SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

LEARNING TOGETHER CONFERENCE 2014
in-difference: conflict and diversity
Faculty of Education, SFU

Friday, May 9

8am – 8:35	Room 3330	REGISTRATION
8:35 – 8:50	Room 3340	Welcome and Orientation (refreshments)
9:00 – 10:15 Concurrent Sessions	Room 3270	**Concept image and concept definition: How students make sense of mathematical concepts** Gaya Jayakody
		Patterns-of-participation: A promising framework for understanding teachers' classroom practice Lyla Alsalim
		Critical Awareness of Language Discrimination Priscilla Chen, Freya Ying and Xing Liu
	Room 3280	**Will grassroots voices in the Downtown Eastside be heard: Understanding Heart of the City Festival (2013)** Jing Li
		A True Blue Triad: Diversity, Globalization and Collaboration in 21st Century Education Monica Bhattacharjee and Rachel Berko-Gabay
		Photographic Journey through the Eyes of a 5-year old Chisen Goto and Lia Chiemi Goto Marinescu
10:15 – 10:30	Room 3340	Networking Break (refreshments)
10:30 – 11:45 Concurrent Sessions	Room 3040	**Beyond Optics and Lip service: Developing a Vocabulary of Care To Improve Relations With Transgender Students** Shannon Rodgers, Gillian Clark and Crystal Yuzik
		GENDER and STORY-TELLING FOR SCREEN: Does who is telling the story matter? Carol Whiteman
	Room 3260	**Diversity, social differences and group dynamics** Jia Fei
		Supporting Punjabi preschool children's early biliteracy development Angelpreet Singh
	Room 3270	**Bridging Cultures: developing scientific ways of knowing in teaching methodology coursework** Kau'i Keliipio and Shirley Turner
		The Wampum, the Wom(b)an, and the World m. d. caroline lefebvre
	Room 3280	**"Plurilinguals in Motion": Engaging Diverse Communities?** (panel presentation) Yujia Jiang, Koichi Haseyama, Jing Li, Rhonda Erdman, Jade Ho Organizers/Moderators: Meilan P. Ehlert and Leanne Boschman
		Engaging Imaginative Capacity in Promoting Multiculturalism: Teaching about Diwali Kavita Hoonjan

10:30 – 11:45 Concurrent Sessions	Room 3290	**Teaching as Worlding** Matthew J. Kruger-Ross
		Understanding Dialogue In Distance Education: A Case Study Of The Open University Of Indonesia Titi Chandrawati and Charles Scott
11:50 – 12:25 Concurrent Sessions	Room 3040	**In-Depth, Imaginative and Ecological Investigations** Gillian Judson
	Room 3260	**Identity, Imagined Communities and ESL Learners** Mohsen Hosseinpour Moghaddam and Chunxiao He
	Room 3270	**The Aesthetics of Instinct and Resiliency: a Physical Approach to Indifference** April Russell and Dawn McLeod
	Room 3280	**What is a mathematician? Voices from the trenches** Veda Roodal Persad
	Room 3290	**Decreasing sleep-onset latency for better cognitive performance in faculty and students: Super-somnolent mentation and the new "cognitive shuffle" technique compared with monotonous imagery training** Luc P. Beaudoin & Sheryl Guloy
12:25-1:25	Room 3340	Networking Lunch (sandwich buffet)
1:30 – 2:20	Room 3090	Main Conference Address: **What's love got to do with it? Conflict, Diversity & the End of the World** Dr. John Bogardus Recipient of the 2012 Cormack Award for Teaching Excellence, Department of Sociology and Anthropology, SFU
2:30 – 3:15 Concurrent Sessions	Room 3040	**CLOUD COMPUTING: OPPORTUNITIES AND ISSUES IN EDUCATION** Mina Sedaghatjou and Gaya Jayakody
		Using Computers in Teaching Reading Skills Liu Ting (Emma)
	Room 3260	**The (mixed up) Mixed-Race Student in the Canadian Classroom: How, and why, our Schools are Failing our Multi-Racial Students, and What Can Be Done** Samantha Fischer
	Room 3270	**Striving for new learning experiences in Indonesia Open University** M. Yudhi Setiani, Isti Rokhiyah and Allan MacKinnon
	Room 3280	**SFU Education Review Authors' Panel** Meilan Ehlert and Judy (Yeon Jung) Lee Moderators: Matthew J. Kruger-Ross and Marco Espinoza
	Room 3290	**"Dude, I'm totally studying": Research on the literacy practices of high-achieving students** Alexa Bennett Fox
		Unity Through Music – The Sobral School of Music Project Sharon Widdows and Susan O'Neil
3:20 – 4:00	Room 3340	closing plenary session
4:00 – 6:00	Central City Pub	reception All are welcome! Join us for the celebration with complimentary appetizers and one free drink. The pub is located on campus.

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Presentation Abstracts
(By Session)

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Friday, May 9

Concurrent Sessions, 9:00 – 10:15

Room 3270

TITLE: Concept image and concept definition: How students make sense of mathematical concepts

PRESENTER: Gaya Jayakody

ABSTRACT: In this presentation, I will talk about one of the famous theoretical frameworks used in mathematics education research that has been developed based on a cognitive point of view of learning, which is called "concept image and concept definition". Tall, Vinner and Hershkowitz, all mathematics education researchers, developed the theory around 1980.

The 'concept definition' is a form of words used to specify a concept. The 'concept image' on the other hand is the total cognitive structure that is associated with the concept, which includes all the mental pictures and associated properties and processes (Tall & Vinner, 1981; Vinner & Hershkowitz, 1980). Students may have mathematically correct concept definitions, but they rely on their concept images when working out problems. This framework helps to explain inconsistencies in students' work from one moment to another and to identify various student misconceptions.

I will talk about some common concept images held by students about some of the important concepts in mathematics at different levels, ranging from primary school students to undergraduate students. I will also talk about how this framework has been used in various researches and its implications in teaching.

References

Tall, D., & Vinner, S. (1981). *Concept image and concept definition in mathematics with particular reference to limits and continuity.* Educational Studies in Mathematics, 12, 151-169.

Vinner, S., & Hershkowitz, R. (1980). *Concept images and common cognitive paths in the development of some simple geometrical concepts.* Proceedings of the Fourth International Conference for the Psychology of Mathematics Education pp. 177–184. Berkeley CA.

BIO: Gaya Jayakody is a third year PhD student in Mathematics Education in the Faculty of Education, SFU. She was a high school mathematics teacher for 10 years in Sri Lanka, her home country, before she started her PhD studies. Her main research interests are, Students' meaning making of mathematical concepts and mathematical thinking styles of undergraduate students.

TYPE: 15 min – Presentation

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Room 3270

TITLE: Patterns-of-participation: A promising framework for understanding teachers' classroom practice

PRESENTER: Lyla Alsalim

ABSTRACT: Teaching is generally considered a complex practice that involves the constant and dynamic interaction between the teacher, the students and the subject matter. One of the main goals of most education reform initiatives has been to change teachers' classroom practices. In the past, educators viewed changing the curriculum as an endeavour to change the content of instruction more than the teacher's classroom practices. However, most recent reform curricula focus on highlighting teacher practices that promote and evoke students' understanding of mathematics alongside the changes in content (Tirosh & Graeber, 2003). Changes to a teacher's role that are included in the education reform movement call for more research in order to understand and theorise teachers' classroom practices.

Skott (2010, 2011&2013) presents patterns-of-participation (PoP) as a promising framework which aims to understand the role of the teacher for emerging classroom practices. Instead of relying on a traditional approach to understanding classroom practices by analysing teachers' knowledge, beliefs, and identity, this framework applies a participatory approach to look for patterns in the participation of individual teachers in many social practices at the school and in the classroom.

In my presentation, I will talk about PoP as a theoretical framework and outline its potential for explaining and understanding mathematics teachers' classroom practices. I will explain how the emergence of PoP was an attempt to meet the conceptual and methodological challenges of the belief–practice approach for understanding teachers' roles in classrooms. I also will explain the extended of the use of the framework to include Teacher's knowledge and identity.

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References

Skott, J. (2010). Shifting the direction of belief research: From beliefs to patterns of participation. In M.F. Pinto & T.F. Kawasaki (Eds.), *Proceedings of the 34th Conference of the International Group for the Psychology of Mathematics Education*, 4, 193-200. Belo Horizonte, Brazil: PME

Skott, J. (2013). Understanding the role of the teacher in emerging classroom practices: searching for patterns of participation. *ZDM Mathematics Education*, 45(4), 547–559.

Skott, J. (2011). Beliefs vs. patterns of participation – towards coherence in understanding the role the teacher. In B. Roesken & M. Casper (Eds.), *Proceedings of the 17th Conference of Mathematical Views,* 211-220. Bochum, Germany: MAVI.

Tirosh, D., & Graeber, A. (2003). Challenging and changing mathematics teaching classroom practices. In A. Bishop, M. Clements, C. Kietel, J. Kilpatrick, & F. Leung (Eds.), *Second international handbook of mathematics education* (pp. 643–688). Dordrecht, the Netherlands: Kluwer Academic Publishers

BIO: Lyla Alsalim used to work as a high school mathematics teacher in Saudi Arabia. She is currently enrolled in Mathematics Education Ph.D. Program in SFU. Her general research goal is to gain a better understanding of how Saudi high school mathematics teachers are coping with recent education reform in Saudi Arabia including how their practices are evolving in response to the changes that are happening in the education system in general, and specifically, to the introduction of the new mathematics textbooks.

TYPE: 15 min -- Presentation

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Room 3270

TITLE: Critical Awareness of Language Discrimination

PRESENTERS: Priscilla Chen, Freya Ying and Xing Liu

ABSTRACT: Canada has witnessed a continual rise in the number of international students in recent years, and one obstacle that has confronted international students, among others, is language discrimination in the discourse where English is the dominant language. Language discrimination means to judge other's ability in accordance with his or her perceived language ability (Han, 2014). In many instances, international students are experiencing language discrimination without noticing or being aware of its existence. And the reaction of silence of most international students offers a reason for the proliferation of language discrimination: without being confronted, those who discriminate are inclined to continue. The goal of this proposal is to raise people's awareness of language

discrimination and of the sociocultural, historical, and institutional variables that can contribute to its ongoing generation. We cannot ignore fact, and "facts do not cease to exist because they are ignored" (Huxley, 1927). Therefore, as international students, sometimes the direct victims of language discrimination, we should have the awareness of language discrimination and not use silence as a coping method to language discrimination. In line with a social constructivist approach to knowledge development (Palinscar, 1998; Rogoff, 1997; Vygotsky, 1998; Wertsch, 1991), in the spirit of critical pedagogy (Freire, 2006; Giroux, 2010, 2011; Kincheloe, 1998), and in the spirit of learning together, we wish to explore what responses to language discrimination might be appropriate and effective in allowing international students and others to confront language discrimination in ways that might be beneficial and liberating for all parties.

We hope to offer a 15 minutes panel presentation that can generate dialogue between panel members and attendees where critical awareness can be generated through the engagement (Freire, 2006).

BIO: Priscilla Chen, Freya Ying and Xing Liu are international graduate students in SFU.

TYPE: 15 min -- Presentation

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Room 3280

TITLE: Will grassroots voices in the Downtown Eastside be heard: Understanding Heart of the City Festival (2013)

PRESENTERS: Jing Li

ABSTRACT: ABSTRACT: As an annual cultural feast with various events, the Heart of the City Festival (the10th annual Festival in 2013) in the Downtown Eastside (DTES), the place from which Vancouver grew, shows to the public the rich historical heritage and vitality of the DTES as a community. However, contrary to the seemingly vital image represented at the Festival is the stereotypical portrayal of the DTES as an impoverished area with poverty, homelessness, drug addiction, poor housing, prostitution and mental illness. Informed by Hoechsmann and Poyntz's (2012) conceptual framework of weaving together "an analysis of media producers, text, and audiences with the broader realities of culture and cultural change" (p.65) and Hamilton's (2012) notion that there is no absolutely authentic self/group voice, this study explores the underlying meanings of activities/ events (media texts) represented in the Heart of the City Festival (2013) from the perspective of critical media literacy. The analysis of the data collected in the fieldwork shows that the Festival takes on dual role of being both an active medium and a facilitator as it not only amplifies a positive and resilient image of the DTES, but also serves to navigate in the unbalanced power relationships between the DTES community and the wider social and political world. Three themes emerge from the data interpretation showing that the Festival: a) is "designed" for local consumption; b) reflects power and

voice in production; and c) indicates that narration is a powerful language of media representations.

BIO: Jing Li is a PhD student in the Faculty of Education at Simon Fraser University. She is now in the Languages, Cultures and Literacies program. Her areas of interest include sociolinguistics, critical literacies in multilingual contexts, and sociocultural approaches to educational research.

TYPE: 15 min -- Presentation

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Room 3280

TITLE: A True Blue Triad: Diversity, Globalization and Collaboration in 21st Century
        Education

PRESENTERS: Monica Bhattacharjee and Rachel Berko-Gabay

ABSTRACT: Our mini presentation intends to showcase the changing nature of education in the wake of an ever-evolving information age where diverse communities from around the world are empowered to share, learn, and grow from each other. What is globalization and what are its agents that hold such a promise in the eyes of some and such a threat in the eyes of others? A dominant feature of globalization is the connection between different people, business, cultures and countries around the globe. Globalization refers not only to trade, but also to the spread of ideas. A new cyber society is created with new communities that engage in their own practices using their own language. Technology enables people to cross cultural or physical boundaries and publish their ideas or knowledge anywhere around the world. This creates knowledge transfer, cultural transfer, a large world-wide market, collaboration and competition. Collaboration is a force that comes with its own set of challenges and powers, but obviously with the latter outweighing the former. We explore the different ways and conditions under which collaboration thrives and study the differences in context-dependent situations with specific emphasis on i) diversity ii) interpersonal dynamics iii) impact on physical settings. Lastly, we also look at some of the flipsides brought forth by the forces of globalization and sum up the overall equation constructed and seasoned by these undeniable winds of change that blow to and from the many interconnected corners of the world.

BIO: Rachel and Monica are currently enrolled in the Critical, Creative and Collaborative Inquiry graduate program at SFU. Rachel has 20 years experience teaching in secondary school in Israel. She is keenly interested in issues of creativity, changes in education system and gender. Monica has worked with the Singapore Ministry of Education for 4 years and is passionate about philosophy, world literature, cognitive science, psychology, and gender studies.
TYPE: 15 min -- Presentation

Room 3280

TITLE: Photographic Journey through the Eyes of a 5-year old

PRESENTERS: Chisen Goto and Lia Chiemi Goto Marinescu

ABSTRACT: Lia is a 5 year old Kindergartener. She stops frequently to photograph (or have her mother capture) everyday things: food, vegetation, signs and patterns. The collection of photographs taken from the last year of everyday things through the eyes of a 5 year old may reawaken the senses of the audience to re-examine the ordinary in a different way. Things that seem mundane, routine and uninteresting, and that we look at with indifference turn into picturesque works of art. Lia checks the photographs for angles and patterns and re-takes images that do not meet her expectations. She takes the pictures with purpose and vision. Her interpretations of the things she encounters are different than those of her mother, and likely different from other people who have encountered the object before her as well. Her experience is uniquely captured in these photos and illustrates that differences exist in how individuals experience the world. We see the same things in a different way. This fundamentally simple concept will be demonstrated through this collection of photos where everyday things – although fundamentally remaining the same - may be experienced in a slightly different way, changing the way you see the items from this point forward.

BIO: Lia Chiemi Goto Marinescu – 5 year old Kindergarten student in Steveston British Columbia. Her current passions include photography, yoga, gymnastics and dog sitting. Chisen Goto is Lia's mother. She is also a doctoral candidate in the Faculty of Education at SFU. Her interests include interpersonal creation of meaning and epistemology.

TYPE: 15 min -- Presentation
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Concurrent Sessions, 10:30 – 11:45

Room 3040

TITLE: Beyond Optics and Lip service: Developing a Vocabulary of Care To Improve
        Relations With Transgender Students

PRESENTERS: Shannon Rodgers, Gillian Clark and Crystal Yuzik

ABSTRACT: Gender issues, particularly surrounding transgender students, are under-addressed in public schools. While trans students are considered included and protected, ironically, there is no space for them in the day-to-day school lifestyle. The manner in which trans student issues are addressed allows for a false sense of inclusiveness, while excusing the every day reality they face. Such issues are at the root of transphobia and

cissexism (the belief that every person is cisgender, and the way vocabulary and actions express this subconscious belief.) Presented from two high school students' perspectives and a high school teacher's perspective, at issue is that while LGBTQ clubs and anti-homophobia legislation are excellent starts to addressing gender issues in public schools, more widespread action within the school community is needed and easily implemented. Such action might include: student-lead workshops for teacher education regarding pronoun and language sensitivity; and simple changes to class structure and "opening-day" activities that would positively affect the diverse range of trans and gender-nonconforming students. In short, schools must move beyond lip service and the optics of appearing to be inclusive, by taking more active steps to address and educate against indifference of trans individuals.

BIO: Shannon Rodgers is a PhD student in Philosophy of Education at Simon Fraser University. Her research interests include Mind, Philosophy of Mind, Consciousness and Assessment. She has taught Philosophy and Psychology for the past 18 years at Earl Marriott Secondary in the Surrey School District.

Gillian Clark is a grade 12 student who enjoys writing and photography. They have won several contests for their writing and intend to continue to write and raising awareness for issues of gender and abuse.

Crystal is a grade 12 student interested in gaming culture and music. They intend to invoke change on a societal level by speaking out about issues surrounding gender equality and abuse.

TYPE: 35 min -- Presentation/Discussion

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Room 3040

TITLE: GENDER and STORY-TELLING FOR SCREEN: Does who is telling the story matter?

PRESENTER: Carol Whiteman

ABSTRACT: In our vertically integrated 1000-channel, all-access universe, technology may have equalized the power to share on-screen stories through YouTube and other social media, however there is still a selected elite who control the multi-billion dollar Canadian entertainment industry. It has been well documented in screen industry studies (BCIFP, 2005, 2006, WIFT Toronto 2004, 2011, Women In View, 2012, 2013) that women directors make on average 10% of the commercially funded screen fiction programs, what is euphemistically called mainstream film and television in Canada, compared to their male counterparts.

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Having worked professionally in the film and television industry in Canada for thirty years, eighteen of those years spent leading a national mentoring program for women filmmakers, I have personally helped advance the careers and screen projects of hundreds of women screen directors. Despite this recognized meritorious work for which I have received multiple industry awards, women directors' over all participation rates have not significantly changed during this time. The 2014 Learning Together Conference theme: In-Difference: Conflict and Diversity, has prompted me to ask, "What difference does it make if we only see a single story on our screens; through one perspective? What does it matter if that perspective is predominantly male?"

In this thirty-minute appreciative inquiry session, after briefly sharing relevant data on women's participation as directors in the screen industry in Canada, I propose to invite conference delegates to help me explore some of the differences that gender might make in why we tell stories and what kinds of stories for screen we like to consume.

Noting our genders, as a collective we will discuss the following questions:

1. Why do you tell stories?
2. Why do you like to hear/watch stories on screen?

I have asked these questions in my filmmaking workshops and regardless of gender, while each person has her/his own way to express herself/himself, I have been able to distill their responses into one or two of the following four categories: one, to entertain/be entertained; two, to engage/be engaged; three, to educate/be educated; four, to enlighten/be enlightened.

To delve deeper into the issues of in-difference/conflict on this diversity subject, I would also like to invite dialogue around this final question:

3. Does it matter to you that 10% of the fiction stories on Canadian television and film screens are told by women, and 90% are told by men?
a. If so, why?
b. If not, why not?

I am curious to discover what themes we will uncover, what conflicts and what levels of indifference. I am also keen to experientially explore this inquiry process to see how it might be utilized my EdD thesis work in Transformational Change. Delegates would be invited to sign a simple consent allowing for the referential use of aggregated data collected during the session.

BIO: A two-time Governor General's Award-nominee and multiple award-winner for promoting women's equality and advancing talent in Canada's screen industry, Carol is best known as a co-creator and the producer of the internationally respected Women In the Director's Chair (WIDC) program, presented in partnership with The Banff Centre, and the Alliance of Canadian Cinema Television and Radio Artists (ACTRA). She has produced over

150 short films through WIDC, and through the WIDC Feature Film Award she executive produced the Leo Award-winning LUCILLE'S BALL (director, Lulu Keating, THE BIRDWATCHER (director, Siobhan Devine), and supported the production and completion of the awarding-winning AMAZON FALLS (director, Katrin Bowen) and SITTING ON THE EDGE OF MARLENE (director, Ana Valine).

Carol is a doctoral candidate in the Transformational Change program in the faculty of Education at Simon Fraser University in British Columbia.

For more on the WIDC program: www.creativewomenworkshops.com

TYPE: 35 min -- Presentation/Discussion

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Room 3260

TITLE: Diversity, social differences and group dynamics

PRESENTER: Jia Fei

ABSTRACT: For the past a few decades, group work is a common learning activity in western university classrooms. Studies show that class groups can have a significant impact on the effectiveness of learning (Dornyei & Murphey, 2003). When the class groups become highly ethnically, culturally and linguistically diverse at the age of globalization, learners in the groups experience less team satisfaction, more anxieties and conflicts (Staples & Zhao, 2006). This study investigates from a critical sociocultural perspective on Chinese multilingual learners' struggles around positionality in academic group discussions to shed light on ways of sociocultural factors influencing their participation and learning in the academic community. Using ethnographic methods, observation and interview in particular, the researcher collected audio and visual data of eight participants' group interactions in two mainstream undergraduate courses as well as their perspectives on group work and course materials. Under the lens of intersectionality, performativity (Pennycook, 2007) as well as symbolic capital (Bourdieu, 1984, 1986), the preliminary findings of this study show that multicultural group interaction constitutes a discursive site for power negotiations in which social categories are used as symbolic resources for learners to reproduce, resist or generate interactional orders in the group.

BIO: Jia Fei is a senior lecturer at SFU's Language Training Institute.

TYPE: 35 min – Presentation/Discussion

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Room 3260

TITLE: Supporting Punjabi preschool children's early biliteracy development

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PRESENTER: Angelpreet Singh

ABSTRACT: Many early childhood educators are facing the challenge of working with young bilingual children whose home language and culture differs significantly from their own. As Canada becomes increasingly multicultural and multilingual, more children will be entering kindergarten speaking a language other than English. Unfortunately, many educators are not prepared to work effectively with bilingual children who may require additional support in developing proficiency in their home language and in English. This creates an additional challenge for educators in terms of their instructional practices, approaches, methods and literacy materials that they can employ in their classrooms.

Thus, the main purpose of this study was to examine educators' and parents' beliefs and practices regarding the use of bilingual literacy resources that were specifically designed to address the needs of English-language learners from Punjabi-speaking backgrounds. The study, informed by a social view of literacy, consisted of two educators (one English monolingual and one Punjabi bilingual) and four first-generation Punjabi families and their young children in two early learning programs in the province of BC.

The findings revealed that there were continuing tensions between the educators and parents, which made it difficult to implement the bilingual literacy resources in the classrooms. Specifically, the findings illuminate the role of educators in providing explicit instruction to families from culturally and linguistically diverse backgrounds who may not be familiar with play-based approaches to learning. Although, the findings cannot be generalized, it offers educators, researchers and policymakers a variety of insights and perspectives in order to improve current educational policies and programs for young bilingual children and their families in Canada.

BIO: Angelpreet Singh is a doctoral student in the Languages, Cultures and Literacies program in the Faculty of Education at SFU.

TYPE: 35 min -- Presentation/Discussion,
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Room 3270

TITLE: Bridging Cultures: developing scientific ways of knowing in teaching methodology coursework

PRESENTERS: Kau'i Keliipio and Shirley Turner

ABSTRACT: Kau'i Keliipio and Shirley Turner will explore the intersectionality of Indigenous ways of knowing with science teaching. The impetus for this presentation was the collaboration of the presenters during course planning for the secondary science methodology course in 2011 and 2012. Our collaborative goal was for students to recognize the intersection of Indigenous ways of knowing with Eurocentric scientific

thinking and then to explore how their understandings might be integrated into meaningful teaching/learning experiences. This work was based on the British Columbia Ministry of Education's First Peoples principles of learning and the presenters ongoing work in the same time frame with the Indigenous Perspectives Teacher Education Module (IPTEM). We will engage in an interactive public dialogue about the collaborative process using documentation from the second iteration of the course to illustrate the challenges of bridging these two powerful cultural paradigms and locating a shared space from which to move forward. Finally, we will discuss the current application of Shirley's understandings from this collaboration in her work as a science teacher at an alternate high school through a schoolyard garden project.

BIO: Kau'I Keliipio is the Associate Director of Professional Programs and is the coordinator of IPTEM.

Shirley Turner is a former IPTEM Faculty Associate who is currently studying in the Curriculum Theory and Implementation doctoral program at SFU. She works for the Vancouver School Board at an alternate high school as a science teacher.

TYPE: 35 min -- Presentation/Discussion,

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Room 3270

TITLE: The Wampum, the Wom(b)an, and the World

PRESENTER: m. d. caroline Lefebvre

ABSTRACT: Borrowing from the following quote, "The record of events had no relevance or power in of itself but only as it was embedded in a matrix of social relations and communications" (Rasmussen, 2007, p. 457) this presentation looks to the archaic womb (i.e. the matrix) for traces of herstory embedded in the wampum. More specifically, by (re)reading the Guswhenta or the Two Row Wampum belt as it is commonly known—a mnemonic device for recording history—this presentation is an Indigenous philosophical (re)birthing, based on an intimate (co)sharing, and a feminine (re)clamation that encompasses both a 'reclaiming' of narratives and a 'crying out' to the world. Preparing herself to present at the World Indigenous Peoples' Conference: on Education (WIPC:E), this is an invitation for you to help midwife a new approach to beading her (dissert)ation.

BIO: m. d. caroline lefebvre is a Doctoral Candidate in the Philosophy of Education who is of a French and Mohawk ancestry. Embedded within a shamanic historical consciousness her work incorporates archaeology, human development, Indigenous education, and a philosophy based on an ethical relationality. Throughout her doctoral program she has been creating contemporary wampum belts to compliment her written work, as a way of writing White and reading Red.
TYPE: 35 min -- Presentation/Discussion

Room 3280

TITLE: "Plurilinguals in Motion": Engaging Diverse Communities? (panel presentation)

PRESENTERS: Yujia Jiang, Koichi Haseyama, Jing Li, Rhonda Erdman, Jade Ho
Organizers/Moderators: Meilan P. Ehlert and Leanne Boschman

ABSTRACT: The Plurilinguals in Motion (Ehlert, 2013, c.f. www.multilingualForum.org)
program promotes an open and meaningful communication for people from diverse
communities. Employing a European concept of plurilingualism, this initiative emphasizes
the importance of promoting the agency of individuals with different backgrounds. The
program encourages plurilingual individuals to strategically appropriate multiple
(linguistic and cultural) resources, so that they can better survive and thrive in the
constantly changing conditions in a society. By emphasizing an individual's "motion", the
notion of Plurilinguals in Motion focuses on empowering the plurilingual individuals, the
voyagers of multiple worlds who are constantly traversing between different social,
political, economic, geographic, linguistic or cultural spaces (e.g., classroom), while going
through various ongoing transitions from one stage to another. By organizing and hosting
various types and levels of workshops and presentations in collaboration with the leaders
of different communities, this initiative aims to support people to achieve a better
transition and (re)settlement into new communities/spaces. The presenters of this panel
consist of a group of new scholars in the field of education and training. Our main research
focus is on current issues relating to languages, cultures, literacies and identity practices of
plurilingual individuals in the East Asian and North American communities. While
showcasing the possibilities and strategies of people in different communities dealing with
issues concerning the matter of coexistence in multilingual context, in this presentation, we
explore what each of us (individually and collectively) mean by engaging diverse
communities , particularly in the educational institutions across today's rapidly globalized
world.

References

Coste, D, Moore, D & Zarate, G (2009). *Plurilingual and Pluricultural Competence.
Language Policy Division, Council of Europe.* *See its official website at www.coe.int/lang

Ehlert, M & Moore, D (2014 - accepted): Plurilingual youth in motion: Navigating
and reconfiguring the "multi" in Languages and Identities – Six ChaoXianZu [ethnic Korean
Chinese] teenagers in Beijing. *International Journal of Education for Diversities (IJE4D).*

BIO: All participants are from the faculty of education, Simon Fraser University. Meilan,
Leanne and Yujia are PhD Candidates; the first two are in the Languages, Cultures and
Literacies (LCL) program, whereas Yujia is in the Curriculum and Instruction (C&I)
program. Koichi and Jing are PhD students in the LCL cohort. Jade is focusing on the C&I
and Rhonda is on the TEAL/TEFL in their relevant Master's programs.

Main Contact: Meilan P. EHLERT (meilane@sfu.ca)

TYPE: 35 min -- Presentation/Discussion

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Room 3280

TITLE: Engaging Imaginative Capacity in Promoting Multiculturalism: Teaching about
    Diwali

PRESENTER: Kavita Hoonjan

ABSTRACT: Living in a diverse multicultural society, true multiculturalism and
multicultural pedagogy requires strong imaginative capacity. The imagination is a necessity
for understanding, empathizing and forming authentic connections to other perspectives.
In this presentation, participants will learn about concrete ways by which to engage
emotion and imagination specifically with teaching about the celebration of Diwali and its
history. The Lower Mainland is becoming increasingly multicultural and Diwali is a festival
and celebration of utmost importance to a sizeable portion of our population. Learn how to
employ a change of context, engage interest through story, incorporate song, role play,
humour and incongruity to help students make connections with a deeper understanding
of this festival and how it is celebrated amongst families around the world and in our
community.

Further to engaging a deeper understanding of Diwali, and to forming links to other key
cultural celebrations around the world, ideas will be shared as to making connections
between Diwali, Christmas, Hanukah, North American New Year and Lunar (Chinese) New
year. When students see the similar and different ways to celebrate important events, long-
term understanding and connections are made not only with one's own world, but between
the traditions of diverse cultures. A thoughtful reflection on the importance of food, light,
gifts and family as common themes in traditional celebrations highlights the commonalities
we all have as people.

BIO: Passionate about fostering deeper connections to learning, Kavita Hoonjan is a French
Immersion teacher with 19 years experience teaching all grades at the elementary level
with a focus on primary education. She is currently working on her Master's in Imaginative
Education at Simon Fraser University and has presented workshops at the IERG conference
and at Langley School District's Professional Development Days.

TYPE: 35 min – Presentation/Discussion

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Room 3290

TITLE: Teaching as Worlding

PRESENTER: Matthew J. Kruger-Ross

ABSTRACT: Teachers as professionals and teaching as a profession, both as broadly defined as possible, are responsible for creating spaces where relationships between themselves, students, and the to-be-learned are supported and nurtured. These relationships constitute a type of world within or as learning environments, sometimes referred to as but not totally encapsulated by the culture of a classroom. Andrew Feenberg, a philosopher of technology who continues in the critical tradition of his mentor, Herbert Marcuse, argues that Heidegger's primary contribution to the philosophical tradition is his understanding of "world" and "worlding". My aim with this path of thinking is to demonstrate how the various comportments teachers possess, embody, and are offer considerably more practical applications for teaching and learning via a hermeneutic phenomenology into the ontology of teaching, and ultimately an ontology that can more radically influence education. Understanding the being of teaching and teaching as worlding can also ground the profession as a profession that is highly valued and deserving of respect. What does it mean to be a teacher? What ways of being ground good teaching? These are not questions to be answered but questions to be lived.

BIO: Husband of Frederik, Matthew J. Kruger-Ross is a doctoral student in Philosophy of Education at Simon Fraser University. After completing his BS in Middle Grades Education from NC State University in May 2005 Matthew stepped into the classroom at Carolina Friends School, an independent Quaker school in Durham, North Carolina, where he taught math, music, and technology in the middle school. After four wonderful years, he chose to leave CFS and pursue advanced degrees in educational technology, philosophy and critical studies. In May 2012, Matthew completed his Masters of Science in Instructional Technology at NC State University in Raleigh, North Carolina. His thesis was entitled Toward a Preliminary Understanding of Educators' Assumptions About Technology: A Case Study. Matthew's research interests include philosophy of education, philosophy of technology, transformative learning and critical studies.

TYPE: 35 min -- Presentation/Discussion

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Room 3290

TITLE: Understanding Dialogue In Distance Education: A Case Study Of The Open
        University Of Indonesia

PRESENTERS: Titi Chandrawati and Charles Scott

ABSTRACT: The main goal of this research is to study the incorporation of a dialogue approach into UT's online learning tutorials to reduce the transactional distance in learning for Early Childhood Education student teachers and to examine the dialogue approach used by both students and tutors in helping them experience a meaningful learning process. My research will explore the use of a dialogue approach in an online tutorial and how the

online tutor and student teachers who participate in the dialogue based online tutorial can learn from the learning experience at the Indonesian Open University (Universitas Terbuka or UT). Online learning is now considered an important distance education pedagogy. To help students studying at UT, there are academic services provided by the institution. Face-to-face tutorials and online tutorials are some academic services that can be used by UT students who need these. In this research, I investigate whether incorporating dialogue in the distance education pedagogical process, particularly in online learning, will help students engage and become more active in their own learning in order to make it more meaningful and productive. A dialogical approach would represent diversity in pedagogy, as such approaches are quite uncommon at UT.

Through dialogue, instructors or tutors can motivate distance learners to express their thoughts as their own voices. This learning experience is hoped will help students and their online tutors to have a more meaningful learning situation.

My study will develop an online tutorial at UT in my Early Childhood Education (ECE) stu dy program using a dialogue approach that is inspired by Paulo Freire's and Jane Vella's models of dialogue. I hope the dialogue approach in UT's online tutorial will help students to be more active and engaged in their learning. The main focus of my presentation will concern the dimensions and practices of the dialogical approach I am advocating. The presentation format will consist of a conversation between the two presenters and attendees will be welcome to join in the conversation with their questions and comments.

BIO: Titi Chandrawati is a graduate student in Curriculum Theory and Implementation. She has been an academic staff in the Faculty of Education at Universitas Terbuka since 2003. Her passion is helping her students to engage in their learning.

Charles Scott works in the M.Ed. TEFSL program in the faculty of education and also teaches in the Ed.D. program in Transformational Change. His passion is teaching, especially teaching with and learning from international students. His research interests include dialogue in education and intersubjectivity, contemplative dimensions of and approaches to education, critical pedagogy, and creating opportunities for transformative learning.

TYPE: 35 min -- Presentation/Discussion

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Concurrent Sessions, 11:50 – 12:25

Room 3040

TITLE: In-Depth, Imaginative and Ecological Investigations

PRESENTER: Gillian Judson

ABSTRACT: How do we meet the unique learning needs of our diverse student population? How do we teach in ways that enrich and develop the imaginative capacities of all students? These are a few of the questions we at the Imaginative Education Research Group (IERG) seek to answer (www.ierg.net). Our various programs focus on imagination's role in all learning: across subject matter and with all ages of students. In this presentation I will highlight one of our programs: The Imaginative Ecological Education, or IEE, program (www.ierg.net/iee). In IEE the aim is not only to engage students' emotions and imaginations with the subject matter of the curriculum, but also to engage their bodies with the local natural and cultural contexts in which they go to school. The aim is to nurture the emotional and imaginative core of ecological understanding—the understanding of one's immersion in the natural world. This brief session describes an IEE activity called "Learning in Depth" and the impact it has had on a group of Kindergarten children in Surrey. In Learning in Depth IEE, students have the freedom and opportunity to investigate topics linked to the local natural world independently. They are supported in learning about a single topic in depth and, ideally, as they move to Grade 1 will have the continued opportunity to do so. Learning in Depth or LiD (www.ierg.net/LiD) is unlike other "inquiry" projects one typically sees in schools—this session will indicate its uniqueness and its potential for supporting student learning and connection with the local natural world.

BIO: Gillian Judson is a lecturer at Simon Fraser University in British Columbia, Canada, and one of the directors of the Imaginative Education Research Group (IERG). She is author of the books Imaginative Ecological Education: A Practical Guide For Teachers (Vancouver: Pacific Educational Press; in press) and A New Approach to Ecological Education: Engaging Students' Imaginations in Their World (New York: Peter Lang; 2010). Her research is primarily concerned with sustainability and how an ecologically sensitive and imaginative approach to education can both increase students' engagement with, and understanding of, the usual content of the curriculum but can show it in a light that can lead to a sophisticated ecological consciousness. Her research interests also include teacher education, professional development, and social studies education.

TYPE: 35 min -- Presentation/Discussion

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Room 3260

TITLE: Identity, Imagined Communities and ESL Learners

PRESENTERS: Mohsen Hosseinpour Moghaddam and Chunxiao He

ABSTRACT: This paper reviews the current issues and concerns regarding second language learners in countries like Canada that host immigrants. The focus of the paper is on the role of identity and imagined communities in language learning from poststructuralist perspective. We review two cases of ESL learners that failed to integrate themselves into

Canadian society. The reasons behind their failure with focus on inequitable relations of power and imagined communities are discussed and suggestions are provided.
Key words: identity, imagined community, poststructuralism

BIO: Chunxiao He is a Master student at the University of British Columbia, majoring language education, with focus of teaching English as a second language. She got her Bachelor degree in China, with major in International Relations. She worked as an English teacher in New Oriental school, China for three years.

Mohsen Moghaddam is a graduate student studying Educational Technology and Learning Design at SFU. His background is on applied linguistics.

TYPE: 35 min -- Presentation/Discussion
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Room 3270

TITLE: The Aesthetics of Instinct and Resiliency: a Physical Approach to Indifference

PRESENTERS: April Russell and Dawn McLeod

ABSTRACT: During this presentation, we will facilitate a workshop that leads people through exercises which embody survival mode and resiliency. Through improvisational techniques, we will explore the body's physicality in relation to coping strategies and interpersonal skills. We will invite conference attendees to participate in three structured exercises rooted in physical theatre which have specific rules, timelines and objectives.

We believe this work to be an essential key to building survival strategies- helping people move through the "fight or flight" process. It enables people to discover habitual patterns as well as untapped resources. With fewer decisions being based on fear or subconscious patterning, people are better able to navigate a wider variety of positive choices. Conscious decision making is the key to overcoming indifference.

Because these exercises are based in the body and require physical participation, they provide a balance to the heavy-headed academic medium. This is unfamiliar and profound territory in today's digital culture which has us working our opposable thumbs on micro-machines in the name of communication. We spend inordinate amounts of time speaking, analysing, listening to and interpreting language. To perceive in other modalities has the capacity to alter our consciousness, leading to new ways of knowledge.

BIO: April Russell is currently working on a Ph.D. in arts education at SFU with a focus on dance as a tool for healing trauma. She has studied and taught theatre arts, clowning, yoga, improv comedy and contemporary dance including butoh.

Dawn McLeod is a theatre artist who for the past 8 years has focused her work in comedy and applied theatre arts, working with play-writing, producing, coaching actors, and improv. Dawn is currently gearing up for an artist residency with Geese Theatre in England, a leader for drama-based practices in prisons and young offender institutions.

TYPE: 35 min – Workshop

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Room 3280

TITLE: What is a mathematician? Voices from the trenches

PRESENTER: Veda Roodal Persad

ABSTRACT: What is entailed in becoming and being a mathematician? Over the years, research in mathematics education has moved from finding out what mathematicians know, to what they do, and now to who they are. In this presentation, I consider what can be learned about being a mathematician by listening to voices from the trenches, namely, analyzing written accounts (biographies and autobiographies) and oral accounts (interviews) of mathematical journeys from the perspective of Lacanian theory. Using the Lacanian notions of subjectivity, the subject, and desire, I show how the mathematical experience is impelled and sustained by desire in its various forms.

BIO: Veda Roodal Persad is a fifth-year doctoral student in Mathematics Education in the Faculty of Education at SFU. I also teach face-to-face in the Department of Mathematics and Statistics at Langara College, Vancouver and at a distance for Thompson Rivers University, Open Learning Division, Mathematics..

TYPE: 35 min -- Presentation/Discussion

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Room 3290

TITLE: Decreasing sleep-onset latency for better cognitive performance in faculty and students: Super-somnolent mentation and the new "cognitive shuffle" technique compared with monotonous imagery training

PRESENTERS: Luc P. Beaudoin & Sheryl Guloy

ABSTRACT: Sleep deprivation interferes with cognitive productivity, a core concern of students and faculty. Long initial and middle-of-the-night sleep onset (SO) latencies can lead to sleep deprivation and its sequela. Cognitive-behavior therapy for insomnia (CBT-I) is more effective in the long run than drug therapy (Morin, 2006) and does not have its adverse side-effects. Still, CBT-I has yet to reach its potential. Unfortunately, there has been little response to Harvey & Tang (2003) call for researchers to improve CBT-I. However,

Beaudoin (2013) proposed a new framework of cognitive mechanisms underlying SO. From this analysis, he discovered the possibility of super-somnolent mentation. Consequently, he derived new classes of cognitive techniques to decrease SO latency, including the cognitive shuffle, of which serial diverse imagining (SDI) is a promising subclass.

In this presentation, we will argue on information-processing grounds that the cognitive shuffle technique should be significantly more effective than the well-established (monotonous) imagery technique at decreasing SO latency (Morin, 1988). We will briefly describe an experiment being planned to test this hypothesis in an academic setting. The research will utilize mySleepButton™, a lean CogSci Apps Corp. app designed to (a) induce super-somnolent mentation via the cognitive shuffle (including SDI); and (b) enable sleep researchers to perform large scale experiments and conduct Big Data analyses. We will relate SDI to other psychological techniques (many of which can be used in combination with SDI). We will discuss the testable implications of SDI for students and faculty's cognitive productivity.

References

Beaudoin, L. P. (2013). The possibility of super-somnolent mentation: A new information-processing approach to sleep-onset acceleration and insomnia exemplified by serial diverse imagining (MERP Report No. 2013–03). Cognitive Productivity Research Project, Faculty of Education, Simon Fraser University. (40 p.) http://summit.sfu.ca/item/12143

Harvey, A. G., & Tang, N. K. Y. (2003). *Cognitive behaviour therapy for primary insomnia: Can we rest yet? Sleep Medicine Review*s, 7(3), 237–262. doi:10.1053/smrv.2002.0266

Morin, C. M., & Azrin, N. H. (1988). Behavioral and cognitive treatments of geriatric insomnia. *Journal of Consulting and Clinical Psychology*, 56(5), 748.

BIO: Luc P. Beaudoin is an Adjunct Professor of Education. He specializes in theory and applications of affective cognitive science. His Cognitive Productivity Research Project focuses on self-directed learning and meta-effectiveness in knowledge workers. He is the author of Cognitive Productivity: The Art and Science of Using Knowledge to Become Profoundly Effective. He is the founder of CogZest and co-founder of CogSci Apps Corp.

Sheryl Guloy is a Ph.D. candidate in SFU's Educational Technology and Learning Design. She is interested in organizational learning, virtual mentoring environments, and human performance technologies.

TYPE: 35 min -- Presentation/Discussion
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Main Conference Address, 1:30 – 2:20

Room 3090

TITLE: What's love got to do with it? Conflict, Diversity & the End of the World

KEYNOTE: Dr. John Bogardus

BIOGRAPHY: John Bogardus received his M.A. in Sociology from the University of British Columbia. For over a decade, he was active in trade union, community and global social justice concerns while successively employed as a sawmill and steel foundry worker, first aid attendant, and journeyman carpenter. Training as a psychiatric nurse led to extended employment as a youth worker in a residential treatment centre and an interest in the power dynamics inherent in the production of knowledge, the subject of his doctoral thesis in Anthropology at SFU. http://ir.lib.sfu.ca/handle/1892/8728. A five-year involvement as co-coordinator and facilitator of SFU's Instructional Skills Workshop informed "Creating an Inclusive Community of Critical, Independent Thinkers," a one-day workshop on collaborative classroom practices which has been presented at various universities and colleges on the lower mainland and southern Vancouver Island. John joined the Department of Sociology and Anthropology (SA) to facilitate innovative teaching practices and to develop undergraduate courses in both disciplines. Three writing-intensive offerings — Anthropology and Contemporary Life, Perspectives on Canadian Society, and Global Problems and the Culture of Capitalism — are among the many courses he has designed. More recently, John co-developed the SA department's Field Study of non-governmental and grassroots organizations in response to student demand for community-based learning. John is a recipient of the 2012 Cormack Award for Teaching Excellence in the Faculty of Arts and Social Sciences.

Research Interests: Political sociology, political anthropology, Marxism, anarchism, critical pedagogy, community-centred research, participatory action research, institutional ethnography, auto-ethnography, global social justice.

Special Request: Dr. Bogardus plans to conduct a couple of interactive exercises during the presentation. This requires having a partner. To help us speed-up the process, we ask that you find two people you can partner-up with before the presentation. The break and lunch would be good opportunities to do this. Thank you for your cooperation.

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Concurrent Sessions, 2:30 – 3:15

Room 3040

TITLE: CLOUD COMPUTING: OPPORTUNITIES AND ISSUES IN EDUCATION

PRESENTERS: Mina Sedaghatjou and Gaya Jayakody

ABSTRACT: Despite of growing interest in e-learning from several directions during last decades, e-learning is suffering from its limitation and constraints such as lack of access to necessary infrastructure, high costs of infrastructure support and its maintenance, and the appropriate training of staff to enable them to make the most of the technology. Meanwhile, Cloud computing, provides powerful software and massive computing resources for

enormous network access, data resource environment and effectual flexibility where and when it is needed. The resources can be network servers, applications, platforms, infrastructure segments and services. (Alshwaier, Youssef, & Emam, 2012; Hosam, Tayeb, Alghatani, & El-seoud, 2013; Kusen & Hoic-Bozic, 2014).

It is expected that Cloud Computing revolutionize the field of e-learning education. Having said that, Cloud computing in education is a very young area that requires educators' attention to explore the strategies of how Cloud Computing can be used in educational system and different fields effectively. Nevertheless, there are some issues that need to be solved in order to arrive at Cloud education, including integration, ownership, security and assessment(Hirsch & Ng, 2011).

In the presentation, I will discuss the potentials of Cloud Computing that can support educational institutions to resolve some of the common challenges, such as cost reduction, quick and effective communication, flexibility and accessibility as well as ownership and securities issues.

References:
Alshwaier, A., Youssef, A., & Emam, A. (2012). *A New Trend For E- Learning In Ksa Using Educational Clouds*, 3(1), 81–97.

Hirsch, B., & Ng, J. W. P. (2011). Education beyond the cloud: Anytime-anywhere learning in a smart campus environment. *Internet Technology and Secured Transactions (ICITST), 2011 International Conference.*

Hosam, F., Tayeb, A. Al, Alghatani, K., & El-seoud, S. A. (2013). *The Impact of Cloud Computing Technologies in E-learning*, 8(1), 37–43.

Kusen, E., & Hoic-Bozic, N. (2014). Use of New Technology in Higher Education: A Migration to a Cloud-Based Learning Platform. In L. Uden, Y.-H. Tao, H.-C. Yang, & I.-H. Ting (Eds.), *The 2nd International Workshop on Learning Technology for Education in Cloud SE* - 19 (pp. 181–191). Springer Netherlands. doi:10.1007/978-94-007-7308-0_19

BIO: Mina Sedaghatjou is a third-year doctoral student in Mathematics Education in the Faculty of Education, SFU. Her main research interest is using technology in teaching and learning mathematics. She is studying the impacts of using the touch-based devices on development of young children's mathematical understanding.

TYPE: 15 min -- Presentation

Room 3040

TITLE: Using Computers in Teaching Reading Skills

PRESENTER: Liu Ting (Emma)

ABSTRACT: The use of computer in assisting the teaching and learning of reading skills has received much attention from the educators. This paper elaborates on three commonly

accepted principles-individuality, accessibility and authenticity while using computer technology in the classroom. In this paper, I tend to describe the computer technology involved in teaching reading skills to English language learners. Based on the theoretical framework, the analysis of past studies is divided into three aspects, namely, Developed Program, Online Activities, and Software/Courseware. Some suggestions are given in the discussion part in selecting the appropriate computer technologies to help nurturing the aforesaid skills.

Key words: Computer assisted language learning; Second language learning

Presentation authors: Liu Ting and Sepideh Fotovatian (will not be the co-presenter)

BIO: Liu Ting is a Master candidate in Teaching English as Foreign/Second Language program at Simon Fraser University. She has published two books in Malaysia and an article in a refereed journal during her Bachelor study at Universiti Teknologi Malaysia. Her research interests include Computer assisted language learning; English for specific purpose and Discourse analysis

TYPE: 15 min -- Presentation
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Room 3260

TITLE: The (mixed up) Mixed-Race Student in the Canadian Classroom: How, and why, our Schools are Failing our Multi-Racial Students, and What Can Be Done

PRESENTER: Samantha Fischer

ABSTRACT: The needs of multi-racial students are different from mono-racial students when "celebrating" identities, or attempting to help foster their growth. The number of multi-racial people in Canada who have mixed race heritage has grown substantially in the past 50 years, and this growth is rapidly increasing. The current dominant models on mixed-race identity development generally dictate that individuals do not deconstruct their racial identity as two separate parts (for instance, White-Black), but to construct their identity as a unique whole (perhaps, even as a unique race). However, students are often not taught that they can be a "a whole," and are encouraged by peers and teachers to pick

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"one or the other." For examples, in celebrations of diversity, such as an international food fair, students are often only able to select one part of their background to share with the class; any activities that forces students to choose to celebrate and explore only one component of their racial identity can be harmful and confusing to students. There are also

problems at the post-secondary level. This presentation will provide a brief overview of the dominant theories of identity development in mixed race people, a overview of the shortcomings of the education system in Canada to support these students, and conclude with suggestions for how educators can create a more inclusive environment for their multi-racial students (post-secondary institutions will be discussed briefly). The implications of continued indifference/inaction/lack of awareness will be discussed.

BIO: Samantha Fischer is a mixed-race master's student in Educational Psychology. She is interested in using a multi-disiplary approach to explore social problems in a primarily qualitative manner. Additionally, she is interested in research that allows individuals from marginalized and/or under-represented groups - who are often "spoken for" - the space to share their lived experiences in a manner that contributes to the discipline of Educational Psychology.

PE: 35 min -- Presentation/Discussion

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Room 3270

TITLE: Striving for new learning experiences in Indonesia Open University

PRESENTERS: M. Yudhi Setiani, Isti Rokhiyah and Allan MacKinnon

ABSTRACT: This session will focus on our collaborations in developing thesis research occurring in the context of a project with the Indonesia Open University or Universitas Terbuka (UT). Allan will speak about the nature of the collaboration and the 'sensitivities' involved in development work of this sort, while Yudhi and Isti will speak about their thesis research. Yudhi's thesis research is about a social constructivist learning approach in the online civic education tutorial at UT. Meanwhile, Isti's thesis research is about reflective practice curriculum for teacher education at UT. This will be followed by a question and discussion time.

BIO: M. Yudhi Setiani is a PhD candidate in Curriculum Theory and Implementation. She is a lecturer in the Faculty of Social and Political Sciences at UT for about 15 years.
Isti Rokhiyah is a PhD candidate in Curriculum Theory and Implementation. She is a teacher educator at UT for over 20 years.

Allan MacKinnon is a member of the Faculty of Education. His interests lie in science education, teacher education, and international education.
TYPE: 35 min -- Presentation/Discussion

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Room 3280

TITLE: SFU Education Review Authors' Panel

PRESENTERS: Meilan Ehlert and Judy (Yeon Jung) Lee
              Moderators: Matthew J. Kruger-Ross and Marco Espinoza

ABSTRACT: In this session, panelists will discuss key points of their articles and ideas. They will then lead an open discussion about the writing process. Moreover, Matthew and Marco will discuss the upcoming issue of the Ed Review.

TYPE: 35 min -- Presentation/Discussion

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Room 3290

TITLE: "Dude, I'm totally studying": Research on the literacy practices of high-achieving students

PRESENTER: Alexa Bennett Fox

ABSTRACT: Over the past two decades, the work of the New London Group has dramatically redefined literacy. No longer limited to normed skills of reading and writing, the new literacies are both multimodal and multi-contextual. What is more, research shows that there is a strong correlation between a student's literacy skills and their scholastic success. Grounded in these ideas, my project asks: How do successful students use literacy in their daily lives? What are their literacy practices when doing homework? Do these practices support their success? How do they view literacy?

To explore these questions, I undertook three kinds of research. Firstly, I observed a grade 12 French Immersion and International Baccalaureate (IB) student as he did his homework. Detailed field notes were taken during the observations; additionally, the participant completed a questionnaire about his daily literacy habits. Secondly, I conducted an anonymous survey with the student's IB cohort. Twenty-eight students answered my two-part survey, responding to questions about their daily literacy practices, and literacy use while doing homework. Lastly, the students illustrated their understanding of literacy; their pictures, predominantly of reading and writing practices, are included. Drawing on key theories of literacy and identity, I will discuss the results of my research, and conclude with some ideas as to implications for teachers in the classroom.

BIO: Alexa Bennett Fox is a teacher with the North Vancouver School District and is currently finishing the first year of her MA in French Education.

TYPE: 15 min -- Presentation

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Room 3290

TITLE: Unity Through Music – The Sobral School of Music Project

PRESENTERS: Sharon Widdows and Susan O'Neil

ABSTRACT: Can artistically infused service projects foster cross-cultural relationships and encourage transformative learning in children and youth? How do we assess engagement and learning as a result of participation in such projects?

Social responsibility has become an important part of curriculum in recent years, and numerous programs have been created to promote global awareness and commitment to aid at local and global levels. Fundraisers allow schools to donate to food banks, build wells in developing countries, and adopt foster children overseas, and are carried out with enthusiasm by students and schools. However, despite the increasing number of service projects (community volunteering and/or fundraising) undertaken in Canadian schools, there are no guidelines currently in place for assessing levels of engagement or depth of learning that might emerge from participation in those projects; nor are there designated capacities or learning intentions to guide educators and students in the process. Furthermore, few such projects use the arts as a medium. This poster highlights a project currently underway through MODAL Research, located in the Faculty of Education at Simon Fraser University, Burnaby campus. MODAL stands for Multimedia Opportunities, Diversity and Artistic Learning, and research goals include expanding artistic learning opportunities in multi-arts, digital media arts, and non-arts areas in schools, communities, and the world. The project, Unity Through Music – The Sobral Music Project, is a cross-cultural collaboration between Canadian and Brazilian students which will create opportunities for dialogue about the roles of music and the arts in students' own lives and in each others'. Approximately 80 students from two elementary schools in Mission and one Vancouver high school, and 100 from the Sobral School of Music are taking part in this project and will participate in interviews, questionnaires, and meetings with Brazilian students via Skype; at the end of the year students will present a cross-cultural performance spanning two continents, also via Skype.

BIO: Sharon Widdows is a PhD student at Simon Fraser University. Her work involves music engagement in children and youth, particularly those deemed to be at risk. She teaches Grade 3/4 in Mission, and has developed and coordinates the SPAARK (Supporting and Providing Arts for At-Risk Kids) program, also in Mission.

Dr. Susan O'Neill is Associate professor in the Faculty of Education at Simon Fraser University and director of MODAL Research Group. She is Senior Editor of the Canadian Music Educators' Biennial Book Series, Research to Practice. She has been a Visiting Fellow at the University of Michigan, USA (2001-2003) and the University of Melbourne (2012). Her international collaborative projects explore young people's musical and artistic

engagement in ways that contribute to expansive and equitable learning opportunities, positive values, self-identities, motivation, wellbeing, intergenerational learning relationships and cultural understandings.

TYPE: 15 minute presentation

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Closing Plenary Session, 3:20 – 4:00

What did we learn together about *in-difference: conflict and diversity*?

(room 3340)

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