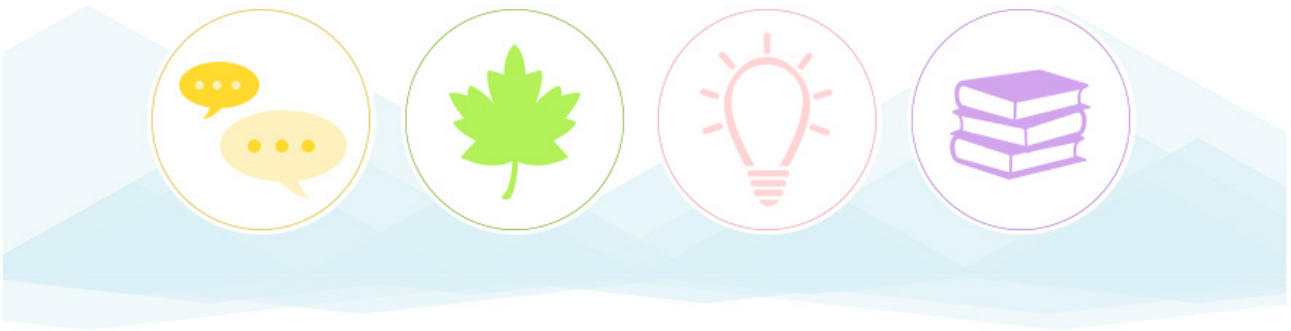


Research Day 2018 Abstracts



1:00pm – 2:15pm

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SOCIAL CO-CREATION AND REMEDY **PCOH1001 (LEVEL 1) • MULTI-PAPER SESSION** *CHAIR: DR. JASON ELLIS*

Mapping a story of colonial divisions: Public mass gun violence in the US and the co-creation of the gunman/gunboy

Stephanie Glick • Paper Presentation

This presentation emerges from a recent increase of public mass gun violence (PMGV) in the US. I posit that PMGV is a backlash to the nation's "founding" on the violent divisions of colonization, coloniality, slavery, capitalism, and their contemporary patriarchal tributaries. I also espouse our own complicity—as a society and as individuals—in the co-creation of gunmen and gunboys. In addition to these topics I will address: 1) PMGV vs. other forms of gun violence; 2) The demographic makeup of PMGV shooters; 3) The roles of state and social institutions, White privilege, and limited "emotional literacies" in the shooter's identity (Boler, 1999, p. 82).

Beyond the dusky maiden: Pacific women's experiences working in higher education

Sereana Naepi • Paper Presentation

There has long been acknowledgement within Aotearoa that in order for Pasifika people to meet their potential higher education institutions need to change. This is problematic when research such as Ahmed (2012) suggests that systematic change in universities for diverse groups is a nearly impossible task. One where diverse bodies consistently run into institutional barriers that prevent them from being able to make changes. Recently Ahenakew and Naepi (2015) argued that Ahmed's (2012) findings were relevant to Indigenous staff in universities who face the same barriers in instigating and maintaining systematic change. As such more research is needed to examine what these barriers are, how these barriers form, and how these barriers can be deconstructed from an Indigenous Pacific standpoint.

In this paper Sereana will share some reflections on the first phase of a PhD that is conducting talanoa with Pacific women working in higher education in Aotearoa. These talanoa are conducted in an effort to both record Pacific women's experiences in higher education and also unpack what their experiences tell

us about institutional barriers and deconstructing them. Initial findings include narratives of racism, sexism, tensions between Pacific and Western ontologies and relationships between Māori and Pacific staff.

Meaning and mythology: (Re)defining the word Latina/o in the Canadian context

Leticia Pamela Garcia • Short Presentation

Delgado and Stefancic (2012), define Latina/o as “persons of Latin American ancestry residing in the United States” (p.166). This, by rigid definition, thereby excludes persons residing in Canada. Yet in Canada, there exists the Latino-Canadian Chamber of Commerce, the Latino Canadian Cultural Association and the Latino Association of Northern BC. These organizations serve persons of Latin American ancestry residing in Canada who identify as Latina/o. Similarly, Delgado and Stefancic (2012) define Hispanic as “a term for persons of Iberian or Spanish ancestry; now less commonly used than the terms Latino or Chicano” (p.166). This again, by rigid definition, excludes those who cannot trace their ancestry to Iberia or Spain, including Indigenous, African, Asian and Middle Eastern persons from Latin America — even if their culture has been influenced by the Spanish colonial legacy — although it can include anyone, living anywhere, who can trace their lineage to Spain. Despite this definition, in Canada there is the Hispanic Canadian Arts and Culture Association, the Canadian Hispanic Bar Association and the Hispanic Chamber of Commerce, whose work, like those using the term in Latino, aims to serve those of Latin American ancestry residing in Canada (not Spanish). Further, there are also nation-of-origin organizations, such as the Salvadoran-Canadian Association, with aims such as “[providing] a supportive environment to Salvadoran Canadians and other Latino groups” (ASLCA, 2015). Government and academic literature further confound terms by liberally interchanging the terms Latina/o/xs, Hispanics, Latin Americans and Canadians of Latin American descent to denote the same group of people. More recently, the term Latinx has been popularized as a way to be inclusive of all gender expressions while the term Latin@ was previously used for similar purposes. Although some Canadian research has problematized the usage of these terms in Canada specifically (Armony, 2014) at present, there is no formalized definition, or usage, of who, or what, constitutes a Latina/o/x in Canada. In my research have chosen to use the term Latina/o to identify people of Latin American ancestry residing in Canada because I believe defining and constituting this term is an important part of a larger project of social transformation. In other words, by consciously employing the term Latina/o to describe others and by choosing this name to identify myself, I am aiming to tap into the larger socio-political framework in which the term Latina/o/x is situated, while simultaneously reclaiming and (re)deploying this term in an academic context for critical activism.

For EDST Research Day I would like further discuss my rationale for using this term in the Short Presentation format and invite questions, comments and critiques from the EDST Community.

THE HIGHER EDUCATION RESEARCH GROUP IGNITES! PCOH1302 (LEVEL 1) • PANEL DISCUSSION CHAIR: DR. AMY METCALFE

Students and faculty will utilize the Ignite session format (20 slides over 5 minutes) to share their current research on higher education in this exciting session. The Ignite presentations will be foregrounded with a brief overview and introduction by Dr. Metcalfe, who will speak about the current state of higher education research in Canada and internationally to contextualize the place of EDST in the field. The session will conclude with a discussion of HERG sessions to come in summer 2018 and other research group activities.

ADULTS' BELIEFS, PERSPECTIVES, REFLECTIONS, AND THEIR TRANSFORMATIONS

PCOH1306A (LEVEL 1) • MULTI-PAPER SESSION

CHAIR: DR. JASON ELLIS

Educational administrators' perspectives of democracy and citizenship Education in Albertan public schools: Interviews with educational leaders Jordan Long • Paper Presentation

This proposed presentation reports on a qualitative study that explored the perspectives of democratic and citizenship education for Albertan public school educational administrators. Data was collected using semi-structured face-to-face interviews with four educational administrators at different administrative levels (two principals, one vice-principal, and one curriculum and instruction head) from two different Albertan public school districts. Four themes were revealed in participant responses: obedience in educational contexts; administrative obligations; democratic participation in schools and; democratic leadership practice. The findings revealed that while all four of the participants placed an importance on democracy and citizenship, both as student learning outcomes and as good leadership practice, only one participant's responses aligned with democratic school leadership and democratically desirable pedagogical practice (Apple et. al., 2009; Begley & Zaretsky, 2004; Campo, 2016; Carr, 2009, 2014; Dewey, 1916; Giroux, 2005; San Antonio, 2008; Schugurensky, 2008; Shields, 2014; Starrat, 2004, 2010; Woods, 2005, 2007; Woods & Gronn, 2009). Participant responses also revealed troubling circumstances of being overburdened and overworked. This study concludes that educational administrators may not necessarily understand their role in the creation and maintenance of democratic school environments. Moreover, it is evident that while some school leaders felt overwhelmed by their professional obligations, for one participant, democratic school leadership practice seemed to alleviate the pressures of an all too familiar top-down administrative structure that many educational leaders just cannot seem to escape.

What triggers reflection? Redesigning residential addiction programs as centres for transformative learning

Daniel Jordan • Short Presentation

There is a lack of research on the intersection of adult learning and addictions treatment. Most of the adult learning literature focuses on visible disabilities and neglects addictions and other invisible disabilities. In psychological research, psychoeducation is viewed as either the dissemination of information or skills-building aimed at improving social and cognitive functioning. Transformative learning theory can expand psychoeducation beyond its limited construct. Residential addiction programs provide both psychoeducational and informal learning opportunities to engage in reflection. The purpose of this proposed study is to examine the factors of success that facilitate reflection within residential addiction programs as psychosocial healing contexts. Identifying these factors could support the redesign of residential addictions programs to foster greater reflection, potentially leading to better treatment outcomes.

The Chinese graduate students in Vancouver: A transformative learning view

Licheng Jian • Poster Presentation

This research examines different embodiments in the learning experiences of international graduate student from China. The research uses 'transformative learning theory' as a way to understand how Chinese graduate students begin to understand their experiences internationally. The purpose of this study is to examine and understand the different processes, including different embodiments, of their learning

experience internationally. Data will be collected with interview of six Chinese graduate students in a Canadian university. Interviews will be transcribed and analyzed thematically, using transformative learning, including: educational factors and western life experiences. This study will provide information and insights about studying abroad as a Chinese graduate student.

Configuration conundrum: Teachers' beliefs about middle level grade span configuration and student achievement

Jennifer Torry • Poster Presentation

Due to shifts in population distribution in the Metro Vancouver area, school districts are scrambling to open, close, and reconfigure schools to meet the needs of fluctuating student populations, including which grade levels will be serviced at different locations, or grade-span configurations. However, studies about the impact of grade-span configuration on student achievement are inconclusive. The purpose of this study is to understand the influence of grade-span configuration on seventh and eighth grade students' achievement through the mediating effects school transition age and instructional practices. Karl Weick's (1976) theory of loosely coupled systems will be used to theoretically frame the problem. Data will be collected from seventh and eighth grade teachers in the Langley School District (SD35) using a survey that employs a convergent parallel mixed methods design. Statistical results and themes expected to emerge include: (a) positive correlation between age of school transition and student achievement, (b) positive correlation between student-centred instructional practices and student achievement, (c) higher student achievement in elementary configurations for grade 7s, and (d) higher student achievement in middle school configurations for grade 8s. The results, therefore, are likely to indicate that there is a loose coupling between grade-span configuration and student achievement due to the mediating variables school transition age and instructional practices. The data and analyses provided by this study will help inform administrators in Langley schools about the impact of various grade-span configurations, allowing them to develop programming that positively impacts student achievement.

EDUCATION FOR SUSTAINABILITY: CURRENT RESEARCH, REACHING, LEARNING AND PRACTICES

PCOH2012 (LEVEL 2) • SCHOLAR'S CAFE

CHAIR: ALLISON EARL

Scott Finestone, Jennifer Fischer, Heidi Lessman, Tamara Litke, and Michael Wolfe

Five EfS students are in the final term of UBC's inaugural MEd in EfS. They share a common interest in education in the sustainability social movement. However, their individual work covers a broad area of research and application within this field, offering an interesting range of perspectives on Education for Sustainability.

Each will first give us a brief overview of their current research (5-7 min each = 35 mins total). Then they will discuss their own perspective on 3 questions asked by Allison, the facilitator, and welcoming input from the audience (40 minute discussion):

- 1. In what ways do you see education as being important to sustainability?*
- 2. If sustainability is a social movement, where does the classroom fit in?*
- 3. What 3 things would you have someone interested in sustainability read/watch?*

2:30pm – 3:45pm

Jump to: [1:00pm – 2:15pm sessions](#) | [4:00pm – 5:00pm sessions](#)

INQUIRIES IN THEORY AND METHODOLOGY
PCOH1001 (LEVEL 1) • MULTI-PAPER SESSION
CHAIR: DR. MONA GLEASON

Method and education: Some reflections on Descartes and Rocha
Mateus Lorenço Hernandez • Paper Presentation

In the Department of Educational Studies at UBC, as well as in other departments of education across Canada, there is a group of philosophers working with education who quite often are asked by students questions such as “How do you do research without doing interviews?” or “How do you consider what you do as research if the results can’t be reproduced?”. In other words, they are questioned because, in the view of some of those who work with social scientific methods, humanities based research does not seem to result in actions. However, there are philosophers of education who defend the practicality of philosophical thinking. For example, Samuel Rocha, in his book “Folk Phenomenology”, claims that reality demands action, so there is no linear progression between theory and practice. Following Rocha’s perspective, we cannot deny the dialectical relationship between theory and practice on behalf of disciplinary narratives. In this sense, philosophy is practical and those who disregard theory as essential to practice are misunderstanding how knowledge is built. The act of study should be continuous and neither action or theory should rest unquestioned.

In this essay, I am going to try to place myself in the discussion about the need for philosophy in education while using Descartes’ “Discourse on the Method” to analyze, when possible, to what extent this foundational author of philosophy might serve the field. In this sense, my reading of Descartes will be exegetical from the perspective of someone who tries to think about education. The reason why I chose the “Discourse” instead of the Meditations is because this is the text in which he mostly relates his work to his past experiences as a student, and because this is where he most clearly presents his method. Also, in the order of things in Descartes’ work, the method needs to be discussed before one attempts to work with any other of Descartes’ ideas, including, for example, the ontological argument contained in the Meditations.

I organize the narrative structure of the paper in topics, beginning with the first part of the “Discourse”, where he explains how one can attain a good use of the mind and relates his experiences as a student, and continuing in following parts of the Discourse with his detailed explanation of the method, the moral code and the Cogito, asking a few speculative questions on the passages I find myself capable of doing so. Then, in a different section, I will build a dialogue between Descartes and education using Rocha’s book which I previously mentioned. Following this structure, I present some questions and objections to Descartes’ thinking based on my reading of his text and then — using the objections or questions I raised from this first section — I also present clearer insights in the text to be able to discuss his usefulness to the field of education and to be able to draw some conclusions.

Proposal for research: “Peace polysemy: Conceptual mapping of the concept of peace in Colombia & Latin America”

Maria Angélica Guerrero-Quintana • Short Presentation

Peace is an acclaimed and highly employed concept that is often used as if it had a standardized meaning. However, the concept of peace has different meanings and practices in both historical and contemporary settings, but it is generally under-theorized and under-conceptualized. In Latin America, and more specifically in Colombia, there has been a long history of quests for peace that go from western and liberal

ideas and influences, to local, indigenous and subaltern versions of peace, that haven't been thought together. Therefore, the purpose of this research is to develop a conceptual mapping of the term, tracking how it has been shaped and influenced by in the Latin-American context, looking for relations, distinctions, similarities and limitations. By understanding how peace is assembled and what kind of forces have shaped it, this study will inform educational and policy implications for its use, practice, and political action.

Disembodied youth and the disciplining of the body: A discourse analysis of primary public school dress codes

Mariah Franzmann • Poster Presentation

Public school dress codes have been controversial in recent media and academic literature, particularly in relation to politics of self-expression and body-policing. This study examines an 'embodied knowledge-production' process discussed in the works of Michel Foucault (1995) to analyze dress codes in primary public school settings. Using a Foucauldian discourse analysis approach, this research will examine how dress codes operate as a social control mechanism enabling (a) the instilling of particular practices that regulate bodies in acceptable and unacceptable ways and (b) the (re)producing of harmful misconceptions of the body in primary students. This study will analyze the discourses of acceptable and unacceptable clothing practices in the Prince George School District student code of conduct and dress code policies from the student handbooks of Prince George elementary schools. It will examine how the hidden curriculum of dress codes operating through the disciplining and surveillance of bodies affects how primary students view their own and others' bodies. This study will have important philosophical implications about how educational policy, and dress codes specifically, govern students in public school systems through a 'curriculum of clothing'. It will challenge the misconception that dress codes are politically neutral and highlight the active (re)inscribing of gendered, classed, raced, etc. body expectations, particularly on primary-aged students.

Beyond narrative inquiry: Using narratology in qualitative educational research

Dr. Sam Rocha & Ashenafi Alemu • Paper Presentation

This paper seeks to identify (the existence of any) possibilities that allow the use of narratology in a qualitative research setting, potentially drawing upon some aspects of narrative inquiry. We suggest that literary narratology is a rich resource to analyse real-life stories parallel with narrative inquiry which is used in social science and educational research. To this end, we highlight on the historical interconnectedness of narrative inquiry and narratology. We fortify the notion of using narratology by drawing on the evolving concept of narratologies, the ubiquitous nature of narratives, and the travelling concept of narratives to suggest the use of literary frameworks such as Shenhav's(2015) triplet model to be used in narrative inquiry in social and educational research settings.

EXPERIENCES IN HIGHER EDUCATION
PCOH1302 (LEVEL 1) • MULTI-PAPER SESSION
CHAIR: DR. DEIRDRE KELLY

Extending traditional university mission to supplementary adult education: the case of the Russian North-Western Federal District

Lena Ignatovich • Paper Presentation

After the dissolution of the USSR in 1991, Russian universities have been changing tremendously in a controversial space of the past Soviet system and new state and international concepts and policies. In my research, I focus on new policies and practices of adult education that have been established and implemented in seven classic regional universities of the Russian North-Western Federal District in the past few years. I employ the concept of lifelong learning, as defined by UNESCO and others as learning “from cradle to grave” (UNESCO 1972, 1996, European Council 2000) as an organising conceptual framework. My research draws on theories of non-traditional university learners (Schuetze & Slowey, 2002; Schuetze, 2014), and the third mission of universities (3M) (E3M, 2011; Marhl & Pausist, 2011) that underline some new roles that institutions of higher education undertake in increasing lifelong learning. Through examining mission and strategic statements, annual reports, institutional structures, and websites of seven Russian universities, I uncover new university units, and identify new adult learners and three main lines of adult inclusion into the university spaces: supplementary professional programs, supplementary adult courses, and non-recurrent educational events and learning services.

The native speaker fallacy: Hegemony, subjectivity and performance in English teaching in Turkey
Ebru Ozturk • Short Presentation

The discursive practice of categorizing English teachers as ‘native’ and ‘non-native’ speakers has created a professional environment in English language teaching settings that marginalizes ‘non-native’ English teachers, including differential policy practices related to salary, vacation days, and performance evaluation. This study seeks to understand how English teachers working in English universities in Turkey become both the objects and subjects of the policy practice that considers native speakers to be superior, and hence, non-native speakers as inferior. The MA research examines English teachers’ attitudes and perceptions of power differentials from a mixed-methods approach. Data on teachers’ attitudes regarding the socially constructed ‘native speaker’ subject, will be collected by a close-ended online survey tool. Building on survey responses, a smaller sample of teachers will be interviewed individually to provide more understanding of these experiences and perceptions. The data will be analyzed from a Foucauldian ‘subjectivity’ lens to understand teachers’ roles in a reconceptualization of English teaching in universities in Turkey. Through its problematization of ‘native’ and ‘non-native’ speaker categories, this study will contribute to the ‘nonnative speaker movement’ which aims to remove barriers in order to foster more equality in English teaching contexts arising from the current hegemony of the ‘native speaker’.

Indigenization and student affairs in Canadian higher education: A research proposal on making sense of Indigenous strategic plans

Logan Lorenz • Poster Presentation

The year 2017 presented a major milestone for Canada – the 150th anniversary of Confederation. It also presented an opportunity for broad, deep, and profound reflections on how I, like many other Settler Canadians, “arrived” here and what this “journey” might look like going forward. Recently, Canadian higher education institutions have begun to develop and implement Indigenous strategic plans. The focus of this poster session will be to describe a proposed research project examining the way that Student Affairs and Services professionals in Canadian higher education “make sense” of Indigenization. The format of the proposed research will be a case study of a single Canadian institution embedded with perspectives of several units within the institution. The research design proposes that the data will be collected through semi-structured interviews and an examination of the institution’s Indigenous strategic plan.

Migrations, transformations and getting to home: A theoretical and personal reflection

Rabia Mir • Paper Presentation

In this paper, I analyze “learning to unlearn” (Tlostanova & Mignolo, 2012) through reflection of my educational journey as an international student in three different countries: the United Kingdom, the United States of America, and Canada. The different contexts taught me more about myself than the subject matter at hand. I peel away layers of naivety and privilege that I held and was unaware of. My journey began as an outward contemplation on inequality in the world and ended with an inward reflection on the coloniality within my own consciousness.

THE INTERTWINED NATURE OF EDUCATION AND IMMIGRATION RESEARCH: POLICY, PRACTICE AND POSSIBILITY PCOH1306A (LEVEL 1) • PANEL DISCUSSION CHAIR: RACHEL GOOSSEN

Bahar Khazei and Lisa Brunner

In this panel, three students will present their individual work regarding the many complex intersections of immigration policy and resettlement practice with education in Canada. Bahar Khazei will speak to how the K-12 education system can foster or hinder a sense of belonging for newcomer youth in British Columbia. Lisa Brunner will present “Canadian Higher Education’s Quiet Role in Immigration Enforcement,” showcasing her research on the increasingly intertwined nature of higher education in immigration policy. Rachel Goossen will share her research exploring conversations regarding multiculturalism as a federally-legislated integration approach in Canada, in relation to public schooling aims and practices. This panel will showcase a variety of research approaches, as well as stages of study, and will be of interest to anyone engaged with the broad topics of internationalization in education, education policy, and (im)migration.

THE ROLE OF ACTIVIST ART AND ALE IN THE ENVIRONMENTAL AND CLIMATE JUSTICE MOVEMENTS: A WIDE-RANGING DIALOGUE ON SOCIALLY ENGAGED ART, ENVIRONMENTAL HUMANITIES, CRITICAL PUBLIC PEDAGOGY, TACTICAL URBANISM, CULTURAL CODES, CONSCIENTIZATION AND COLLECTIVE IDENTITY PCOH2012 (LEVEL 2) • PANEL DISCUSSION

Co-facilitators: Allison Earl, Jenalee Klutz, Andrew Phillips and Dr. Pierre Walter

The four panel presenters share a common interest in understanding, researching and/or practicing art as public pedagogy in the environmental and climate justice movements. However, we have a variety of different theoretical frameworks and many diverse sites of engagement of research and practice within these two social movements. In this panel:

- a. *Each of us will first give us a brief overview of our theoretical lenses and present a set of PowerPoint slides with visual examples of initiatives illustrating our respective conceptual approaches (10 min each = 40 mins total)*
- b. *Following this, we will ask the audience members to turn to each other, and in small groups briefly*

- discuss their thoughts on the panel presentations (5-10 mins)*
c. *We will then have a Q & A with the full audience (20-25 mins)*

4:00pm – 5:00pm

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**AUTHOR MEETS CRITICS: TELL THE SOMETHING BEAUTIFUL: ESSAYS AND
EPHEMERA BY SAM ROCHA
PCOH1001 (LEVEL 1) • BOOK SESSION**

Dr. Sam Rocha, Addyson Fraturra, Ashenafi Alemu, and Mateus Hernandez

Three students will present critical papers on Sam Rocha's newest book of essays, Tell Them Something Beautiful. Sam will respond to them and all can discuss and have questions and answers from the floor. Perhaps some of the essays can be read and book will be on hand at a discount.

**MUSLIM LITERACY
PCOH1302 (LEVEL 1) • FILM SESSION**

Rabia Mir

This video was produced by Rabia as part of the Muslim Literacy Project which showcases confidence in misconception about Muslims through interviews in Vancouver.

**FUTURE DIRECTIONS FOR WORK AND LEARNING IN CANADA
PCOH1306A (LEVEL 1) • VIDEO CONFERENCE PANEL
CHAIR: DR. ALISON TAYLOR**

Airra Custodio and Saadia Esat

This panel includes students from the Adult Learning and Global Change (ALGC) program which includes students from across the globe who are registered at universities in Sweden and South Africa as well as UBC. The panelists will speak briefly about their experience in the course including their final reports.

**EARTHCARE
PCOH2012 (LEVEL 2) • SCHOLAR'S CAFE**

Co-facilitators: Dr. Vanessa Andreotti and Carrie Rowlandson

Global citizenship education informed by the EarthCARE Global Justice Framework proposes deep transformational learning processes that combine practical doing (together), the building of trust (in one another), deepening analyses (of self, systems, and social and ecological complexity), and dismantling walls (between peoples, knowledges and cultures). The framework invites learners...

- *to explore the contributions, paradoxes and limits of their current problem-posing and problem-solving paradigms;*
- *to engage experientially with alternative practices;*
- *to contribute to the creation of new paradigms of social change that open up not-yet-imaginable possibilities for co-existence in the future.*

Please join Dr. Vanessa Andreotti, Carrie Rowlandson and others, as we decentre prevailing approaches to “global citizenship,” while opening the social and ecological imagination to different forms of knowing and being and to different futurities.