



**LEARNING TOGETHER CONFERENCE 2012**  
**Collaboration As A Path To Transformation**  
**Faculty of Education, SFU**

**Presentation Abstracts**  
**(By Session)**

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**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



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

Pinar, W. F., & Irwin, R. (Eds.). (2005). *Curriculum in a new key: The collected works of Ted T. Aoki*. Mahwah, NJ: Lawrence Erlbaum.

TYPE: Symposium & Performance (45 minutes)

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Room 1520

TITLE: Pushing the Edges (first half)

PRESENTERS: Dr Jan MacLean and



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)

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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



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)

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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

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

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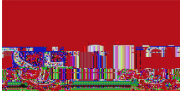


Room 1600

**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 u



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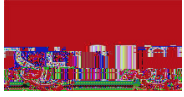
institutions in Canada, to Mandarin Chinese teachers in a Canadian University, three researchers share the view that their participants mostly display themselves as “the changing same” (Gilroy, 1994, quoted in Hall, 1996, p.3), and have to come to terms with their “routes” while negotiating and constructing 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





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)



**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 (Babae, 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 Babae, PhD candidate in Second Language Education, the University of Manitoba, Winnipeg.

TYPE: Paper (45 minutes)

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**Poster Session, 3:00 – 4:00**

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



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**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

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**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



**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?



**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.



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)

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Room 1600

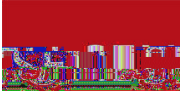
TITLE: Emerging Curriculum: weaving a transformative fabric (session 1 of 3)

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

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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)

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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).

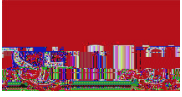
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ABSTRACT: “The Rediscovery of Wonder” is the title of the new Ted Talks series. Why would



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





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



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)

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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 foundation



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)

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Room 2270

TITLE: Lev Vygotsky's Theories and their Classroom Application

PRESENTERS: Sara McGarry and Sharon Wherland





<b>SESSION CHAIRS</b>	<b>CONFERENCE ORGANIZING COMMITTEE</b>
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Zana Becker	

## **PARTICIPANTS CONTACT LIST**