

S U M M E R 2 0 1 3

the Air Up Here

The Department of Educational Psychology and Leadership Studies



ABOVE: Karen Li

ABOVE: Mandy Sun

VOLUNTEERING

CASAE is short for Canadian Association for the Study of Adult Education Association, which is an important component of the Congress 2013. It lasted from June 3 to June 5 with a Pre-Conference from June 1 to June 2.

On the first day, four others and I began our volunteer jobs by providing the essentials such as schedules, files, CDs and maps into the kits under the guidance of Dr. Darlene Clover. The next morning, we arrived at the reception desk and handed the kits to the participants when they passed through. As different sessions started on, each of us went in with the sessions that we took charge of to guarantee everything was going well. I also did the chair's job for a session, which impressed me a lot because that was my first time to do so. During the whole process, our university provided us with free delicious food and satisfied every member of the conference.

Generally speaking, it's a high level, academic-oriented and well-organized congress. The speakers of the sessions that I attended were very young but they were so seasoned and brilliant. I was so proud of our university for attracting so many professional talents.

Story by Mandy Sun, MED Leadership Studies

RECONNECTING

Congress was so full of amazing moments. I was volunteering for CASAE, presenting two of my papers in CSA sessions and was on the CASAE community panel. These were all incredible, but one of the best moments occurred after attending the jam-packed session on 'Critical Perspectives on Learning and Social Movements' (which was one of the many highlights of my Congress).

I was coming out of the washroom and literally ran smack into one of my favorite professors from my undergrad at the University of King's College in Halifax, who I hadn't seen in 7 years (though she'd written me a number of reference letters over the years). She told me about a session on a book written by another one of my favorite King's professors, who had profoundly influenced my research interests. I got to attend the session and reconnect with them both. I'm looking forward to seeing them, and all the amazing people I met during Congress, again at Brock next year.

Story by Laurel Collins, PhD Interdisciplinary (Leadership Studies & Sociology)



SPOTLIGHT ON RESEARCH



Dr. Kevin Runions

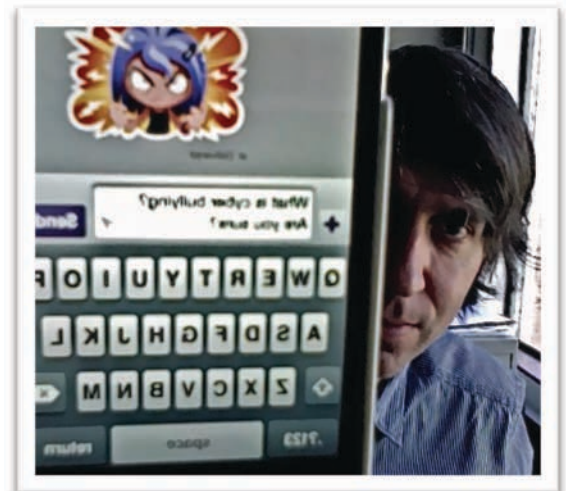
Understanding the Medium and the Message: Cyber-Aggression

With the rapid uptake of digital technologies into our lives, Canada's youth, in particular, have seen a rapid integration of new social media (e.g., facebook, twitter) into their daily lives through the prevalence of portable information and communication technologies (eg., smartphones, tablets). This adoption of digital communication technologies dramatically alters the way Canadians keep in touch and engage in the social world. However, this cultural shift in how we communicate is having unintended consequences: Statistics Canada data indicate that 1 in 5 Canadian adolescents have been targeted by cyber-aggression or victimization (CAV). In response to this phenomenon, Canada's Senate Human Rights Committee on Human Rights (2012) has called for Canada to take "necessary actions to protect children from all forms of physical and mental violence, including [CAV]".

In EPLS, Dr. Kevin Runions has been active in developing new theory and preparing for research to better understand just how the cyber-medium influences how children and adolescents make sense of, and respond to, potential cyber-aggression. In 2013, he published a paper, *Cyber-Aggression and -Victimization and Social Information Processing: Integrating the Medium and the Message*, in a special issue of the new journal, *Psychology of Violence*, along with collaborators at UBC and in Perth, Australia (Runions, K., Shapka, J.D., Dooley, J., & Modecki, K. (2013). *Psychology of Violence*, 3, 9-26). More recently, he was the lead guest editor for a special issue of the *Journal of Youth and Adolescence* (2013, v.42, issue 5) addressing New Directions in Cyber-Aggression and Cyber-Victimization research. His paper (*Toward a Conceptual Model of Motive and Self-Control in Cyber-Aggression: Rage, Revenge, Reward, and Recreation*) looks closely at how online media might influence the different motives for aggression.

More recently, Dr. Runions has won a SSHRC Insight Development Grant to study, his study on *Cyber-aggression and victimization (CAV): A mixed methods study of online structural properties and social information processing* (2013-2014). This project will consist of interviews and the development of questions for an experimental study of ambiguity in cyber-communication, and how emoticons may or may not reduce the ambiguity that text-only communication can create. It's in collaboration with Anne Marshall, as well as Debra Pepler at York, Jennifer Shapka at UBC, and Danielle Law, at Wilfred Laurier. This goes along with a large, 4-year longitudinal study funded by CIHR (*Adolescent socialization via the internet: An exploration of the social cognitive and contextual correlates of online risk behavior*) with Dr. Jennifer Shapka at UBC. As well, Dr. Runions has just received a UVic internal research development grant (*Development and Piloting of a New Scale of Cyber-Aggression Motive and Self-Control*) to aid in testing hypotheses arising from his conceptual articles.

If you would like to learn more, or if you're interested in working on any of these projects, send Kevin an email at krunions@uvic.ca.



Q & A with EPLS Graduates

- Plans after graduation?
- Favorite moment within your studies?
- Any words of wisdom to current and future students?
- Praise/Improvements for the department/supervisor/program?
- Sum up what you have learned in the program in one sentence!

Emma Cottier MEd Leadership Studies



Project: Mentorship: The description of a six-year mentorship experience between a female educator and a female single family student.

Future Plans: Continue working at Royal Oak Middle School, and continue to mentor students in the community.

Favorite Moment Summer studies! The group projects and everyday classes sure brings you together!

Wisdom Complete a research project that you are extremely passionate about, and it will fly by!

Praise: I found all members of the department to be extremely friendly, helpful, and knowledgeable.

Learned: It's all about relationships!

Sylvia Ava Bahrami MA Counselling Psychology

Thesis: Exploring the Mystical Depths of Persian Music: A Case Study.

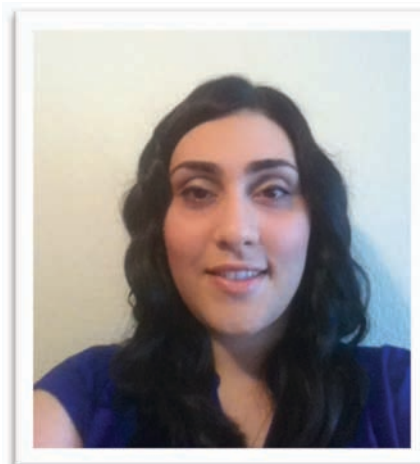
Future Plans: I am currently looking for a Counselling position working with children and families.

Favorite Moment: My favorite moment within my studies was working on my thesis research and my internship hours.

Wisdom: Despite the stress that comes with obtaining a master's, try to embrace it and have fun, because getting a master's is a very big accomplishment!

Praise: I am very thankful that my Supervisor Dr. Honoré France allowed me to pick a thesis topic that I was interested in.

Learned: I have learned to embrace everything that comes my way with a more positive outlook.



Karen Hlady, MA Leadership Studies

Thesis: Alternative Education in the 21st Century: Voices from Vancouver Island

Published: Hlady, Karen, J. (2013). *Alternative Education in the 21st Century*. Saarbrücken, Germany. LAP LAMBERT Academic Publishing. **Utilized:** By VIU Instructor Tom McEvay in his EDPD 582: On the Edge of Chaos course. Also used by McEvay Consulting for professional development in Alternative Educators, currently in three BC school districts.

Future Plans: A job would be nice. Ideally, I would like to coordinate a post-secondary campus-based alternative school, which would act as a training location for Education and CYC practicum students, in addition to providing cutting edge 21st Century pedagogies, curriculum and holistic support for students. Otherwise, I'm hoping to work in an education, health or social service community-based program, and guiding teams by providing support to staff and clients.

Favorite Moment: Skits, in particular Schoolopoly with Matthew and Gus in Dr Gounko's Global Perspectives on Education class.

Wisdom: Enjoy your studies, listen, refrain from judging different views and learn from your classmates as well. They are just as knowledgeable as your instructors.

Praise/Improvements: I've been blessed with great instructors. It would have been nice to have access to a wider course selection with more frequent course availability. Also, be mindful of what courses you offer online. Often, it is the process of developing interpersonal skills and engaging in in-person discussions that are the meat of the course, more so than the content itself. Moodle forums do not replace active discussion.

Learned: Compassion for self and others from Dr. Carolyn Crippen, Humor from Vivian McCormick and Reflective critical assessment from Dr. Catherine Etmanski.



Alison Dewis, MEd Educational Psychology (Learning & Development)

Project: Career Development Programs in Canadian High Schools

Future Plans: I plan to work as a full time University Guidance Counsellor at Shawnigan Lake School.

Favorite Moment: A highlight of the program was an unbelievably effective and enjoyable learning experience in statistics with Adjunct Professor Todd Milford.

Wisdom: Make sure to enroll in a class taught by Dr. Allyson Hadwin - it will be challenging but the end result is worth it!

Praise: I was impressed by the breadth and depth of the academic faculty and found that my peers were equally diverse in their background experiences.

Learned: I learned how to synthesize massive amounts of theory and research into an accurate and comprehensive abstract.

Side Note: Take advantage of the multiple opportunities Dr. Wanda Boyer offers to help develop your project or thesis.

Valarie Cortes, MA Leadership Studies

Thesis: An arts-based approach to developing systems thinking in student leadership programs



Future Plans: I will go back to work in higher education. I specialize in implementing leadership education, training, development, and engagement initiatives for undergraduate and graduate students. I am currently working with Royal Roads University and hope to contribute to developing leadership capacity at UVic in the future.

Favorite moments: The fantastic potlucks in some classes, the 'Circle Painting' workshop near the fountain – part of the Leadership and the Arts course, the 50th Anniversary celebrations, and my research!

Wisdom: Get involved outside of the classroom. Join the Writing Centre and the Thesis Completion Group.

Praise: Vivian and Stacey you are the best! Thank you for everything.

Learned: Unleash the power of arts-based learning!

Katya Sivak, MA Counselling Psychology

Thesis: Mindfulness-Based Cognitive Therapy for Pregnant Women with Previous Difficult Postpartum Mood: A Mixed Methods Exploratory Study

Future Plans: I have been fortunate to be hired as a support group facilitator by Ovarian Cancer Canada while I was still writing my thesis. I have also started private practice where I facilitate Mindful Motherhood groups based on my thesis work. My supervisor and I have discussed submitting abstracts for conference presentations and writing two papers for publications. I am almost ready to start writing again!

Favorite Moment: The last supervision group at my practicum at the UVic counselling services I reflected on the connections I made with fellow practicum students and the clients I saw. I felt so proud for choosing the right profession for me, so honored to have clients share the deepest, most intimate parts of their hearts with me, their darkest fears and incredible courage, biggest failures and amazing achievements, lowest lows and highest highs. I felt so humbled to witness their journey and to be able to make a small difference.

Wisdom: Although I grew as a person as a result of my MA journey, this growth did not happen without the demands of the program bringing out the worst in me. I needed to find a way to be compassionate to my stressed self. I was never able to figure out the perfect mother-wife-daughter-sister-friend-student-thesis-practicum balance. I strongly encourage you to write a book if you do!

Praise: When you are fully immersed in your studies life still goes on; the people you care about get ill, new relationships form and old ones fall apart, even babies are being born! I am grateful for the guidance, mentorship and academic support that I have received from many faculty members, but when life happened I have truly felt supported by three faculty members: Susan Tasker, Tim Black, and Wanda Boyer. From the bottom of my heart thank you to these wonderful human beings!

Learned: Counselling is a profession that is art, science, and you; the healing and growth in a counselling office happens when you adhere to the ethical standards of the profession, consider the science, let your creativity flow, and just be.



Inclusion: Personal Agency, Opportunity, and Community Resilience

Implementing an Inclusion agenda both on and off campus requires collaborative partnerships with faculty, students and community partners. On May 31, 2013, in partnership with the Centre for Youth and Society (CFYS), **Dr. McGhie-Richmond** facilitated a Research and Action roundtable as a community-building event with **Dr. Gordon Porter**. Dr. Porter shared insights from his years of work in New Brunswick and internationally on issues of inclusive education. His comments were followed by robust discussion with a range of community partners and students. **Dr. Jacqueline Specht**, Director, Canadian Research Centre on Inclusive Education, Western University, also participated. Research and Action roundtables provide a vehicle for frank discussion of the challenges and opportunities within the Inclusion agenda by multiple stakeholders (research, practice, policy). Additionally, the model of Research and Action roundtables allows for students to connect directly with community partners engaged in real world debates about Inclusion.

Dr. Gordon Porter is a leader in inclusion and diversity issues in Canada. He is the National Director of Inclusive Education Canada (<http://www.inclusiveeducation.ca/english/index.asp>) an initiative of the Canadian Association for Community Living and is very active throughout Canada with respect to inclusive education. He was awarded the Order of Canada (2010) for his work in inclusive education. Recently he was instrumental in developing an inclusive approach to education in schools in New Brunswick which is recognized as an example of good practice by UNESCO, OECD and others. He has taught at the University of PEI, the University of Calgary, McGill University and Ryerson University. In 2007 he was awarded the Canadian Education Association's Whitworth Award for Education Research, an award that recognizes his conceptual and practical contributions to building inclusive classrooms, nationally and internationally.

The Canadian Research Centre on Inclusive Education

(http://www.edu.uwo.ca/inclusive_education/) connects over 25 researchers across Canada providing a national voice for research on inclusion. By researching and disseminating findings across Canada and around the world, the Centre empowers researchers, educators, and others with the knowledge they need to be effective with *all* students, including those with diverse learning needs.

The Centre for Youth and Society (CFYS), under the direction of Dr. Anne Marshall, facilitates university-community partnerships to generate and mobilize knowledge regarding the strengths, challenges and opportunities of youth. The mission of the CFYS is to promote the health and well-being of youth from diverse social, economic and ethnic backgrounds in evolving societal circumstances.

LEFT to RIGHT: Dr. Jacqueline Specht, Dr. Donna McGhie Richmond, Dr. Gordon Porter.

