canada’s leading engaged university has brought with it a focus on “engaged” research. By promoting research initiatives from their initial planning to their final applications, SFU is developing student and professional relationships through a focus on collaboration. This work will focus on two distinct aspects of this collaborative process: the development of new functionalities and the applications thereof, through examination of two separate student projects.

With both research projects having the potential for societal benefits, the topic of engaging the community in order to collaborate on the implementation of such technologies will be addressed.

First Project: Hydrogen fuel cells as an emerging technology with much promise in the field of energy generation. Second Project: New functional and tunable magnets that one can change the magnetism by external force like pressure and light offer industry wide industrial applications.

TYPE: Poster
Engaging Dialogue Sessions, 4:00 – 5:00

Room 1315

TITLE: Collaboration in the Arts

ROUNDTABLE FACILITATOR: Julia Lane

ABSTRACT: Some artistic mediums are more apparently collaborative than others, but are there ways in which the arts are all collaborative? How does collaboration contribute to the artistic process? What are the challenges to collaborative art making? How do artists collaborate? Who do artists collaborate with? Where do "collaborative" and "community/public" arts intersect? Where do "collaborative" and "interdisciplinary" arts intersect?

Bring your questions and your insights to this roundtable discussion focused on the role of collaboration in the arts, and the role of the arts in collaboration.

TYPE: Roundtable format

Room 1520

TITLE: Collaboration in Learning

ROUNDTABLE FACILITATOR: Charles Scott

ABSTRACT: We can reflect on what we have learned, considering how collaboration appears in or contributes to our learning. What, for example, all the attitudes or skills in collaboration that make learning possible? In what ways is collaboration effective in enhancing or influencing our learning? Do you feel you enjoy collaborative learning and how is it helpful? In short, what are the relations you see between collaboration and learning?

TYPE: Roundtable format

Room 1600

TITLE: Collaboration in Teaching

ROUNDTABLE FACILITATOR: David Kaufman

ABSTRACT: Much has been written in recent years about the need to change our teaching and learning methods in higher education. This dialogue session will address the following questions: 1. What is 21st century teaching? 2. How can teaching be a transformative process for our students?

TYPE: Roundtable format
Day 2 – Saturday, May 5

Opening Address, 9:00am – 10:00am

Fletcher Challenge Theatre (room1900)

TITLE: Pondering, mucking with data, theorizing, and taking action: Finding solutions together

KEYNOTE: Dr. Robin Brayne, Director of Graduate Programs, Faculty of Education, SFU

BIOGRAPHY: Dr. Robin Brayne, a former Superintendent of Schools and Chief Executive Officer is a lecturer, and Director of Graduate Programs in the Faculty of Education at Simon Fraser University. His teaching interests are in the areas of educational governance, school law, leadership studies, policy studies and education reform. Dr. Brayne is the Associate Director, Centre for the Study of Educational Leadership and Policy (CSELP), Simon Fraser University.

Concurrent Sessions, 10:15 – 11:00

Room 1315

TITLE: Teaching together in the PDP program

PRESENTERS: Dr. Allan MacKinnon, Alex Pike and Ashley Kennedy

ABSTRACT: This presentation will focus on a unit on Forensic Science team-taught by the Maple Ridge Module to intermediate pupils at Fairview Elementary School in Maple Ridge. The session will begin with a film of the unit, followed by a discussion of the rationale for the project and its outcomes. This session provides an example of a teaching exercise occurring in EDUC 401/2 involving an entire module in an off-campus teacher education site.

Type: Interactive/Performance (45 minutes)

Room 1520

TITLE: Differences in Collaboration in East and West: Exploratory Qualitative Research into Possible Differences

PRESENTERS: Dr. Charles Scott and Gloria Guo

ABSTRACT: I am a Chinese international student completing my graduate study in the Faculty of Education who also did her undergraduate courses at SFU. It took me a while to understand how domestic students collaborate. I adopted different communication strategies while practicing human agency in order to gain a fuller participation and to understand the dynamics of
collaboration. However, in my graduate study, I experienced a difficult time collaborating with Chinese international students. This experience encourages me to explore these questions from my experiences of my Chinese Canadian and native-born Canadian friends: Why do Chinese international students, who are from a collectivist community and culture, behave like individualists in collaborative settings? For example, from my experience, it seems they are concerned about the consequences of their action for themselves but not for others. Why do a number of Chinese international students who were in a cohort model of education in China (both in secondary and post secondary experiences) need to learn how to collaborate and learn from collaboration? How do the modern Chinese sociocultural values, economy, and political policy influence Chinese international students’ academic study, especially in terms of collaboration? I will address those questions by interviewing SFU Chinese international students and domestic students. I will also do formal research on the third question through a review of the theoretical and research literature.

My purpose is to help both domestic and Chinese international students to learn to understand how to work with each other in academic collaborative work and to bridge gaps between them to promote a more supportive and encouraging learning environment. I do not have the answers to my questions. I hope our presentation will be an opportunity for us all to collaborate to develop understanding.

Type: Paper (45 minutes)

Room 1600

TITLE: Emerging Curriculum: weaving a transformative fabric (session 1 of 3)

PRESENTERS: Dr. Carolyn Mamchur, Marc Legacy, and the Doctoral Cast of Transformers

ABSTRACT: Traditional curriculum is generally thought to express both, revealed learning and hidden teachings. The revealed curriculum openly follows the ‘approved’ scholarship, while the hidden curriculum subtly reinforces the dominant ideology. But, our good friend, Paulo Freire reminds us that “curriculum which ignores racism, sexism, the exploitation of workers, and other forms of oppression at the same time supports the status quo” (Heaney, 2005).

An emergent curriculum however is multivocal. Together with transformative ‘liberatory’ learning, an emergent curriculum rises through the expression of multiple literacies and multiple epistemologies – a cacophony of narratives across intersecting and interrelated fields of interaction. Beginning with a participatory approach, transforming the traditional curriculum requires that along with their professors, students become co-participants in the pedagogical development of an emerging curriculum (Guy-Wamba, 2010).

Not long ago, a group of doctoral students along with their faculty members embarked on a lifelong transformative process. Loosely patterned along the ‘socio-ecological model of interaction’, the promise was “to create transformational change at the personal, social, and
organizational levels”. Our presentation will demonstrate the transformative potential for an emerging curriculum that reveals itself through interrelated narratives and multiple epistemologies. We will then conclude that each co-participant is equally obliged to challenge the single narrative; equally obliged to transform the traditional curriculum.

TYPE: Paper – Interactive/Performance (three 45-minute sessions: the second is at 11:15 –12:00, the third at 2:15 – 3:00)

Room 2270

TITLE: Building a Global Village: Networking for Collaboration and Peer Learning

PRESENTERS: Noble Kelly, Mali Bain, Moses Muthoki, Monika Hardy and Zac Chase, and collaborators from around the globe.

ABSTRACT: As educators, we are entrusted with the task of developing global citizens. In this new century there is a need for new curriculum, policy and attitude to help foster “global citizenship”. However, we may be inadvertently contributing to widening the already large global educational and digital divide. If we limit our reach to only our classroom or a few other developed regions and we do not have the interaction with more developing nations on a regular basis, then we must question how “global” are we? As educators, no matter where we live, we have a few key responsibilities. We must not only teach the usual academics but also be role models for and nurture our students to be able to communicate, collaborate and create within a truly global context. This workshop will examine how, through a more systemic and diverse approach to collaboration, we can address global issues, educate ourselves and prepare the next generations for the interconnectedness of globalisation. By the end of the session, we would have worked together to develop an institutional action plan template to foster global competencies towards building a global network of peer learners.

About Noble Kelly: Noble Kelly has been a High School Educator since 1991. Mr. Kelly has a Post Baccalaureate in Educational Technology. He has worked as a teacher mentor and trainer for the Simon Fraser University Educational Technology Post Baccalaureate program and facilitated workshops to teachers as part of his role as a member of the Peace and Global Education action group for the British Columbia Teachers’ Federation. He has done development work in South Africa, Ethiopia, Guyana, Tanzania and Kenya, mainly with education reform and teacher professional development. Mr. Kelly founded Education Beyond Borders in 2007 and is presently devoting his time to its continued growth and developing and implementing systemic strategies to foster quality education globally.

TYPE: Workshop (45 minutes)
Concurrent Sessions, 11:15 – 12:00

Room 1315

TITLE: Collaboration as Shared Reflection on Task, Over Time

PRESENTER: Dr. Larry Johnson

ABSTRACT: The presenter speculates that collaboration requires cycles of critical self reflection and dialogue, which open one’s ability to address common tasks with individuals who are significantly ‘other.’ He recalls being an older, master’s level student in a course on Curriculum in 1994. During class time, he collaborated with a younger, PhD student to deconstruct the BC Literature 12 curriculum from viewpoints of feminism and critical discourse. She and the presenter wrote chronological narratives of their experiences with that curriculum, and then they responded in writing and dialogue to each other’s narratives. Commonalities and distinctions (hers rooted in cultural pluralism and outraged feminism, his rooted in phenomenology and special needs parenting) surfaced both inter-textually and in dialogue. This brief in-class collaboration seeded subsequent projects and publications, which came to include the voices of children and seniors. Its story continues to stimulate reflection and conversation. The presenter retells this story of “collaboration over time,” re-sounds the words and voices of its individual participants, and suggests the continued poignancy of its ongoing themes. During the second half of the presentation, the dialogue will ‘go live’ to consider the question: How might the idea of a tradition of Canadian writing, rather than a canon of English Literature, redress issues of personal outrage and fear for the exclusion of one’s children, which have been raised during the dialogue so far?

About the presenter: Larry Johnson, SFU Alumnus (EdD); Assistant Superintendent (Retired), North Vancouver School District.

TYPE: Presentation with interaction (45 minutes)

Room 1520

TITLE: From Subjectivity to Community: what we can learn with Jacques Rancière

PRESENTERS: Dr. Charles Bingham and Jason Carreiro

ABSTRACT: In this paper presentation we will speak about the complex issue of being (what we call) a “common self” or “cultural citizen”, i.e., an individual that is also a part of the community, through the lenses of some of Jacques Rancière’s works. From "The Ignorant Schoolmaster" and "Disagreement: Politics and Philosophy", we shall define what subjectivity in relation to politics and aesthetics means in Rancière’s thought. From "The Emancipated Spectator" and "The Politics of Literature", we shall discuss Rancière’s idea of a “community of
equals” and what implications this concept has in art, education, politics and culture. Last, but not least, we will introduce Rancière’s concept of the “distribution of the sensible” as a concrete possibility to allow equality to thrive in the aforementioned spheres of society.

TYPE: Paper (45 minutes)

Room 1600

TITLE: Emerging Curriculum: weaving a transformative fabric (session 2 of 3)

PRESENTERS: Dr. Carolyn Mamchur, Marc Legacy, and the Doctoral Cast of Transformers

ABSTRACT: Traditional curriculum is generally thought to express both, revealed learning and hidden teachings. The revealed curriculum openly follows the ‘approved’ scholarship, while the hidden curriculum subtly reinforces the dominant ideology. But, our good friend, Paulo Freire reminds us that “curriculum which ignores racism, sexism, the exploitation of workers, and other forms of oppression at the same time supports the status quo” (Heaney, 2005).

An emergent curriculum however is multivocal. Together with transformative ‘liberatory’ learning, an emergent curriculum rises through the expression of multiple literacies and multiple epistemologies – a cacophony of narratives across intersecting and interrelated fields of interaction. Beginning with a participatory approach, transforming the traditional curriculum requires that along with their professors, students become co-participants in the pedagogical development of an emerging curriculum (Guy-Wamba, 2010).

Not long ago, a group of doctoral students along with their faculty members embarked on a lifelong transformative process. Loosely patterned along the ‘socio-ecological model of interaction’, the promise was “to create transformational change at the personal, social, and organizational levels”. Our presentation will demonstrate the transformative potential for an emerging curriculum that reveals itself through interrelated narratives and multiple epistemologies. We will then conclude that each co-participant is equally obliged to challenge the single narrative; equally obliged to transform the traditional curriculum.

TYPE: Paper – Interactive/Performance (three 45-minute sessions: the first is at 10:15 –11:00, the third at 2:15 – 3:00)

Room 2270

TITLE: Wondering about “Wonder”

PRESENTERS: Annabella Cant, Dr. Kieran Egan and Dr. Gillian Judson
ABSTRACT: “The Rediscovery of Wonder” is the title of the new Ted Talks series. Why would we need to rediscover wonder? And who are “we”? The answer could be that we are adults. Are children better able to access the guarded realm of “the wonderful”? If, a few years after graduating, we are asked to identify the teachers who we remember and appreciate, most, our answers name the teachers that were able to provoke in us a sense of wonder about curriculum topics. The importance of wonder was acknowledged from the very beginning of educational and philosophical thought. Plato, for instance convincingly tells Theaetetus: “Wonder is the feeling of a philosopher, and philosophy begins in wonder” (p.10). We could continue this idea with Kingswell’s words: “Most children . . . do not become philosophers: early wonderers at the fact of the world, they are trained to forget the questions that have no clear answers. The experience of wonder may continue to visit many, but pursuit of the question is left to a few” (p. 86). Present day curricula tend to erase wonder from everyday learning and teaching. This presentation will attempt a historical journey into the importance of wonder in education and it will attempt to harvest, during this journey, multiple suggestions as to how to revive wonder in adults (teachers and curriculum makers) and how to keep wonder alive in children.

References


About presenters: Annabella Cant (Ph.D. candidate in CT&I program), Kieran Egan (professor) and Gillian Judson (Lecturer) are long time collaborators on the issue of Imaginative Education. Presently they are also collaborating on editing a book on the topic of "Wonder" in education. Reading the set of essays written about this specific educational ingredient has stimulated further their own thinking about the topic.

TYPE: interactive presentation (45 minutes)
unusual program and tends, after the first simple description, to elicit enthusiasm from some people and hostility from others. While the basic idea is quite simple, we think the potential implications of the program for students, teachers, and schools are profound. In our presentation, we aim to describe the program in more detail, including how it began in the SFU Faculty of Education about five years ago and is now being implemented in many countries around the world, as well as in many schools across North America. Two research studies have explored some of the initial claims made for why the program will not work, and others claiming that it will have a number of clear educational benefits. Our presentation addresses these studies and also allows attendees to experience LiD firsthand.

About presenters: Dr. Kieran Egan, (Professor, SFU) & Jason Lapenskie (Ph.D. student, SFU)

TYPE: presentation with some interactive aspects (45 minutes)

Room 1520

TITLE: Integrated Approach To Contemplative Practice: Mindful And Dialogical Explorations Of Collaborative Inquiry (first half)

PRESENTERS: Sean Park, Dr. Charles Scott, Dr. Tom Culham, Dr. Avraham Cohen and Dr. Heesoon Bai

ABSTRACT: In this workshop we will explore an integrated approach to creating moments of awakening with participants and the implications for education. We will demonstrate the possibilities that have emerged within a group of academics who are engaged in contemplative practices that integrate the disciplines of mindfulness and dialogue, and that have served group into a cohesiveness wholeness that is still in a process of development. We will offer a learning possibility for participants that grounds itself in the interpenetration of the inner and outer, self and other, the mind and heart, body and spirit. We will offer a variety of inner work practices, including sitting meditation, and dialogical explorations aimed at developing and sustaining awareness and interbeing. Possibilities include: mindful awareness of body states, sensation/perception, intellect, and emotions; of relational dynamics, and sociocultural influences; utilization of the findings of neuroscience; and mindful awareness of the influence of various institutional and environmental systems and dynamics. Our work is grounded in the theoretical foundations of contemplative practices that develop mindful awareness and dialogical practices that deepen interpersonal understandings and the possibilities of I-Thou encounters in academia, and the view that such experience is facilitative of integrated personal and curriculum learning.

TYPE: Workshop/Interactive Session (two 45-minute sessions, second half at 3:15 – 4:00)

Room 1600

TITLE: Emerging Curriculum: weaving a transformative fabric (session 3 of 3)
PRESENTERS: Dr. Carolyn Mamchur, Marc Legacy, and the Doctoral Cast of Transformers

ABSTRACT: Traditional curriculum is generally thought to express both, revealed learning and hidden teachings. The revealed curriculum openly follows the ‘approved’ scholarship, while the hidden curriculum subtly reinforces the dominant ideology. But, our good friend, Paulo Freire reminds us that “curriculum which ignores racism, sexism, the exploitation of workers, and other forms of oppression at the same time supports the status quo” (Heaney, 2005).

An emergent curriculum however is multivocal. Together with transformative ‘liberatory’ learning, an emergent curriculum rises through the expression of multiple literacies and multiple epistemologies – a cacophony of narratives across intersecting and interrelated fields of interaction. Beginning with a participatory approach, transforming the traditional curriculum requires that along with their professors, students become co-participants in the pedagogical development of an emerging curriculum (Guy-Wamba, 2010).

Not long ago, a group of doctoral students along with their faculty members embarked on a lifelong transformative process. Loosely patterned along the ‘socio-ecological model of interaction’, the promise was “to create transformational change at the personal, social, and organizational levels”. Our presentation will demonstrate the transformative potential for an emerging curriculum that reveals itself through interrelated narratives and multiple epistemologies. We will then conclude that each co-participant is equally obliged to challenge the single narrative; equally obliged to transform the traditional curriculum.

TYPE: Paper – Interactive/Performance (three 45-minute sessions: the first is at 10:15 –11:00, the second at 11:15 –12:00)

Room 2270

TITLE: From Critical Reflection to Authentic Evidence

PRESENTERS: Dr. Linda Apps, Leanne Ewen, Dr. Jocelyn Reeves, Adema Romano and Fiona Moes

ABSTRACT: Reflection has long been considered a valuable tool in education for students to investigate and develop insight and awareness around their actions and learning, and to bring a much regarded criticality to the humanistic ingredient of the pedagogical experience. Experts from Dewey to Donald Schön to Brookfield, have written extensively on the value and facilitation of purposeful reflection to support and guide students towards an informed practice. Currently, at Simon Fraser University, critical reflection in the teacher preparation program (PDP) is an important component for helping students better understand how one participates in and shapes their pedagogical practice. Students are required to maintain reflective journals of their experiences for the purposes of self-analyses regarding their dispositions, responses, and philosophies of their teaching practice. However, even with the structured guidance of the
Faculty Associates, students often have difficulty making connections between what can appear to be nothing more than record keeping of personal experiences to the effective knowledge-building of a reflective practitioner. In the process of teaching students specific writing skills for the purpose of successfully completing mid-term and final reports, new light was shed on how students might circumvent the prescribed purpose of a given reflective exercise, return to their journal entries as a source of knowledge related to a different investigation and in this way recognize the inherent rather than imposed evidence in their writing. This process will be reviewed and demonstrated in the presentation.

About presenters: Linda Apps – Lecturer, Leanne Ewen – Faculty Associate, Jocelyn Reeves – Faculty Associate, Adema Romano – Student Teacher, Fiona Moes – Student Teacher

Type: Workshop (45 minutes)

Concurrent Sessions, 3:15 – 4:00

Room 1315

TITLE: Intersecting Pathways: Stories of Literacy Learners, Tutors, and Policy-Makers

PRESENTERS: Leanne Boschman and Dr. Suzanne Smythe

ABSTRACT: The presentation takes up the conference themes of collaboration and transformation in its focus on storied versions of adult literacy learners and tutors work together. Literacy learning is framed in terms of a dialogic relationship in which both learners and tutors are engaged in co-constructing educational goals and approaches. Within such a critical literacy approach, relations of power are kept in the forefront and multiple strategies are utilized, just as many ideologies inform social experience. Transformation takes place within moments of what Rebecca Melville calls “resonance,” moments of strong connection with another’s story or within our own. As well, within a holistic educational framework, these stories may involve learning expressed not only in cognitive terms, but new understandings that take place through kinaesthetic, spiritual, and emotional modalities. Stories of collaborative transformational literacy learning are based on a creative writing program that accommodates and supports learners’ emergent literacy goals in a rural First Nations community on Vancouver Island facilitated by Leanne Boschman and from Dr. Smythe’s varied experience in the field of adult literacy policy.

About presenters: The co-presenters are Leanne Boschman and Dr. Suzanne Smythe. Leanne Boschman is a doctoral student in the Languages, Cultures, and Literacies program at Simon Fraser University. At present, Leanne facilitates a writing program called “Poetry Warriors” for the Malahat First Nations. As well, she is the lead instructor for the SFU Continuing Education Stepping Stones program. Dr. Smythe is a lecturer at Simon Fraser University teaching courses in the Certificate in Literacy Instruction and Post Baccalaureate in Adult and Community Literacy Education. One vein of her current research explores how adult literacy educators
negotiate skills-based policy discourses to create spaces for critical literacies in their work. Together, they are planning a Directed Study that will involve both readings and inter-active explorations of adult literacy programs.

TYPE: Discussion (45 minutes)

Room 1520

TITLE: Integrated Approach To Contemplative Practice: Mindful And Dialogical Explorations Of Collaborative Inquiry (second half)

PRESENTERS: Sean Park, Dr. Charles Scott, Dr. Tom Culham, Dr. Avraham Cohen and Dr. Heesoon Bai

ABSTRACT: In this workshop we will explore an integrated approach to creating moments of awakening with participants and the implications for education. We will demonstrate the possibilities that have emerged within a group of academics who are engaged in contemplative practices that integrate the disciplines of mindfulness and dialogue, and that have served group into a cohesiveness wholeness that is still in a process of development. We will offer a learning possibility for participants that grounds itself in the interpenetration of the inner and outer, self and other, the mind and heart, body and spirit. We will offer a variety of inner work practices, including sitting meditation, and dialogical explorations aimed at developing and sustaining awareness and interbeing. Possibilities include: mindful awareness of body states, sensation/perception, intellect, and emotions; of relational dynamics, and sociocultural influences; utilization of the findings of neuroscience; and mindful awareness of the influence of various institutional and environmental systems and dynamics. Our work is grounded in the theoretical foundations of contemplative practices that develop mindful awareness and dialogical practices that deepen interpersonal understandings and the possibilities of I-Thou encounters in academia, and the view that such experience is facilitative of integrated personal and curriculum learning.

TYPE: Workshop/Interactive Session (two 45-minute sessions, first half at 2:15 – 3:00)

Room 1600

TITLE: Collaborative, Dialogical Approaches to Early Learning In-Service

PRESENTER: Joanne Robertson

ABSTRACT: In many school districts traditional, didactic-style teacher professional development, with its emphasis on ‘singular stories’ of best practice, has given way to a more collaborative, inquiry-based, and dialogical approach to adult learning. This new model of educational in-service promotes diversity (‘multiple stories’ of best practices) and enhanced
collaboration among educators and community partners. Through a series of educative and inquiry-based dialogue sessions, the North Vancouver School District has been successful in bringing together professionals from early learning settings including: child care and preschool providers, StrongStart facilitators, kindergarten teachers, school administrators, and community early learning partners from across the North Shore. These dialogue sessions have provided the opportunity for early childhood practitioners to engage in meaningful dialogue, share ideas, and explore a variety of emerging trends and issues in the field including: the concept of a seamless continuum of early care and learning, program changes such as the implementation of Full Day Kindergarten, and research-based instructional practices including: play-based learning and pedagogical narration. In this presentation (itself a pedagogical narration), I will share, through stories, photos and a short video, the evolution of our early learning dialogue sessions, and other examples of collaborative work with the early learning community. Through reference to relevant research and scholarship, I will also illustrate how SFU’s Transformational Leadership Doctoral program has enhanced my understanding of dialogical processes and their application to adult professional development. Participants will be invited to engage dialogically in the themes explored in this session.

About presenter: Joanne Robertson (Graduate Student at SFU; Director of Instruction, North Vancouver School District)

Type: Interactive Presentation (45 minutes)

Room 2270

TITLE: Lev Vygotsky’s Theories and their Classroom Application

PRESENTERS: Sara McGarry and Sharon Wherland

ABSTRACT: Lev Vygotsky was a Soviet Psychologist who published volumes on the nature of learning and development as well as aesthetics and literary criticism. Despite the recent popularity of his work Vygotsky’s theories remain poorly understood and rarely implemented, largely because they demand a view of learning and development that contradicts the work of Jean Piaget, whose theories have provided much of the basis for thought in education and development in North America for the past half century. This presentation will give a brief introduction to the theories of the Soviet psychologist Lev Vygotsky regarding learning and development. We will focus on his revolutionary theories regarding the social situation of development, mediation in learning and development and the ‘Zone of Proximal Development’ (Vygotsky, 1976). We will proceed to show what it can look like to approach education through the lens of Vygotsky’s theories, providing examples of ways they may be applied in visual art education and social studies education.

TYPE:  Paper presentation (45 minutes)
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