The Final Oral Examination
for the Degree of

DOCTOR OF PHILOSOPHY
(Department of Curriculum and Instruction)

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B.Ed., University of Victoria, 1981
M.A., University of Victoria, 1991


Monday, March 16, 2015
2:30 PM
David Turpin Building, Room A144

Supervisory Committee:
Dr. Deborah Begoray, Department of Curriculum and Instruction, UVic (Supervisor)
Dr. Sylvia Pantaleo, Department of Curriculum and Instruction, UVic (Member)
Dr. James Nahachewsky, Department of Curriculum and Instruction, UVic (Member)
Dr. Elizabeth Banister, School of Nursing, UVic (Outside Member)

External Examiner:
Dr. Douglas Fisher, School of Teacher Education, San Diego State University

Chair of Oral Examination:
Dr. Diana Varela, Department Biology, UVic
Abstract

The constructivist grounded theory, actualizing collaborative learning, conceptualizes how British Columbia primary grade teachers interacted with the professional learning endeavour Changing Results for Young Readers (CR4YR). CR4YR was a British Columbia Ministry of Education initiated and co-facilitated cross-school Network Learning Community that included educators from four levels of the school system. While Network Learning Communities, such as the CR4YR initiative, have been increasingly utilized as professional learning models for educators, a review of the literature indicated that questions remained as to how teachers who were unaccustomed to collaborative learning endeavours adapted to environments in which vulnerability was the primary learning tool. This study addressed this knowledge gap. The theory, actualizing collaborative learning, emerged from analysis of data gathered through semi-structured interviews with 22 CR4YR participants in five British Columbia school districts. The interviewees included school district administrators, Reading Advocates, and teachers. The resulting theory specifies that collaborative learning in CR4YR was built upon the interaction of the four sub-processes: establishing trust, identifying with collaborative learning, becoming vulnerable, and mobilizing collaboration to the school. The participants’ utilization of the four sub-processes was impacted by three contextual factors which were: skilled leadership, interlinking points of contact, and the extended time period allocated for the CR4YR initiative. The theory extends current conceptualizations of professional learning in network learning communities by identifying the contextual factors and sub-processes that support teachers as they acclimatize to collaborative learning in cross-school environments with representation from multiple levels of the school system.

Awards, Scholarships, Fellowships

2014-2015 Graduate Award          2013-2014 Graduate Award
2011-2012 Graduate Award          1987-1988 Fellowship

Presentations (selected)


Begoray, D, Banister, E., & Wilmot, R. Gendered critical media health literacy. CPHA 2013 Annual Conference, Canada, Ontario, Ottawa, 2013-06-10


**Publications**


