



LEARNING TOGETHER CONFERENCE 2013
Engaging The World
Faculty of Education, SFU

Presentation Abstracts
(By Session)

Day 1 – Friday, May 17

Concurrent Sessions, 9:00 – 9:45

Room 3250

TITLE: Speaking the Being of Teaching

PRESENTER: Matthew J. Kruger-Ross

ABSTRACT: In my work I am most interested in exploring the spaces where who we are as teachers and learners is brought to light. Education has long been dominated by knowing; we speak of knowing things, dates, names, and facts. We deal in terms of knowledge. Knowing is a criteria for advancement, it is a critical factor in deciding who is smart, who is right, who has power. Surely knowing has been helpful. But to move forward, to truly think differently, we need to consider questions regarding the being of education.

We have become addicted to knowing. We are complacent in our knowing; once we know something -- we are content. "I already know that." Yet the fundamental, the who we are - gives the context where knowing is possible. My life's work is to create paths to being in such a way that who we are is accessible to language, available for negotiation, a place from which all of the possibilities of being can be opened.

What might be possible in educating (not just schooling, but learning as broadly defined as possible) were being brought into the conversation? Not to supplant knowing, but to complement. For example: Who am I being such that teaching and learning is possible? Who am I being such that this lesson flopped? And for the learner: Who am I being such that this activity is not engaging me? Questions of being change the game of educating. They rewrite the rules, invent new rules.

Consider the young female student who declares, "I am bad at math!" For this student, she is bad at math. In the speaking, in the declaring, she is bad at math. Imagine as she utters the words walls coming down around her enclosing her in a room plastered with wallpaper emblazoned with "BAD AT MATH." How might a math quiz occur for a student who is bad at math? (And I must be clear: I am not saying that the young lady is bad at math, she did.) What may look like future-telling is actually an example of a probable, almost certain future for the student. If she approaches and is "bad at math" with her math quiz, what is most likely going to happen?





Presenter Bio: Milena Droumeva is a doctoral candidate in the Faculty of Education at SFU. With a background in media studies specifically in the areas of acoustic communication and acoustic ecology, as well as experience in interaction design and auditory display research, her doctoral project brings together traditions of acoustic communication and multimodal ethnography in the exploration of mediated aurality as a form of epistemological orientation nested within contemporary urban soundscapes.

TYPE: Paper (45 minutes)

Room 3280



the concept of communities of practice integrated with online social networking technologies as a means of addressing this gap. The paper will explore how co-designing a hybrid cognitive apprenticeship virtual environment can be used to mediate on-going clinical supervision and also cultivate the development of indigenized counselling psychologist practitioners worldwide.

Mr. Begalka is an Ed.D. candidate in SFU's Educational Leadership-Post-Secondary program, and is an international educational consultant in counselling psychology.

Mr. Lam is currently a Master's of Education candidate in SFU's Educational Technology & Learning Design program, and is an e-learning designer.

TYPE: Paper (20 minutes)

Room 3290

TITLE: Mental Health is a Right

PRESENTER: Cathryn McPhee

ABSTRACT: While engaging the world, the importance of mental health and its impact on learning throughout the world mustn't be ignored. In Canada, measures indicating numbers as high as one in four children and youth are struggling with mental health issues, and educational institutions are inadequate



Concurrent Sessions, 10:05 – 10:50

Room 3250

TITLE: Emerging themes from an ongoing project: What faculty members have to say about internationalization

PRESENTERS: Dr. Kumari Beck, Dr. Roumi Ilieva, Olivia Zhihua Zhang, Saskia Tait, Seanna Takacs, Kelly Brenna, and Paula Sales

ABSTRACT: This presentation will report emerging themes from an on going SSHRC-funded, university-wide research project on internationalization. Our research seeks to develop a more in-depth understanding of social relations in an internationalizing university through the experiences and practices of people involved. Focusing on how faculty members are engaged with internationalization, this presentation will illustrate how their understanding of the everyday experiences and practices of internationalization can lead to practices that will serve the public good rather than prevailing trends towards marketization of higher education.

Our analysis of data gathered for this multidimensional Canadian case study shows that understandings of internationalization among faculty members vary—sometimes significantly. IpT Q q 0.6ar



Room 3270

TITLE: Panel on multilingual practice in the academy

PRESENTERS: Sarah Fleming, Meilan Piao Ehlert, Eujia Jiang, Claudia Hein and Jia Fei

ABSTRACT: SFU's motto is "engaging the world". Some of the world's multiple languages and cultures can be found among members of the SFU community. The extent to which SFU scholars have and use their multiple linguistic resources in their practices represents a potential trove of knowledge and skill that is largely unexamined. The use of multiple languages within a given community can be described in at least two ways: multilingualism, the co-existence of different languages used for distinct purposes within a community, and plurilingualism, wherein speakers of multiple languages back and forth among their languages in the course of their daily lives. This panel provides a way to begin an acknowledgement and investigation of multilingual and plurilingual practices among SFU scholars.

TYPE: Panel Discussion (45 minutes)

Room 3280

TITLE: Integrate Language in Content Classroom: Using Multiple Modes of Communication

PRESENTERS: Dr. Huamei Han, Paul Macdonald and Dana Kovanda

ABSTRACT: In this presentation, a faculty member and a teacher candidate work together to address and illustrate the "whats" and "hows" of integrating language [instruction] in content classroom to make schooling more equitable, and why. We will start with sharing a math lesson



The nature of our collaboration: Huamei is a faculty member specialized in language education. Paul is a teacher candidate who enrolled in Huamei's undergraduate course EDUC467 Curriculum and Instruction in Teaching English as an Additional Language. While the academic and pedagogical content that Huamei provided stimulated our dialogues, Paul's responsive-ness and thoughtfulness took us further in our mutual pursuit.

TYPE: Research Presentation/Discussion (45 minutes)

Room 3290



BIOGRAPHY: Dr. Randall Martin, Executive Director of the B.C. Council for International Education, is active in support of the goals of internationalization. Dr. Martin's experience spans more than twenty years in post-secondary and international education, including more than 15 years designing, implementing and managing international mobility programming and the internationalization efforts of a major university.

He has been Chair of the Canada Special Interest Group for NAFSA (Association of International Educators), on the Board of the BCCIE and the Canada Higher Education Committee of the Council for International Schools. He has an earned PhD on International Learning Outcomes and has authored a number of key discussion papers on provincial and national engagement with India.

Dr. Martin co-



ABSTRACT: I believe collaboration needs to be taught and practiced. If we expect our students to solve world issues in the future they need to be equipped with strong collaborative tools. This is an interactive session designed collaboratively by a grade four/five class. In response to the provocation, "It takes a village to raise a child", we brainstormed what that means to us, how we live its meaning , and how we share it with others.

We will begin by having a class meeting in a fishbowl. The students have identified in their planning some topics and intentions we need discuss. This will be unrehearsed. They have questions about, power balance when working with adults, do the same strategies of engagement work, and will they be safe in a room filled with strangers?

Then they will go and work with participants from the audience on some tasks designed in response to the above quote. These tasks will create an installation of our collective ideas. The students and participants will then be asked to reflect individually on the story of their shared experience. This will be followed by another fishbowl in which we would invite audience participation.

Andrea McComb is a student in the Transformational Change EdD program at SFU as well as an Elementary Principal and teacher of a grade 4/5 class. The class will have 27 students as well as six parent supervisors.

TYPE: interactive Presentation (45 minutes)

Room 3270

TITLE: Ties that Bond (first half)

PRESENTERS: Amanda Wardrop, Bonnie Nish, Maria Dimas, Lorraine White-Wilkinson

ABSTRACT: When we collaborate there is an invisible bond that naturally happens. This invisible string ties us together in ways we c.2 (t) 0.2 (1sc q 0.24 0 0 0.24 72 361.44cm BT 50 0 0 50 00.2 (e)



Amanda Wardrop, MA Arts Education; Bonnie Nish, MA Arts Education; Maria Dimas, BA Education; Lorraine White-Wilkinson, MA Arts Education

TYPE: This is an interactive multi-model type workshop (two 45-minute sessions, second half at 3:20 – 4:05)

Room 3280

TITLE: Learner negotiation in a shared Youtopia: the research design of a digital activity to support collaboration and reflection of 2 perspectives in the building of a sustainable community

PRESENTER: Amanda Willis

ABSTRACT: As part of a partnership with researchers from Education and SIAT, Dr. Alissa Antle and Dr. Alyssa Wise are overseeing Youtopia, a collaborative and reflective learning activity about sustainable land use planning that was developed for a digital tabletop interface using multi-touch and tangible technology.

Youtopia was designed to include BC PLOs for Grade 5 Social Studies and Science and Technology, through introduction to the complexity of human needs, resource use and environmental tradeoffs. As a 2 player digital activity, each player takes on a role (resource manager or developer) that possesses an explicit selection of (stamp) tools, which also entail implicit requirements (prerequisite actions from the other learner) and repercussions. Children can stamp nature reserves, hydro dams, etc.) and receive digital feedback that they can interact with. Right and wrong value-ridden language was omitted from the game, as well as language around winning. Learners are provided with feedback about how their changes affect the landscape with the question 'is this the world you would want to live in?' This allows for reflection and for learners to erase developments and try out different strategies. This design aims to provide opportunities for participants to see which choices affect the environment and citizens differently and allows for discussion about what winning means and how to set goals to achieve the desired outcomes.

The 20 minute presentation will include the design process and next steps as I develop a research proposal based on CSCL (Computer-supportive collaborative learning), TUI (tangible user interfaces) and look at a Social Constructivist epistemology of learning and how these 2 learners can explore the use of mediated tools to engage in decision-making in the ill-designed task of creating a world that they are both satisfied with, based on the learning experiences and impacts of the activity.

TYPE: Research Presentation (20 minutes)





Room 3290

TITLE:



This work is attached to research funded by the Brazilian Ministry of Education. It involves



Teresa Farrell is currently a student in the Doctorate Education Program in Transformational Change at SFU. She is also currently an instructor at Vancouver Island University in the Educational Faculty where she teaches Performing Arts and Social Studies Methods courses. She has been involved in supporting people through transition in a variety of roles and in settings ranging from classrooms to .prisons. She has been involved in theatre as a participant and academic through much of her career. She is very excited about her current thesis on using comic improvisation to develop skills towards generative dialogue which unites both of her passions.

TYPE: Workshop (45 minutes)





Liliya Akhmadeeva –





and conflicting ideologies transmitted through textbooks. Conclusion follows and



Dr. Susan O'Neill - SFU Faculty of Education Associate Professor and MODAL Research Group Director; Dr. Yaroslav Senyshyn- SFU Faculty of Education Professor and MODAL Research Group Co-Investigator; Deanna Peluso - SFU PhD Candidate and MODAL Project Manager; Gordon Cobb - SFU PhD Student and MODAL Graduate Research Assistant; Jim Sparks - SFU PhD Student and MODAL Graduate Research Assistant; Sandy Gillis - SFU PhD Student and MODAL Graduate Research Assistant

TYPE: Group presentation on research (two 45-minute sessions, first half at 9:00 – 9:45)

Room 3270

TITLE: The Benefits and Challenges of Collaboration: Voices from Research Assistants

PRESENTERS: Angelpreet Singh and Andreea Fodor





of the transition from one discourse to another. We recommend the incorporation of the two strands of identity work within a more comprehensive language teacher education program.

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TYPE: Group presentation on research (20 minutes)

Room 3290

TITLE: Learning through interaction in an international TESL/TEFL program

PRESENTER: John (Naishuo, Tong) and Dr. Sepideh Fotovatian



Concurrent Sessions, 2:00 – 2:45

Room 3250

TITLE: Sound Meditation~ An Experiential Inquiry

PRESENTER: Sheinagh Anderson, MA Student SFU Education in Arts

ABSTRACT: In music we search for “values, being and nothingness, meaning, physical phenomena, cosmos, transcendence, truth, logic, reasoning, profound spirituality, subjects, objects, soul, comprehension, moral, ethos, empiricism, matter, ideas, and knowledge...” (Tarasti, 2012, p. 3). We can project onto musical notes all that we desire and “endow them with



Room 3270

TITLE: Collaborative productive practice for professional and personal development

PRESENTER: Luc P. Beaudoin

ABSTRACT: Deliberate practice has been shown to be critical to the development of many types of expertise. Yet, in contrast with students and performance experts (such as athletes and musicians), many knowledge workers do not systematically engage in deliberate practice. I propose a framework for productive practice (Beaudoin, in preparation). This form of deliberate practice and test-enhanced learning is designed to enable professionals to systematically select

and master target knowledge with information technology. This new framework adapts, integrates and applies research on cognitive skill acquisition (Speelman & Kirsner, 2005) (VanLehn, 1996), expertise (Ericsson, Charness, Feltovich, & Hoffman, 2006), long-term working memory (Ericsson & Kintsch, 1995), knowledge-building (Bereiter, 2002), fluid rationality (Stanovich, 2010), information-processing architectures (self-monitoring, internal motivators, virtual machines (Sloman, 2003)), test-enhanced learning (Roediger, Agarwal, Kang, & Marsh, 2010), and affect (Beaudoin & Sloman, 1993; Hawes, 2011; Ortony, Clore, & Collins, 1988). The framework provides practical guidance on how to use a wide variety of existing cognitive tools (e.g., outlining, tagging and PDF applications) to productively master target knowledge and overcome problems of 'transfer' as described by (Bereiter, 1995) (Wagner, 2006). The productive practice framework offers a research-grounded alternative to professionals



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After the three individual presentations, discussion will focus on how these common themes and approaches to curriculum come to bear in the three very diverse educational settings addressed by the individual papers.

TYPE: Multiple Paper Session (45 minutes)

Room 3290

TITLE: SFU Education Review (Ed Review)

PRESENTERS: Adam Zollo, Matthew J. Kruger-



SESSION CHAIRS

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