Look At Us Now: Symposium—Agenda
MacLaurin Building, University of Victoria
10/03/15

Celebrating 100 Years of Preparing Educators

12:30-1:00pm
David Lam Auditorium Lobby
Check-in and pick up name tag.

1:00pm - 2:00pm
David Lam Auditorium
Opening Plenary

2:00pm - 6:00pm
A. Wilfrid Johns Gallery
The Art Education Centennial Mural Project
Abstract: A grounding tenet of art education is learner engagement through active participation with materials and ideas. The centennial mural project invites creative participation from all symposium attendees through reflection and art-making as they contribute to a group mural. The mural will be a collaborative drop-in event where participants can add their brushwork (digital or analog), choice of colors, and/or written reflections to a mural design developed by current students and faculty to remember and imagine the historic and contemporary space and place of the Faculty of Education. We encourage all symposium attendees to contribute to the mural throughout the day.

Poster Sessions will also be ongoing in the A-Wing hallway above the A. Wilfrid Johns Gallery – see descriptions below in the agenda.

5:30pm - 6:30pm
Curriculum Library
Open House and Tour of Curriculum Library
Word on the street is that the Curriculum Library is the go-to place on campus to collaborate, study and find amazing educational resources. Join the Curriculum Library staff for a behind the scenes tour to see why and how this little library is making a big difference.

Program

1:00pm - 2:00pm
David Lam Auditorium
Opening Plenary
Speakers: Welcome by Mr. Butch Dick from Songhees Nation; Chancellor Norma Mickelson O.C, O.B.C; Nella Nelson; Dr. Ian Cameron.
2:00 – 2:15pm
Break

2:15 – 3:15pm

Room D103
Dr. Kathy Sanford, David Fletcher, Kerry Robertson, Jamie Burren
Look How Far We’ve Come: Preparing Teachers in the 21st Century
Abstract: This presentation will show how our teacher education program has been attempting to work in responsive and collaborative ways to address the complexities facing today’s educators and educational institutions. We have been drawing on complexity/systems thinking and Indigenous learning principles to consider the needs of our preservice teachers from different perspectives suited to the increasingly diverse learners we have in our classrooms and communities.

Room D111
Darren Alexander
Critical Media Literacy: Lessons from 20th Century Educators
Abstract: Critical Media Literacy can be defined as a style of “reading” that exposes the oft-hidden power structure and intention behind a text. Drawing from such diverse fields as philosophy, psychology, and neuroscience, remarkable educators from the last century sought to break new ground in ways of understanding and developing basic literacy. Can their findings inform us today, and help us move toward a more potent critical media literacy future?

Room D116
Dr. Valerie Irvine
Preparing Educators for the Participatory Culture of Sharing Our Learning in a Digital World
Abstract: With increasing ubiquity of Internet access, personal devices, and emerging technologies that provide new affordances for communication and collaboration, the field of education is better equipped than ever before to create truly learner-centered educational opportunities. In this session, we’ll have show-and-tell, hands-on experimentation, discussion, and hopefully growing disruption of our industrial institutions, by showcasing some of the most impactful innovations for learning afforded through technology.

First Peoples House – Ceremonial Hall
Dr. Carmen Rodriguez de France and Robyn Kruger
Living History: Indigenous Education in Time
Abstract: Education for Aboriginal people has significantly changed in the past 100 years, going from the establishment of an imposed and restricted way of being and knowing to a system that, while still in need of change, continues to recognize and acknowledge the universal and particular beliefs, values, and cosmologies of Indigenous people. It is our hope that this workshop will inspire and engage participants to further their understanding of education as lived within and among Indigenous people, communities, and societies
Please note this presentation runs until 3:45
A History of Common Schools in Victoria

Abstract: In my poster presentation, I will outline the status of education both before and after the establishment of common schools and examine the potentialities for schooling to accommodate an increasingly diverse student population in the late 1800s. I will consider the usefulness of common schools to foster a shared sense of national identity in Confederation-era Canada and locate the establishment of common schools within the wider scope of Canadian colonial history.

3:15 - 3:30pm.
Break

3:30 – 4:00pm

Room D101
Dr. James Nahachewsky and Dr. Kathy Sanford
Giving Voice to Students through Multiliteracies in Teacher Education
Abstract: This presentation explores the importance of realizing a multiliteracies pedagogy within teacher education at the University of Victoria in response to an ever-changing, globally-connected yet personalized world, and increasingly complex classrooms and schools. Through the presentation and discussion of three Education students’ multimodal works, we build an understanding of how a multiliteracies approach helps contemporary pre-service teachers to enhance their pedagogy and meet future students’ learning needs, develop learners’ competencies and address shifts in curricula.

Room D103
Nicole Gardner
Trends in Participation Rates of Home Educating in B.C., 1993 to 2013
Abstract: Families in B.C. who educate their children at home do so under two categories: enrollment in a Distributed Learning (DL) program or registration under Section 12 (S12) of the School Act. The current study documents trends in DL and S12 across age, gender and location.

Room D111
Nirmala Gnanaratnam
School Education System of Sri Lanka; A Comparison with the Canadian System
Abstract: Sri Lanka achieved a 97% literacy rate by 1964 due to adoption of a free education policy in 1947, which recommended native languages as the medium of instruction. Popular textbooks written in English were translated and provided for free/at a subsidized rate. Also, several teacher-training colleges were set up. Even though access to education increased quantitatively over the years, the system has not improved qualitatively. A comparison of Sri Lankan and the Canadian systems will be made in this regard.

Room D116
Dr. David Blades and Dr. Eileen van der Flier-Keller
The EOS 120 Project: A Decade of Pedagogical Cooperation Between the Faculty of Education and Faculty of Science
Abstract: Over the past decade Dr. David Blades from the Faculty of Education and Dr. Eileen van der Flier-Keller from the Faculty of Science have redesigned and taught an Earth Science course (EOS 120) from a constructivist science education pedagogy. Research on this approach indicates that EOS 120 “pre-education” students are more likely to correct misconceptions, improve attitudes towards Earth science, achieve higher grades and adopt an inquiry-based approach to science education when they become teachers.
Living History: Indigenous Education in Time

A. Wilfrid Johns Gallery – A Wing
Poster Presentation by Dr. Sylvia Pantaleo

Children's Literature and Visual Literacy: Learning to Read Images
Abstract: The pervasiveness of multimodal texts in contemporary society, especially those texts featuring the mode of image, requires youth to understand the complexity of the visual communication process in order to effectively interpret, communicate and represent meaning. Findings from my research have revealed that learning how to read/view the elements of visual art and design in multimodal texts such as picture books and graphic novels can contribute to students’ aesthetic transactions, as well as develop their comprehension and interpretation of these multimodal texts.

4:00-4:15 pm
Break

4:15 – 4:45 pm

Room D101
Karen Efford and Dr. Jillian Roberts
Centre for Outreach Education – Reaching More Kids!
Abstract: The Centre for Outreach Education (CORE) is a multidisciplinary centre dedicated to enhancing the education of children and youth. Located at the University of Victoria, CORE is administered by the Faculty of Education under the guidance of the Dean of Education and a Steering Committee composed of volunteer faculty members. Founded in 2011 with a generous bequest from an anonymous donor, CORE is dedicated to providing direct educational services for children and youth with a range of needs; on campus and outreach services to children and youth in the community; services for children who may not normally have access to additional support and/or opportunities. CORE’s aim is to fill unmet needs in the community, and to provide services to children and youth who need help the most. There are no fees for any of CORE’s services.

Room D103
Dr. Tim Hopper
Authentic Learning for Authentic Assessment: School Integrated Teacher Education and the Development of Electronic-Portfolios
Abstract: Authentic learning refers to experiences that develop personal beliefs through verifiable observations and engagement. Authentic assessments focus on assessing learning of one’s work in real or realistic contexts. A real-world task requires students to deal with the messiness of reality as they apply professional knowledge to lived experiences. This presentation will focus on our fifteen years of research in the use of School Integrated Teacher Education (SITE) in our teacher education courses. SITE refers to the systematic incorporation of school experiences into the teaching and learning of core concepts within university courses.

Room D111
Dr. Lindsay McCardle
Promoting Student Success Across University: Teaching Students to Strategically Regulate their Learning, Motivation and Behavior through ED-101
Abstract: More than 2000 students over 9 years have taken ED-D 101, a course that examines the psychology of motivation, learning, memory, and strategies for improving academic success. Using
an innovative blend of research and teaching, graduate students and instructors support students as they explore the science of strategic, reflective, and adaptive learning. This presentation introduces our innovative approach to supporting student success and shares students' perspective of what it means to become a self-regulated learner.

Room D116
Dr. Helen Raptis
Learning to Teach During Troubled Times
Abstract: Victoria has a long history of preparing teachers, beginning with summer institutes in 1875. This session presents the memories of 24 teachers who learned to teach during World War II. I discuss how the war affected their lives; the kinds of non-teaching advice their instructors gave them; and the kinds of adaptations they had to make during the war years. These stories reveal much about an era that has been neglected by historians and about the resilience of teacher education as an institution.

First Peoples House – Ceremonial Hall
Dr. Carmen Rodriguez de France
YET SUN HEYWA – We are Journeying Forward: Indigenous Education at the University of Victoria
Abstract: The history of Indigenous Education at UVic and more specifically within the Faculty of Education dates to the early 1970’s when Language programs and Teacher Education initiatives were developed and delivered in partnership with the Department of Linguistics and with diverse Indigenous communities. Through photo essays, interviews, and diverse expressions, this presentation highlights pivotal moments of this history as an invitation for reflection and creativity to imagine a shared future, and paths to journey forward.

A. Wilfrid Johns Gallery – A Wing
Poster Presentation by Rebecca Edwards
Mental Models in the Classroom
Abstract: As students learn, they construct mental models in order to reason, predict, and understand. By visualizing the mental models that learners construct, educators can understand why learners make particular choices: Educators can elicit mental models as a means of assessment. Presented are (1) an introduction to mental models and their place in education, and (2) methods that educators can use to elicit student mental models in the classroom.

4:45-5:00 pm
Break

5:00 – 5:30 pm

Room D103
Rosalyn Fast
If You Have an Education Degree then Why Aren’t You Teaching?
Abstract: The presenter will share a snapshot of how she has used her degree since graduation. Life changed in a matter of seconds — her husband was involved in a cycling accident, resulting in a mild traumatic brain injury. Rebounding from a traumatic life event, this recovery is set in a physical literacy context focusing on an active daily lifestyle, and implementing a mindset suitable for herself as the caregiver.
Room D111
Sarah McLeod

*It's Not Just About Signing Out Books! Library to Learning Commons: A Catalyst for Change*

**Abstract:** The *British Columbia Education Plan* will soon be mandatory in schools in British Columbia. Redefining a school library to a Learning Commons can support this exciting pedagogical shift. This redefined place can play a vital role in creating a culture of change within a school setting. Sarah will highlight the transformation of a traditional library to a Learning Commons and demonstrate the potential this model has as a catalyst for supporting change in BC schools.

Room D116
Dr. Lara Lauzon

*PHE 142 - Personal Health, Wellness and Potential – Student Transformation Through Experiential Community Group Legacy Projects*

**Abstract:** In this presentation I will share student experiences in a Community Group Legacy Project included in a course titled EPHE 142 Personal Health, Wellness and Potential. Students gained a new awareness of the impact of their own actions on their community and made new friends. Examples of student Community Group Legacy Projects will be brought to the presentation.

*A. Wilfrid Johns Gallery – A Wing*
Poster Presentation by Dr. Anne Marshall

*Education Research Snapshots from the Centre for Youth & Society*

**Abstract:** The Centre for Youth and Society (CFYS) presents a collage of Education Research Fellows’ and graduate students’ research on youth development and well-being. Through university-community partnerships with teachers, administrators, school districts, and community agencies, CFYS generates and mobilizes knowledge about strengths, challenges, and opportunities related to youth, children and families. Research topics include: teacher preparation for inclusion, promoting literacy through graphic novels, supporting youth mental health, implementing servant leadership, and healthy living curricula.

**Presenter Biographies**

**Darren Alexander** is an educator and activist-oriented media producer, dedicated to pedagogy and literacy in support of social justice.

**Dr. David Blades** is a Professor of Science Education and Curriculum Theory in the Department of Curriculum and Instruction.

**Dr. Ian Cameron** spent 60 years in the B.C. education system as student, school librarian, administrator, Ministry of Education manager, and utility infielder in the UVic Faculty of Education.

**Rebecca Edwards** is a second year MA student in Educational Psychology. She received her BSci in Psychology from Tufts University and worked as an educator in Canada, Europe, and Asia.
Karen E. Efford is the Coordinator of the Centre for Outreach Education at the University of Victoria. She is currently completing a Masters of Curriculum and Instruction focusing on the integrated role of parent and educator in the homeschool environment.

Rosalyn Fast is a 1990 graduate with a BEd-PE Major, Rosalyn has an extensive aquatics background, a passion for recreation and people. Her training for this presentation started one fateful July 1997 night.

Dr. Eileen van der Flier-Keller is an Associate Professor of Earth Science in the School of Earth and Ocean Sciences.

Nicole Gardner has an MA in Educational Psychology (Measurement, Evaluation & Computer Application). Her research interests include self-directed, life-long learning and home educating. She is currently in the LATHE program.

Nirmala Gnanaratnam is a former lecturer in the department of Electrical & Computer Engineering of the Open University of Sri Lanka and has teaching experience both at college and school level for more than three decades.

Dr. Valerie Irvine is an Assistant Professor of educational technology and co-director of the Technology Integration and Evaluation (TIE) Research Lab. Her work focuses on personalization, multi-access, and connected learning.

Dr. Lara Lauzon is an Assistant Professor at the University of Victoria in the School of Exercise Science, Physical and Health Education and her research area includes Personal Health, Wellness and Potential.

Dr. Anne Marshall is a Professor of Counselling Psychology in EPLS and Director of the Centre for Youth & Society. Her research focuses on youth and emerging adult identity and cultural narratives.

Dr. Lindsay McCardle has worked in ED-D 101 for over 6 years as a lab instructor and course instructor, combining knowledge of educational psychology research and a passion for supporting students.

Sarah McLeod has been a teacher in the public and private systems for 24 years. She recently finished her Master in Education. Sarah is the teacher-librarian at St. Margaret’s School.

Dr. Norma Mickelson’s vibrant career path began with a 15 year teaching position in the elementary school system in 1945. She went on to earn her Bachelor of Education from Victoria College in 1963, her University of Victoria Masters of Education in 1967, and as a University of Victoria faculty member, her PhD from the University of Washington. In 1997 she was elected the first female chancellor of the University of Victoria.

A former classroom teacher, Dr. James Nahachewsky presently teaches and researches in the areas of new and multiple literacies, and curriculum reform in the University of Victoria’s Faculty of Education.
Nella Nelson is a member of the N’amgis and Dzawataineuk Nations and has worked for the Greater Victoria School District for the past 37 years in Aboriginal Education as a secondary teacher and district administrator. She started UVIC in September 1972 and continues to be involved on the UVIC Indigenous Advisory Council for the Faculty of Education and a guest presenter to pre-service teachers.

Dr. Sylvia Pantaleo is a Professor in the Department of Curriculum and Instruction and teaches courses in language and literacy and children’s literature at both the undergraduate and graduate levels.

Dr. Helen Raptis is an Associate Professor in the UVic Faculty of Education. Her research focuses on the intersection of government policy, minority learners and their experiences with teachers in schools. She uses both historical and sociological approaches.

Dr. Jillian Roberts is an Associate Professor of Educational Psychology at the University of Victoria. She is a Registered Psychologist with special interests in adoption, French immersion, and helping children with complex medical conditions.

A Professor in the Department of Curriculum and Instruction at the University of Victoria, Dr. Kathy Sanford teaches and researches in the areas of teacher education, new/digital literacies, gender, and assessment.