

# Conference Presentations

## Session A: 9:00 – 9:45

Cynthia Nicol, Maria Jose Athia, Lesley Keeley, Angela Lee, Heather Van Ooyen, Room 200  
Marion Pearson, Shirley Snowshoe, Linda Farr Darling  
Contact: Cynthia Nicol <cynthia.nicol@ubc.ca>

### *Learning Action Research: Challenges of Participatory Curriculum, Pedagogy and Research*

This will be an interactive session that focuses on questions and insights gained from our efforts of learning and engaging in action research practices to improve practice in a range of settings. We examine the complexities of the change process and explore ways in which we can learn in and from action research practices. In particular our work highlights the challenges of participatory research that is responsive, reciprocal, relevant and respectful. Our presentation considers ideas, challenges and possibilities of: implementing peer-teaching within undergraduate pharmacy courses, developing culturally responsive curriculum with and for urban elementary students and families, working with adult Aboriginal students to design culturally responsive mathematics curriculum and pedagogy, designing responsive research in early childhood education contexts, and using Indigenous storywork practices with elders for revitalizing the Gwich'in language.

The intended format of this session includes: 1) a brief introduction to the individual posters by the presenters; 2) time for the audience to roam, view the posters, and interact with presenters; and 3) wrap-up summary/conclusions/questions with the group as a whole followed by feedback from Linda Farr Darling, the session's provocateur.

Lori MacIntosh, Karen Meyer, Beth Bhimji, Marta Holuszko, Michele Luterbach, Room 201  
Christie Fraser, Rowena Butler, Graeme Cotton, Claudette Alain and Daniel Read,  
Sheila Kuzmiski, Tina Storey  
Contact: Lori Macintosh <lhm@interchange.ubc.ca>

### *Teens and Tech: Perspectives on New Media*

The participants on this panel have produced 5 short format videos, which engage with the social, cultural and/or pedagogical implications of new media for youth and educators. As practicing teachers, graduate students, and new media producers themselves, the panel brings their intersecting perspectives to bear on topics ranging from technological barriers and possibilities to the educational and social implications for youth.

Beth Bhimji & Marta Holuszko:	Friendship: Face-to-FaceBook
Michele Luterbach & Christie Fraser:	Generation C
Rowena Butler & Graeme Cotton:	Rebuilding Education
Claudette Alain & Daniel Read:	The Effects of Text Messaging On Youth and Literacy
Sheila Kuzmiski & Tina Storey:	The Good, the Bad, and the Ugly

Roselynn Verwoord Room 202  
Contact: Roselynn Verwoord <rverwoor@uvic.ca>

### *Learning and the World We Want: The Global Arts Project as a Tool for Promoting Peace and Global Citizenship*

This presentation illuminates the impacts of international art exchanges on Indian and Canadian students, through the Global Arts Project. It contextualizes the aspirations of the University of Victoria's Global Arts Project and examines how participatory art can be used to foster peace education and global citizenship

Children's artwork has the ability to convey meaning across difference, across boundaries, and across language. Images can move us beyond the limits imposed on other forms of communication and break down barriers. The purposes of the Global Arts Project will be discussed and examples of children's artwork will be shared, to illuminate the extent to which art provides opportunities for young people to establish

personal and relational identities with others. The role of the Global Arts Project in infusing national and international cooperation and collaboration among young people with a view to contributing to understanding “the world we live in” and to visioning the “world we want,” will also be highlighted. Student art exchanges with Bloom Public School in New Delhi, India and Erin Woods Elementary School in Calgary, Alberta will be shared. Through a discussion of the images in the student’s artwork, the nature, impact, and potential for action from the resulting learning, will be shared. The session will also explore the critical role of the philosophy of the teacher, who guides and supports the students throughout the Global Arts Project.

Evelyn Loewen

Room 203

Contact: Evelyn Loewen <evelynloewen@shaw.ca>

*Harping on Tension - Resolution Waves in Music and Currere*

Music calls our attention to two dynamic and interdependent relationships: rhythm as motion in the dynamic field of metre, and melody as motion in the dynamic field of key. Temporality in music is experienced primarily through rhythm interacting with metre. Emedded in every "present moment" in a musical experience is a series of events whereby we are simultaneously located in multiple past-future timelines. What occurs within the field of key is melody as motion—a series of intervals that function in the form of an equilibrium – tension – resolution continua. Furthermore, a note’s “identity” is bound to what tone comes before while at the same time pointing to what will follow; a note exists purely as a (temporal-spatial) relationship.

The practices of *hearing* and *making* music reminds us that we are always “between the tones”—on the way from one note to the next. Our hearing does not remain with the tone but reaches *through it and beyond it*. When we listen to music we are listening to motion. Pure inbetween-ness (Zuckerlandl, 1959; Begbie, 2000). How can the fundamental structures of music provide insightful pathways for exploring teaching and learning as a multiplicity of practices? I will be using a Celtic harp and pedagogical narratives to illustrate how temporality in music subverts our assumptions about time and offers a fresh way of “*hearing* and *making*” curriculum and pedagogy.

Diane Jubinville, Mike Akiwenzie, Lynn Wainwright

Room 206

Contact: Diane Jubinville <djubinville@sd38.bc.ca>

*Creating Social and Educational Change Through a Community of Support*

As new educators coming into the school system, it is important to understand the cultural diversity of school populations and to think about ways to enhance our practices and integrate and respond to cultural differences. For our Aboriginal students, this translates into a solid integration of Aboriginal ideals and traditions to help them forge a strong sense of self. If our goal is to pave the way for a successful future for Aboriginal students, the first step must be to identify what success looks like for each and every community.

The Aboriginal Enhancement Agreement process is the first step in recognizing the part that we must all play in supporting students in our community. The hope for a successful future for each and every (Aboriginal) community lies in the education of its youth. The Richmond School District is currently developing their Aboriginal Enhancement Agreement. As part of the Enhancement Agreement process, we will hold community gatherings to discuss and respond to specific questions, as well as collect data from questionnaires addressed to students, parents, teachers, administrators and community members. The data will be analyzed to form the goals of the Agreement.

Participants in our session will become more informed about Aboriginal issues in education. They will have a chance to share their thoughts and ideas on what changes they would like to see in the school system for Aboriginal students.

Si Chatmaneeerungcharoen, Oak Janarakantee (Galen Erickson, Chair)

Room 207

Contact: Galen Erickson <gaalen.erickson@ubc.ca>

*Collaborative Inquiry and Action Research Projects in Thailand*

This session will be devoted to a discussion of two professional development projects being carried out with Thai teachers in collaboration with a group of graduate students from Kasetsart University, who are currently studying at UBC. Each of these projects involves a form of collaborative inquiry where groups of teachers meet on a regular basis with a graduate student to address particular issues in their classroom teaching. This

session will briefly describe projects addressing: a) the role of pedagogical content knowledge (PCK) on the teaching of elementary science and the study will examine how teachers can develop PCK through the use of collaborative teaching model involving classroom teachers and a graduate student; and b) the use of action research in pre-service teacher education programme with support by the university supervisor and the classroom co-operating teacher.

PJ Rusnak

Room 208

Contact: PJ Rusnak <pj@pjrusnak.com>

*Debunking the Myths: The Research You Should Know About Games-Based Learning*

Times are changing in our technologically-connected world and the way we think about games needs to change too. Although gaming and learning have been unnecessarily at dichotomous ends, current research finds that games-based learning occupies an increasingly important role for education in the 21st century. Games do much more than entertain: games offer simulated environments for learning complex concepts that are difficult to teach; activist games provide meaningful opportunities to engage with social, cultural and political issues; and games in virtual worlds broaden our networks of learning communities. As gaming evolves from a rather vexed history to a more desirable place within our educational practices, it is essential that we continue to examine and question the pedagogical roles that games can and should play.

With interests in conceptual and theoretical game design, as well as gaming and cognition, I am currently investigating children's design of digital gameplay to address real-world issues of social justice. To stimulate a lively discussion in this roundtable session, I will share a summary of the top ten research findings from the academic game- studies of 2008. My selection criteria is based upon the direct relevance of the researchers' insights to the innovative use of gaming technologies in traditional classroom settings. I respectfully welcome everyone who is interested to engage in critical dialogue about the practice of games-based learning.

## **Session B: 9:45 – 10:00**

### **Posters in the Corridor and Refreshments in Room 209**

Jenny Arntzen

Contact: Jenny Arntzen <jarntzen@interchange.ubc.ca>

*Tech-Savvy Teacher Formation: Practices in Teacher Education and Beyond*

Relationships among educational institutions, educational purposes, and digital technologies are highly complex, contradictory, and contested. The inclusion of digital technologies such as camcorders, cameras, cellphones, computers, data projectors, PDA's, and smartboards, are challenging many elementary, secondary, and post-secondary educators to question the ways they understand and practice their profession. Professional development is under funded (and perhaps ill-conceived) in BC provincial schools. School tensions have emerged around problems specific to digital technologies in relation to health, ethics, teaching, learning, curriculum, research, assessment, and administration. Teachers find themselves in the uncomfortable position of having to negotiate familiar classroom cultures with the uncertain ethical, social, and technical responsibilities associated with learning how to implement digital technologies with their pedagogical practices.

“Seeds of Possibility: Mentoring K-7 Teachers’ Ecologies of Cognition (Seeds Project)” is a three year SSHRC funded research project. We are examining the development of professional teaching practices and how teacher candidates accept, resist, or oppose teaching and learning with digital technologies. This research extends beyond the two-year university course work into the first year of professional induction. For this round-table discussion, I propose to discuss conceptualizing ecologies of cognition for learning with digital technologies for teachers, teacher candidates, and teacher educators. I will draw on knowledge acquired through: observation of teacher education courses; interviews with sponsor teachers, school principals, and faculty advisors; and, inquiry sessions with teacher candidates; to facilitate this discussion.

Sukhy Dhillon

Contact: Sukhy Dhillon <sukhydhillon@hotmail.com>

*Casteism/Racism: Historical Perspectives on Casteism Among Indo-Canadian Communities*

There are a variety of theories and justifications for Casteism (Social Stratification of a Society, a form of Racism that exists in the Indian community). It does not matter where Indians have travelled and established roots; they have brought the notion of Casteism with them and practice it religiously. Students in our schools are being caught in the middle of learning to be “racism free in a multicultural society.” They continue to practice this at school and often isolate many students who are from the “Lower Caste.” BC schools are not immune to this, and stories abound. This poster will take a look at this historical/present-day issue and will provide pre-service teachers with some ideas on how to deal with it as they join the teaching profession in Canadian schools.

Leanna Closson, Shelley Hymel, Terry Waterhouse

Contact: Leanna Closson <lclosson@interchange.ubc.ca>

*Is Ethnic Exclusivity Among Secondary Students' Friendships a Concern for Educators?*

Studies conducted in the United States have indicated that secondary students tend to have more ethnically exclusive friendships than cross-ethnic friendships. However, this research has shown that ethnic exclusivity in friendships is associated with negative outcomes for minority students including racial discrimination and lower academic orientation. Comparatively little is known about ethnic exclusivity and diversity in friendships among Canadian youth.

This study examined several academic, emotional, and behavioural correlates of ethnically exclusive friendships and ethnically diverse friendships among secondary students in British Columbia's Lower Mainland. Self-report questionnaires were used to assess students' perceptions of academic success and liking by peers, educational aspirations, self-esteem, sense of belonging, social responsibility involvement, alcohol and drug use, violence, bullying, victimization, and racial discrimination. Results revealed that Asian students reported a significantly greater proportion of ethnic exclusivity in their friendships, whereas students from other ethnic backgrounds reported a significantly greater proportion of ethnic diversity in their friendships. Both ethnic exclusivity and diversity in friendships were associated with positive and negative outcomes, depending on the students' own ethnic background. Most students reported fewer positive and more negative outcomes associated with ethnic exclusivity than with ethnic diversity in their friendships. For Asian students, the findings revealed that those with ethnically exclusive friendships were less likely to experience problems with peers or engage in risky behaviours; however, they reported lower perceptions of academic success, sense of belonging, and social responsibility involvement than those with ethnically diverse friendships. The implications of the research findings for educators will be discussed.

Mary Hill

Contact: Hill Mary <mf.hill@auckland.ac.nz>

*Learning From Our Student Teachers: Natalie's Story*

As a result of an amalgamation of teacher education institutions in Auckland, NZ, in 2005, the teacher education programmes were restructured. Lexie Grudnoff (Director of Teacher Education) and I worked with the Dean (Graeme Aitken) and a mathematics teacher educator and researcher (Fiona Ell) to investigate the effects of these new programs. One of these studies involved interviewing four graduates six months into their first teaching position. This poster describes the effects the mathematics courses, and other influences, had on one student teacher's learning to become an effective teacher.

Natalie's exit results in an earlier quantitative study (Ell, Aitken et al. 2008) showed gains in content knowledge, as well as noticing recognizing and responding to the children's responses as an expert teacher. Natalie's story shows the importance of investigating the effects of our own practices and how certification of teachers through gaining academic qualifications can make a difference for children in low income communities. In light of the worldwide interest about whether certifying teachers leads to improved student outcomes, especially for minority students and those in low income communities, detailed studies of student's perspectives such as this one are important components of evaluation studies.

Tamara Cameron

Contact: Tamara Cameron <tcameron@interchange.ubc.ca>

*Genre Theory and Adolescent Information Retrieval*

High school students face a bewildering number of seemingly relevant books, articles and other materials from which to choose in the preparation of a research essay. In the school library, they find resources suitable for their topics and grade levels, yet it is the activities and reasoning performed in the classroom that inform what kinds of writing and resources (scholarly or public) are acceptable in this particular social context. In school, as in future professional settings, understanding the generic features of communication within one's field of study and endeavor is paramount. Therefore, we may be better off thinking of information searching as a situated rhetorical activity that depends on the interaction between the classroom and school library.

One means of examining the intersection of library and classroom is genre. Genre is about *function* not form, a pragmatic scheme for making certain types of meaning. If genre is to be a useful concept in information retrieval in educational settings, it needs to be substantive—arising out of the typical tasks and assigned resources in a particular course of study. The purpose of this study was to investigate the role genre plays in the process of search and paper construction by identifying and describing the strategies employed by three upper level high school history students as they searched for information to compose a history essay and examining their representation of the ideas and resources found. The findings focused on the connections between the students' representation of genre and how they search for information through an examination of linguistic data (to support analytical claims about how the text is produced and received) and regularities in particular linguistic features that occur under certain conditions in the discourse data. To date, what has been absent from the research of school library use is how the kinds of knowledge expected from the students, and how the kinds of uses and manipulations that information is subjected to are connected to information access and retrieval. Understanding situation-specific genre requirements may help librarians to coach and provide feedback to students in the search for information.

The goal of this study is to get some ideas that can inform the collection of new data out of which emerges a much more nuanced and complex picture of how students use information systems for the purposes of constructing rhetorically complex term papers. For the purposes of this poster, I will report mainly on the finding of "information-seeking genre."

Julia Ostertag

Contact: Julia Ostertag <julia\_ostertag@yahoo.ca>

*Designing an Outdoor Classroom for Teacher Education*

Throughout Canada and around the world, communities and schools are taking on the challenge of greening their school grounds and creating cross-curricular opportunities for outdoor teaching and learning. Unfortunately, teacher education programs largely train teachers to teach indoors; therefore, a gap exists in the ability for teachers across all subject areas to effectively integrate outdoor classrooms into their teaching practice. In order to address this gap, Julia Ostertag (MA Student, Curriculum and Pedagogy) and Dr. Susan Gerofsky (Math Education) are working with a dedicated team to design an outdoor classroom for UBC's Faculty of Education. The outdoor classroom will also provide a model of a west coast outdoor classroom for educators, school boards, and the Ministry of Education, as well as an interactive green space for UBC students, faculty, staff, local children, and other programs seeking an outdoor teaching and learning space.

This poster will visually depict findings from a review of the literature on outdoor classrooms, focusing on the following themes: the history of outdoor learning spaces; the history of the Neville Scarfe Children's Garden (1987-1990); the rationale for outdoor classrooms; outdoor classroom design; barriers and challenges; the role of Faculties of Education; and resources for curriculum integration. Since the literature highlights participation as a key component in designing effective outdoor spaces for teaching and learning, this poster presentation will also encourage participants to imagine an outdoor classroom for the Faculty of Education through creative and hands-on activities and conversation.

Kathryn Ricketts

Contact: Kathryn Ricketts <krickett@sfu.ca>

*Embodied Play - Inspiring Literacy*

This poster presentation will be highlighting a program at Simon Fraser University called Friends of Simon which hosts an innovative means of exploring literacy. Kathryn Ricketts, dancer, choreographer, performer, teacher and researcher is currently exploring methods of activating imagination and inspiring curiosity towards literacy as the projects training facilitator. Friends of Simon is comprised of tutors from the undergraduate and post-baccalaureate levels currently enrolled in Simon Fraser University who work with immigrant and refugee children after school in sites throughout Lower Mainland, Vancouver, B.C.

The emphasis of this program is to work through creative embodied play and the dramatization of stories both personal and found as a means to inspire students toward literacy. It is our belief that literacy starts with a strong sense of self in relation to the world and the most effective way to develop this personal realization is through storytelling and embodied action with expressive physical playfulness moving students in, out and through the written word both creatively and critically.

Marion Pearson

Contact: Marion Pearson <marionp@interchange.ubc.ca>

*Assessing Achievement of Curricular Outcomes in a Baccalaureate Pharmacy Program*

A focus on outcomes is occurring globally in higher education, and is having a profound impact on curricular and pedagogical reform. For example, Pharmacy programs have been engaged in massive change, aimed at enhancing the clinical capabilities of graduates. A case in point is the UBC Faculty of Pharmaceutical Sciences, which started a process of curricular redesign in 1997 and has graduated two classes from the new program. A crucial early step was the creation of a set of program-level outcomes to guide instructional and assessment strategies. As a faculty member involved in this process and using the outcomes, I am interested in how and to what extent we are meeting the outcomes. I will report the results of a preliminary analysis of course outlines for five 1st year courses, which showed considerable variation in the extent to which course objectives, instructional activities, and assessment methodologies are linked to the outcomes. The extent to which the outcomes are being achieved is as yet unknown, as no outcomes-based program-level assessment has been completed. We have abandoned electronic portfolios intended for this purpose, and are developing a comprehensive exam in Objective Structured Clinical Examination (OSCE) format. Given that achievement of the outcomes will depend in part on how the outcomes are implemented, future research will investigate more thoroughly a) how instructors use the outcomes to guide teaching and assessment activities, and b) how students use the outcomes to guide learning processes.

José Sávio Oliveira de Araújo

Contact: José Sávio Oliveira de Araújo <savarau@gmail.com>

*Teaching Stage Technology as a Cross-Curricular Possibility*

How can the study of Stage Technology, inserted on Theatre teaching, widen the possibilities of cross-curricular projects within of the context of the high school, in the public education considering Brazilian context? That's the main issue of this work. The relevance of this research may concern teachers of theatre and other areas and subjects in high school, especially in public schools, because through the study of Stage Technology, it is possible to widen the insertion of theatre in education and to create new spaces for cross-curricular projects. This investigation is being developed in the CENOTEC – Laboratory of Scenography and Stage Technology, Department of Arts, at the Federal University of Rio Grande do Norte, Natal, Brazil. The challenge of this work is to find out possibilities of producing strategies of articulation between Theater and other areas as a part of the acquisition of language and building of artistic and scientific knowledge process. This way, it is possible to create links between Lighting Design and Physics, Chemistry and Stage Makeup, Stagecraft and Math and so forth. How can these teaching practices develop dialogues between different areas, building a more integrate view about knowledge on the curriculum?

Nora Timmerman

Contact: Nora Timmerman <norat@interchange.ubc.ca>

*Strengthening "Sustainability" in Teacher Education: Can We Move From Rhetoric to Praxis?*

Complete with its own webpage, "sustainability" in the UBC Teacher Education Office (UBC TEO) appears to be a top priority. However, our praxis does not live up to our rhetoric. It is widely agreed that to live, learn, and teach sustainability is to go beyond the simple acts of conserving and recycling paper. Indeed, worldview-level change is necessary if we have any interest in significantly curbing, halting, and potentially even reversing, the current ecological and social injustices occurring in the world.

This presentation asks the larger question of how the UBC TEO can make meaningful change in educating for sustainability. I propose one answer to this question in the form of a hypothetical course on "sustainability education." Written in association with my doctoral comprehensive exams, the development of this course has entailed considerable investigation into current practices, theories, and critiques of sustainability education. In response, the course both explores and challenges the idea of sustainability, while giving pre-service teachers the opportunity to creatively and cooperatively learn together how sustainable concepts and practices can be infused throughout K-12 curriculum.

After presenting an outline of this hypothetical course on sustainability education, I am interested in discussing with teacher educators and pre-service teachers the role and usefulness of such a course. Further, I would like to leave space for a discussion of the larger question about how the UBC TEO can engage with sustainability outside of course offerings on a deeper and more long-term level.

Laura Rudland

Contact: Laura Rudland <lrudland@vsb.bc.ca>

*Aboriginal Perspectives in the Curricular Areas*

Findings: Aboriginal knowledge and ways of knowing is a lifetime of experience; the 4 month journey, albeit short, addressed some teachings:

- Blessing ceremonies
- Holistic teachings
- Cooperation and collaboration are key elements
- Material elements of Aboriginal culture is much easier to identify, but the deeper teachings in some areas were met (i.e.; ceremonies, protocols, respect)
- Deeper level of Aboriginal culture is speech: How reality is perceived.
- Deepest levels of Aboriginal culture: values, attitudes, ethics, religion, metaphors

Conclusions:

- Scholars who confirmed my perspective: Cajete, Cole, Bouvier, Battiste – collaborative process; "it takes a community...."
- Teachings: like an onion, each layer of teaching, each retelling of the stories that reinforce the teachers, reveal the depth and breath of teachings
- Background and foundational teachings are key to successful lessons, units and curriculum that incorporate Aboriginal perspectives
- All educators must assume responsibility for enacting upon the goal
- It is not incumbent upon Aboriginal educators to be the change agents
- Change from an appreciative perspective with open dialogue is key to enhancing the sense of belonging for all learners.

Cindy Yeung, Amy Hughes, Richard Harris

Contact: Cindy Yeung <cindy.yeung@shaw.ca>

*Multimodal Assessment Strategies in the Secondary Classroom*

The focus of our poster presentation is how we each use multimodal projects in our classrooms to assess students' understanding of subject content:

Richard Harris: Poster explanation of a sustainable medieval manor in Social Studies 8.

Amy Hughes: Computer-mediated discussions of novels in English 11.

Cindy Yeung: Artistic interpretations of poems in English 12.

Though apparently diverse, these projects all share the same goal: to investigate how classroom teachers might use multimodal forms of assessment to allow students to demonstrate their understanding of content through modes beyond the printed word. While written responses such as formal essays could be ideal if the goal is specifically to assess students' writing skills, this is not necessarily the best or only way to assess their *understanding of content or concepts*. Whether studying a literary text or a historical topic, many students may comprehend meaning at a much higher level than they can adequately show through linear, print-based written output. Through alternative media such as visual images, music, or digital technologies, multimodal assessment engages and validates students' individual learning styles. Students therefore have a better opportunity to ensure that what they demonstrate externally is more equivalent to what they understand internally.

All three projects have been part of action research that we have contributed to the Multiliteracies Project at UBC. We have found that multimodal learning can be just as rigorous and meaningful as conventional written tasks. At this conference we would like to share strategies in planning and teaching that can build academic rigour into these classroom projects.

Aparna Rae

Contact: Aparna Rae <aparna.rae@gmail.com>

*Bridges to the Belkin*

Collaboration between the Faculty of Education and the Belkin Gallery to develop a museum education program for teacher candidates. Through this collaboration, we aim to facilitate an environment for teacher candidates to envision the place of galleries/museums in their classroom. Galleries that represent contemporary artists help inform both students (K-12) and teachers, with the trends in the creative arts as well as providing students with a visual characterization of social situations, politics and other socially driven content

The Belkin Gallery on campus will be used a site for teacher candidates to explore contemporary art and artists, envision ways of implementing contemporary art into their curriculum and practicing teaching and leading students through a museum/gallery space. The presentation will also discuss the necessity to introduce the museum/gallery as a teaching space for teacher candidates.

Chris Webster, Rachel Eaves, Anita Munaweera, Roy Tustin

Contact: Chris Webster <christopherjwebster@gmail.com>

*FRIENDS for Life – An Evidence-Based Anxiety Prevention Program for Children and Youth*

FRIENDS for Life is an evidence-based anxiety treatment and prevention program for children and youth. It employs cognitive-behavioural principles to make children more adept at managing anxiety both in the present and in later life.

FRIENDS should be of interest to educators for a variety of reasons. First, anxiety disorders are one of the most common mental health problems affecting children and adolescents, and one of the most prevalent ailments that lead children and their families to seek psychological assistance. Apart from the obvious emotional distress anxiety causes, it can also interfere with children's learning. What's more, the research base for FRIENDS is considerable; it has been shown to be effective in 'innoculating' children against future bouts of anxiety, clinically anxious children who undertake the FRIENDS program show considerable improvement, and program benefits can be measured both immediately post-intervention and up to six years later. Finally, FRIENDS is relatively easy to implement; it can be presented by trained classroom teachers in only ten sessions and comes with a workbook for students and a manual for teachers. Considering the prevalence of anxiety, the strong evidence-base for this particular program and the relative ease of its implementation, teachers, counselors and administrators need to be aware of the benefits FRIENDS can provide for their students.

We are a group of teachers currently pursuing Master's degrees in education. We undertook a study of FRIENDS for one of our graduate courses, examining its foundations, its gradual evolution, its considerable research base, and then interviewing teachers and counselors who have implemented the program in several districts. We would be pleased to share our findings with other educators.



Helene Moise

Contact: Helene Moise <hmmoise@gmail.com>

*The Wonder of Water: Digital Literacies and Environmental Change*

As we can no longer ignore the emergency of the wounds we have inflicted on the health of our ecosystems, there has been a growing concern to integrate environmental issues in the school curriculum. The United Nations declared 2005-2014 to be the decade for Education for Sustainable Development, which intends to bring to the forefront the crucial role of all teachers to integrate the principles, values, and practices of sustainable development in the classroom. Teachers play a crucial role in empowering students to become environmentally responsible. Based on the work in New Literacies, digital literacies, language and identity, and indigenous knowledge, this Capstone paper, which is crucially concerned with the state of the worlds' fresh water supplies, explores how a multimodal curriculum can be adapted to integrate learning for environmental change. The curriculum (*The Wonder of Water*) developed as part of the *Connection to Practice* component of this project was inspired by my involvement with the organization Learning for a Sustainable Future, which aims to educate teachers on the meaning and importance of engaging students in sustainable action projects. This curriculum will demonstrate how digital literacies and Education for a Sustainable Development can come together to create an empowering learning experience for students that can enable them to add unforeseen colors to the landscape of ideas and to take actions to heal our worlds' water.

Changyun Kang

Contact: Changyun Kang <kangcy2003@hotmail.com>

*My Story in a Cross-Cultural PLC Program*

In the first person from own perspectives, the author, who are from a Chinese university and a current visiting professor in UBC, narrates a story that he personally experienced in an on-going trans-cultural teacher learning community project.

Over the past three years, the author has been coordinating the teacher's Learning and Developing Community (LDC) project in Beijing, Inner Mongolia and other areas in China as part of a three country collaborative Professional Learning Community program. He reflects upon the value of collaborative action research involving all participants in the context of curriculum reform and describe the characteristics and structure of the community in which teachers are positioned as the key players. This research also reveals the importance of trans-cultural learning and how it can facilitate teachers to improve students' learning and the professional development of teachers as well as the advancement of schools and school districts in China.

Michael Katz

Contact: Michael Katz <michaelk@construct.haifa.ac.il>

*Mapping Sentences in Mathematics Teaching*

Mapping Sentences are employed in Facet Theory to facilitate coordination and design of theory and research in the social and behavioral sciences. The poster here presented shows that mapping sentences can also be applied to the teaching of topics in mathematics and statistics.

Two mapping sentences are considered. The first one provides a framework for the study of quadrangles in secondary school geometry classes. The second deals with choice of proper tests of hypotheses as taught in various inferential statistics courses. The two sentences yield tabular and graphic presentations of the topics under consideration.

## **Session C: 10:00 – 10:45**

Pete Pitipornatapin, Kanlayanee Punbo, Ohn Suttakun (Galen Erickson, Chair)

Room 200

Contact: Galen Erickson <gaalen.erickson@ubc.ca>

*Collaborative Professional Development Projects in Thailand*

This session will be devoted to a discussion of three professional development projects being carried out with Thai teachers in collaboration with a group of graduate students from Kasetsart University, who are currently studying at UBC. Each of these projects involves a form of collaborative inquiry where groups of teachers

meet on a regular basis with a graduate student to address particular issues in their classroom teaching. This session will briefly describe projects related to: a) teachers' understanding and use of fieldtrips to a zoo as a resource for their teaching and how they can integrate these types of STS experiences into the Thai mandated curriculum; b) exploring teachers' understanding of the nature of science and how it can be implemented into their teaching practices; c) examining teachers' understanding of the nature of critical thinking in science and how it can be incorporated into their practice.

Lori MacIntosh, Karen Meyer, Sheila Maracle, Cheryl Beaudry, Melissa Seto, Lisa Nucich Room 201  
 Darren Tereposky, Sophie Sadri, Dee Kroeker, Donna Robson, Kim McPhail, Charan Gill,  
 Anita Bramhoff, Heidi Clark  
 Contact: Lori Macintosh <lhm@interchange.ubc.ca>

*A Complex Engagement: New Media and Identity*

The panel has produced 6 short-format videos that take-up various elements of new media and identity ranging from investigations of literacy to bullying, and social networking. As practicing teachers, graduate students, and new media producers, panel members will integrate and reflect on their processes as both "students" of new media, and practitioners.

Sheila Maracle & Cheryl Beaudry:	Transformation
Melissa Seto & Lisa Nucich:	What Do You Do Online?
Darren Tereposky & Sophie Sadri:	What Are We?
Dee Kroeker & Donna Robson:	Save the Trees, Hit the Keys
Kim McPhail & Charan Gill:	Cyber-Bullying
Anita Bramhoff & Heidi Clark:	What Does it Mean to be Literate in the 21st Century?

John Sarte Room 202  
 Contact: John Sarte <jsarte@sd43.bc.ca>

*Complexity Theory and Learning in Small Groups*

Group work is used by many teachers for a variety of reasons and in different contexts. However, as teachers, we are not always aware of why group work should benefit learning. Moreover, some of my students do not appreciate how working together benefits their learning. If educators and students understand why working in groups is beneficial, they will be able to adapt cooperative learning strategies to their own classrooms. Using complexity theory as a lens, I am investigating improvements in student learning due to working in small groups.

Within my high school physics classroom, groups and the work assigned to them are structured to take into consideration some of the conditions of complex emergence: redundancy, diversity, neighbor interactions, and feedback loops. These considerations encourage students to talk to and help each other with their work. Questionnaires are used to collect students' perceptions of group learning. Although students may not always focus on assigned work, overall, I find that 1) cooperative learning increases students' motivation to learn because they enjoy socializing; 2) students help each other learn course content; and 3) they have more control over their learning. As student diversity increases, demands are placed on teachers to differentiate instruction for individuals. When the responsibility for each student's success relies primarily on the teacher, such a system succeeds or fails depending on the time and abilities of one individual. Alternatively, a distributed system allows students to help each other, making the success of the class dependent on more than one person.

Sylvia Zubke, Laurie Cassie, Monica Fong, Gina Wong, Rebecca Robins Room 203  
 Contact: Sylvia Zubke <szubke@vsb.bc.ca>

*Teacher inquiry in an Elementary School With a Focus on Technology: What it Looks Like and How School Districts, Universities and Teacher Unions Can Help to Make it Work*

This presentation describes a collaborative teacher inquiry in a Vancouver elementary school, facilitated by university faculty and a teacher union researcher. Two areas will be explored: the areas of Inquiry focus and

the nature of the collaborative inquiry which has provided provided a space for reflection on changes in practice in a range of areas including:

- \* the engagement of all learners, from students with special needs to the gifted;
- \* the use of video and still images to motivate and extend student learning;
- \* immediate access to the Internet and the use of web-based resources in teaching to situate student learning with images and video resources;
- \* the changing nature of preparation, lesson design and the creation of electronic resources shared on a school-wide server resulting in collaborative creation of lessons and entire unit plans;
- \* changing pedagogy, with much greater student participation and with the 'teacher on the side.'

Every classroom has an interactive whiteboard, as does the staff room, where teachers often share strategies, curriculum and resources during lunch and after school. The school is a rich community in the sense that teaching practices are widely shared and discussed. The Inquiry group (12-15 participants) meets regularly and is financially supported by the university, the school district, and the teachers' union, with facilitation by both university faculty and union research staff. Facilitation includes regular whole-group meetings and some individual or small group facilitation in between meetings of the whole group. A Wiki has been established where teachers document and reflect on their practice.

Harry Hubball, Mike Allina, Helen Robertson, Stephanie Anderson Redmond

Room 206

*University Teachers' Experiences of Developing Critically Reflective Practices:*

*From Professional Development to the Scholarship of Teaching and Learning in Higher Education*

There is growing recognition of the complexity of academic work and the need for university instructors to develop scholarly approaches to teaching and learning (SoTL). Very little research, however, has investigated university teachers' experiences of developing critically reflective practices in multidisciplinary settings. This presentation focuses on university teachers' experiences in the UBC Faculty Certificate Program on Teaching and Learning in Higher Education. This innovative 8-month SoTL Leadership Program is based on a cohort model, and was initiated in 1998 at the University of British Columbia. Graduates of the UBC program include over two hundred faculty members from a wide range of institutions (internationally, nationally and provincially), disciplines and academic ranks, including national and institutional teaching award winners, curriculum leaders, senior and new faculty members.

In September 2008, this program was adapted to meet the needs and circumstances of the first cohort of seconded K-12 teachers in a 2-year SoTL program. Action research methodology was employed to investigate the formative processes and diverse outcomes of this program. Within the context of a SoTL Leadership Portfolio, university teachers engaged in a wide range of mixed-mode reflective practices including classroom research projects, development of a teaching dossier, learning-centred course design, peer-review of teaching, self-directed learning project, and assessment of best practices in the university classroom. Data suggest that the integration of institutional, programmatic and individual strategies to enhance critically reflective practices are key for effective SoTL communities of practice in diverse university settings.

Jaime Beck

Room 207

Contact: Jaime Beck <jaimebeck@yahoo.com>

*The Teaching Life: An Impossible Game of Balance*

This session will explore some of the reasons why half of beginning teachers leave the profession in their first five years<sup>1</sup> by engaging session participants in an interactive presentation of our self-study. During our first years as teachers, four beginning high school English teachers recorded their experiences of beginning teacher support systems and orientation practices, areas where we required additional support, as well as the seemingly impossible task of successfully balancing our personal and work lives. This session will explore the

latter topic in detail through the use of an interactive board game based on our study followed by a discussion of implications for teachers, administrators, school districts, and teacher education programs.

Adrienne Boulton-Funk

Room 208

Contact: Adrienne Boulton-Funk <boulton\_funke@telus.net>

*The Traditional School Philosophy and Teacher Practice in Visual Art: A Case Study*

Traditional Schools-of-Choice are a growing phenomenon in the public school system in British Columbia, yet little research has been conducted regarding the school philosophy and its impact on the practice of teaching. A reported forty-nine Traditional School programs operate in the province, yet due, in part, to their politicized nature, on-site research has been restricted. This presentation reports findings from an on-site case study completed in April, 2009, which explored the nature of teaching in the context of a secondary Traditional School Visual Art class in the Lower Mainland. Methods of data collection included participant observation, formal and informal interviews with the teacher and administration, focus group interviews with students, and document collection, including students' art work, student evaluation procedures, parent handbooks, and official school philosophy summaries. The findings from this study relate to the ways in which the Traditional philosophy influenced the curriculum and pedagogical decisions made by the Visual Art teacher. The ways in which the Traditional philosophy influenced both teaching and learning were interpreted through the teacher's understandings and were critically located within current provincial educational reform trends.

### **Session D: 10:45 – 11:00**

### **Posters in the Corridor and Refreshments in Room 209**

(See Session B for Details)

### **Session E: 11:00 – 11:45**

Nancy Hinds, Charlie Naylor, Laurie Gitzel

Room 200

Kim Ondrik, Vida Petrasiusas, Debra Swain

Contact: Nancy Hinds <nhinds@bctf.ca>

*Teacher Inquiry: A Provincial Collaboration Involving the Ministry of Education, School Districts and the British Columbia Teachers' Federation*

This presentation shares information about an inquiry-based approach to professional development funded by the Ministry of Education and operated by the BC Teachers' Federation (BCTF). Twenty teacher-facilitators, and two BCTF staff mentors, support teacher inquiry groups in which teachers investigate their practices. Using a variety of inquiry approaches from action research to learning-focused conversations, co-facilitated teams of inquiry groups are engaged in reflective inquiry in over a dozen BC districts this school year. Participants in this session will engage in a dynamic presentation and discussion of the concepts and strengths that underpin these projects using stories, film, and WIKI reports.

Maureen Kendrick, Frank Baumann, Dot Clouston, Brenda Lamb,

Room 201

Cynthia Nicol, Anne Zavalkoff

Contact: Maureen Kendrick <maureen.kendrick@ubc.ca>

*"Why Can't You Just Tell Us the Answer?": Constructing Teachers/Constructing Knowledge With Problem-Based Learning*

This presentation highlights problem-based learning as an innovative educational strategy that weaves problem solving and critical thinking into content knowledge through the use of real world problems and situations. Drawing on Socratic dialogue and a Vygotskian social constructivist perspective, tutors, methods/subject specialists, and other key members of the UBC faculty and Richmond School District use case study methods to expertly guide pre-service teachers to develop inquiries into pedagogy, curriculum, learning, and the profession of teaching. One of the most unique features of our program is the focus on identifying and engaging with problems through collaborative, negotiated, and networked inquiry.

During this presentation, representatives from across this cohort of approximately 36 pre-service teachers, 3 UBC-based tutors, 10 subject/methods specialists, and 2 faculty advisors will address how problem-based learning has the potential for 1) advancing the development of teacher research and communication skills through collaborative inquiry; 2) fostering the development of pedagogical competencies through reflective and grounded practice; 3) providing a strong foundation for beginning teaching, including a passion for teaching, the capacity for disciplined inquiry, and a thoughtful and deep consideration of education and teaching; and 4) promoting social justice in education. We will conclude with directions for future research and pedagogical possibilities.

Kathryn Ricketts, Dianne Carr with teachers and students from Burnaby Central  
Secondary School and students from a UBC A/r/tography class  
Contact: Kathryn Ricketts <krickett@sfu.ca>

Room 202

*Layering Stories, Artefacts, Movement and Poetry Within a Community of Practice*

The presentation is a multi media performance resulting from a multiple layering of personal stories, artefacts, movement and poetry. Kathryn Ricketts will demonstrate within a condensed timeline, a creative process involving the students from Rita Irwin's A/R/Tography class and teachers from a high school class where Ricketts is involved in a multidisciplinary collaborative arts project with their teachers and students. This creative process and its visual and performative result is a rich example of an a/r/tographic process and also exemplifies the creative means to Ricketts' current research called Embodied Poetic Narrative. Through visual, poetic and kinaesthetic explorations, these collaborations demonstrates the layers and complexity of meaning making that unfold when a community of practice is cultivated and personal stories are shared.

As artists see attentively and create layers upon layers of visual images one upon the other, they are attuned to the relationship between them and the work of art. In other words, they are attuned to the aesthetics of unfolding in/sights. Irwin , 2003

Irwin proposes that this vibrant, creative work and the attunement that comes with this practice support our desires to create optimal learning space.

So how might our educational institutions look if curriculum leaders and teachers chose to be guided by aesthetic sensibility and attunement rather than comfortable routines?  
Surrender rather than defensiveness. Affirmative engagement rather than fault finding?  
Irwin , 2003

Ricketts and Irwin have been working together on a variety of research and writing projects which address the multiple perspectives of belonging within a community and the complexities and challenges that are experienced moving towards this desire both aesthetically and pedagogically.

Jocelyne Robinson, Susan Balfour, Eleanor Dean

Room 203

*Living With, Learning Through and Longing For Indigenous Knowledge*

As collaborators in a graduate research project at U.B.C., we began investigating our practices regarding our engagement and understanding of Indigenous Knowledge and pedagogy. Our individual perspectives reflect an experiential spectrum of living with, learning through, or longing for a relationship to Indigenous Knowledge in education. Our presentation panel consists of three UBC graduate students with diverse life experience. Jocelyne Robinson, a second year Ph.D. student in CCFI, is an Algonquin Aboriginal educator and artist. Susan Balfour, first year Ph.D. student in EDST, is a non-Aboriginal educator with longstanding ties to First Nations' communities. Eleanor Dean is a first year Master's student from England.

Several emerging themes for educators will be highlighted in a holistic framework that invites discussion regarding the benefits and challenges of incorporating IK in educative spaces. This framework is one way to combine traditional and contemporary ways of inquiry and may contribute to innovative strategies that improve Aboriginal students' participation in learning environments.

Our presentation will foreground these emerging themes, supported by diverse Indigenous scholarship, and articulated through each presenter's own unique lens.

Donnard MacKenzie

Room 206

Contact: Donnard MacKenzie <4macblak@telus.net>

*A Safe Place — Work-In-Progress*

How would you respond if a student member of your school community was murdered? What if you didn't know the student? What if there were conflicting charges of racial overtones to the event? These were some of the questions I confronted on a full-time temporary assignment as an education assistant. As part of my Doctoral research at UBC, I've examined these concerns from the theoretical perspective of Canadian multiculturalism and from an auto-biographical perspective. From these explorations, I return to my roots as a theatre professional and present an excerpt from an in process solo theatre presentation. The fictional work is inspired from my own experiences of working at a Lower Mainland Secondary School almost five years ago, and by the untimely death of a senior student who had recently immigrated. During that year I was well on my way to becoming a father again with my second child, a son. I see the events at the school both as a parent who empathizes with a mother's loss of her son, and also from the perspective of someone who is peripheral to the immediate circle of people involved, but still affected. I believe the peripheral perspective is a view from which most of us experience such tragic events in our community. I've seen that however on the edge of an event I might think I am, life still invites a response. Be part of the making of a new play with the short discussion and examine the important educational issue of how to respond as an interested citizen to a community tragedy.

Heidi May, Kyla Mallett, Jody Baker, Glen Lowry

Room 207

Contact: Heidi May <mayh@eciad.ca>

*Critical Dialogue in Online Learning: Shifting Curriculum to a Networked Space*

In recent years the internet has become a more accessible tool for interconnectivity. Online technologies are being incorporated into education and are attempting to meet the needs of "millennial students". Online learning systems allow for multidirectional conversations in a non-linear and decentralized space. The internet can now be considered a pedagogical tool in facilitating critical dialogue within peer-centred learning, disrupting the hierarchical relationship of teacher and student. In addition to finding out how our students learn in a networked society, we need to know how to adapt curriculum to a technology that is here to stay.

This session will demonstrate how online technologies are being used to foster meaningful discourse and original imagery within studio art and critical studies courses at Emily Carr University of Art and Design. These particular courses offered online are not about using the computer to make art, but rather an understanding of visual principles and conceptual themes. In many cases students use traditional media and then document the work for online presentation. Although the lack of human contact adds challenges to the teaching and learning process, our experience has revealed success in quality of work, active participation, and critical thinking.

Through visual references to courses we have taught, we will describe how the traditional classroom can be reimagined to function online to create collaborative discourse. Topics will include mapping of the course, recording and archiving the creative process, and shaping active learners. Through group discussion, we intend to develop more understanding of the disadvantages and advantages to online learning.

Helen Robertson, Patty Bird, Ashley Hyslop

Room 208

Contact: Helen Robertson <helenrob@shaw.ca>

*Visual Journals.....Visual Reflection*

This presentation will share the ongoing use of visual journals as a tool to document reflection. Teachers in the Arts have used visual journals to record many aspects of thinking, knowing, and learning. I have been using the visual journal with Teacher Candidates who are part of the Heart Cohort in the Teacher Education Program. These preservice teachers have been documenting their reflections about learning to teach, integrating the arts at the elementary level. I will share ideas on how to use the visual journal as a reflective tool, and explore assessment strategies that have been collaboratively developed. As educators, it is important that we continue to open all the channels to multiple ways of representing our learning. Although reflection is commonly thought of as a written response, there are other ways to represent our ideas, to revisit and reinvent our learning and ultimately improve our practice.

## Session F: 11:50 – 12:35

Andrea Webb

Room 200

Contact: Andrea Webb <spiderwebb81@hotmail.com>

### *Learning with Adult Learners*

I have chosen to investigate how adult educational theory relates to Teacher Education. I see two parts to the Teacher Education Program; the UBC based theory and the school based practicum. For a seconded teacher in Education, I am interested in examining how to transfer my skills in teaching from a youth audience to adult learners.

As a teacher educator in the Faculty of Education, my investigation will help to make me a better instructor of adult learners. As well, this topic is applicable to Faculty and School Associates as it will help us better meet the learning needs of our Teacher Candidates. The practicum is very challenging time and my investigation will help the Advisors help the TCs. We can help them learn the most from their time in the schools, not just go through the experience.

I am using my personal experience, involvement in a SoTL cohort of Faculty Advisors, and readings in Adult Education theory as a foundation for this presentation. In the end, I am hoping to develop a series of strategies to help classroom teachers successfully work with adult learners within the Bachelor of Education framework.

John Naslund, Garfield Pennington

Room 201

Contact: John Naslund <naslundj@interchange.ubc.ca>

### *The Joys and Struggles of Coaching Youth Sport: An Inter-Generational Dialogue*

A major determinant of the quality of youth's sport experiences is the relationship with their coaches. In this presentation, two youth sport coaches, who are fifty years apart in age, begin to examine their own coaching experiences. Through the use of reflective techniques, such as Gibbs' (1988) reflective cycle, they begin a dialogue. Such reflection, as stated by Knowles *et al.* (2001), provides practitioners with the opportunity to explore their own practices and identify areas in need of improvement while developing new ideas and strategies. In this research, we share our experiences as volunteer community coaches and closely examine our individual coaching values and philosophies.

It is highly desirable for us to investigate our coaching practices because, as Donnelly and Kidd (2002) explain, the values and practices employed by adults can be powerfully enabling and enriching, or can drive someone out of sport for a lifetime.

Through a series of in-depth semi-structured discussions, we engaged in reflective dialogues and considered how generational differences influenced our coaching styles. We discussed important topics ranging from communication and teamwork, to respect and disciplinary action. We began to tell our stories, describing our attempts to provide good sporting experiences for kids and finding inspiration in the words of great coaches and philosophers. Our research is framed by the theoretical and practical understandings of "reflection" as an investigative process. We consider the importance of reflective practice as applied to the experiences of youth sport coaches, and we provide a practical analysis of community coaching strategies.

Abram Dickerson

Room 202

Contact: Abram Dickerson <abramdickerson@gmail.com>

### *Investigating Visual Art Practice and Transformational Education*

I argue that an authentic engagement, both in the viewing or making of visual art, is a potentially significant site of transformational education. As I am beginning my research process, my work to this point has focused on building a theoretical foundation related to: the theories and practices of contemporary art, semiotics, and the theories of transformational education. I have also engaged in an initial a/r/tographical auto reflective analysis of my own artistic practice, which reflects the educative value of artistic processes.

What I have learned is that there is a strong connection between the art making process and the goals of transformational education. Art is fundamentally an activity that through signs, forms, actions, or objects; produces a relationship with the world. The artistic process provides a synthesis of both physical and

conceptual processes that invites meaningful reflection and engagement with the self, the other, and the world. The outcome of this artistic engagement invites individuals to “see” or envision themselves in relation to their world anew which experience correlates with the qualifications of a transformational learning experience.

Envisioning the visual arts as a site of transformational education is significant because it reflects what is fundamental about the development of individual potential through education.

Bonny Norton, Sam Andema, Margaret Early, Helen Erickson, Maureen Kendrick, Room 203  
Lauryn Oates, Carrie-Jane Williams  
Contact: Bonny Norton <bonny.norton@ubc.ca>

*Digital Literacy and Language Education: Lessons from Uganda*

Our ongoing research highlights the potential of diverse technologies, such as e-Granary, to enhance access to information and transform the educational experience of language learners and teachers in Uganda. We are interested not only in the extent to which our research addresses the ICT needs of Ugandan educators, but also relevant lessons for Canadian classrooms. Our methodology, which employs ethnographic techniques, is a qualitative multiple-case study with schools and Primary Teacher Colleges in diverse regions of Uganda, and an inner-city school in greater Vancouver. E-Granary (see <http://www.widernet.org/digitallibrary/>) has been described as internet in a box and contains a vast resource of information, organized within an extensive hard drive, which can be searched like the internet, but does not require connectivity.

Our research questions are as follows: (i) to what extent can e-Granary and other technologies serve the needs of English language learners, teachers, and teacher educators in Uganda? (ii) to what extent can technology be adapted to meet the needs of students and teachers in unequally resourced schools (iii) to what extent can global learning networks enable English language learners (ELL) to develop 21st century digital literacy? We will focus on both the possibilities and limitations of diverse technologies, and the conditions that need to be in place to optimize its use. We will conclude with an examination of the extent to which our research responds to the Millennium Development Goal of forging new global partnerships that reduce digital inequities between nations, and enhances educational opportunities for teachers and students internationally.

Heather Duff, Glenn Chatten, Angelica Nino, Beau Morgan Sinclair, Damanpreet Gill, Room 206  
Farleigh Hodgson, Heather Jang, Lili Robinson, Matt Hetherington, Natasha Samorodin,  
Peter Warkentin, Sadie Stephens, Trisha Li, Quinn Cartwright  
Contact: Heather Duff <vyt@shawbiz.ca>

*A/r/tographic Inquiry in Vancouver Youth Theatre's Collaborative Issue-Based Productions*

My a/r/tographic inquiry regarding the interplay of artist, teacher and researcher identities includes reflections on my participation in the unique collaborative inquiry evident in Vancouver Youth Theatre's 25 year history of playbuilding (Tarlington & Michaels, 1995) original issue-based productions.

VYT maintains a mandate regarding the inclusion, empowerment, and celebration of creative young voices - actors/playwrights/poets/storytellers - from a diversity of socio-economic, ethnic, and marginalized communities. Historically, VYT's issue-based teen touring productions such as *Will the Real Canadian?* (1987, 1988) *Canadian Stories* (1991), *Oh Canada!* (1997, 1998) (which won the BC Eliminates Racism Award), *Breathing Together* (1999), *Harmony* (2001, 2002) *Teen Speak* (2003, 2004), *The Reality Show* (2005, 2006), *Say Peace* (2007), *Say Peace 2* (2008) and *Echo Freedom* (2009) have portrayed the dilemmas, exclusions, joys, and triumphs of new Canadians, ESL students, and marginalized communities such as queer youth and others wounded by arbitrary bullying and/or racism.

VYT's approach to working links to ethnodramatic methodologies (Belliveau, 2006,7) wherein research among collectives and ensembles is collected, collated and scripted, then performed live. Through research-based theatre, VYT's plays provide a site for the performance of collated research on peer, local, and global issues linked to the BC curriculum, as well as for narratives about the exploration of youth identity.

In this session, guest actors from the *Echo Freedom* teen ensemble will perform excerpts illustrating VYT's historicity in the context of the current touring production. The actors and I will be available to address questions about *process* and *product* – oriented perspectives with respect to the co-creation of scenes and characters on social justice themes relevant to youth within drama/theatre education.



Ashwani Kumar

Room 207

Contact: Ashwani Kumar <ashwani.1979@gmail.com>

*What is the Place of 'Self-Knowledge' in Teaching and Learning?*

Through my presentation I will discuss my doctoral work where I intend to explore Jiddu Krishnamurti's perspective on education and life. Krishnamurti (1896-1985) was an educator from India who established several schools in India, UK, and USA with the intention of providing teachers and students with the opportunity to explore their own selves along with acquiring disciplinary knowledge and developing creative potentials such as in music and arts. Krishnamurti traveled worldwide and spoke for over 50 years on vital issues concerning the future of humanity and published over 100 books. In this presentation I will discuss one of the core ideas of Krishnamurti, namely, "self-knowledge," primarily based on his book *Education and the Significance of Life* (1953).

Krishnamurti thinks that the present education systems are largely in the service of cultivating "technical efficiency" or creating professionals for the market. The State, the market and parents place their own demands on teachers and students without paying attention or showing concern towards their inner selves. The State wants to propagate its ideology, market desires for the trained professionals, while parents want success for their children. Thus, hardly any attention is paid towards developing in students a creative self-understanding of themselves—the understanding of their interests, conflicts, contradictions, pain, anxiety, friendship, love, loneliness and so on. In this regard, Krishnamurti asks a very pertinent question: Does education help students and teachers to understand their own selves, and their relationships with fellow human beings? I intend to discuss this question with the practitioners and understand their reactions and responses.

Karen Fiorini, Avraham Cohen

Room 208

Contact: Karen Fiorini <kfiorini@shaw.ca>

Mindfulness Practice, Zen and Daoist Philosophy, and Contemporary Organizational and Educational Leadership

We will discuss and share how applying mindfulness practice and Eastern philosophies of Daoism and Zen facilitates effective leadership and how taking mindfulness practice into everyday life works interactively with leadership capacity development. Mindfulness assists and supports the emergence of the social and emotional skills critical to effective leadership. In simple terms, Mindfulness means moment-to-moment awareness; it is the capacity of being awake to a situation as it really is. In these current times of global economic downturn, where leaders within organizations are under high pressure and education is suffering the effects of funding cutbacks, it is important that a leader is able to be fully present and aware of the institutional/organizational cultural climate, mindful of his/her inner state, and the potential effect of their inner state depending on whether it is in or out of their conscious awareness. Our experience suggests that a leader needs to be in an ongoing process of developing self-awareness and understanding of his/her environment, the people that he/she is working with, and the nature and process of the relationships between people. Our research, which is ongoing, has shown that the qualities that develop in leaders who are performing regular mindfulness practice are qualities that lead to greater cohesiveness in classrooms and organizational contexts. Schools and classrooms are environments that require substantial and skilful leadership and mindfulness practice supports this. We have learned the value of a perspective that includes Daoist and Zen philosophy, and the practice of mindfulness from our personal experiences of leadership and mindfulness.

\* \* \* \* \*

Have a safe trip home. See you next year!