



Faculty of Education and Social Work

**Research Provocations
Winter 2017**

Program

Greetings. Weyt-k Bonjour

Welcome to the Research Provocations series of research presentations hosted by the Faculty of Education and Social Work and featuring EDSW colleagues and associates.

This series takes place at TRU which is located in the unceded territory of Tk'emlups te Secwepemc within Secwepemcul'ecw.

We are thinking of these presentations as 'provocations' that aim to move debates forward in ways that improve student success, enhance social and human opportunity, enable equity, advance reconciliation, and support well-being.

The Faculty of Education and Social Work is committed to research as a form of service to others. Our faculty specialize in education, English for academic purposes, university and employment preparation, social work and human services. The Winter 2017 EDSW Research Provocations aim to share how our scholars are addressing questions of local, national and international importance, particularly in the strategic areas of education, health and diversity; Aboriginal understanding; and community and culture. In this way our research is interwoven with core academic themes: power, politics and social justice; sustainability (environmental, economic, social and cultural); and science, technology and applied skills in society.

I commend the commitment and dedication of the scholars within the Faculty of Education and Social Work and their research associates for ensuring that research continues to have a voice that speaks to policy, practice, and reconciliation. The breadth and depth of the presentations will undoubtedly be provocative in advancing knowledge, thought and practice.



Prof Airini
Dean, Faculty of Education and Social Work
Thompson Rivers University

FACULTY OF EDUCATION AND SOCIAL WORK

Research Provocations

Winter 2017

OVERVIEW

Date and time	Presenter	Title	Venue
Wed March 8, 4:15-5:15 pm	Dr. K. Calder Stegemann	Inclusive education – New book and ruminations by a retiring professor	AE 108
Wed March 15, 4:15-5:15 pm	Dr. J. Churchley	Activity theory and arts education: Designing learning experiences for aesthetic responses	AE 108
Wed March 22, 4:15-5:15 pm	Dr. O. Kondrashov	Welcome to Kamloops, a free course: Lessons learnt	AE 108
Wed March 29, 4:15-5:15 pm	Dr. C. Rees	Transitioning to student-centred pedagogy: Investigations of classroom talk	AE 108
Wed April 5, 4:15-5:15 pm	Dr. T. Handford and Dr. U Scheck	Benevolence and trust in leadership: A cross-disciplinary approach to research	AE 108
Wed April 12, 4:15-5:15 pm	Dr. S. Johnson and Chief Judge T. Crabtree	Yes it's legal, but is it justice? Indigenous research responds to First Nations criminal court	AE 108

Campus maps showing the location of the AE Building ('Arts and Education') and nearby car parks are available at <http://www.tru.ca/map.html>

WEDNESDAY, MARCH 8, 4:15 – 5:15 PM – LOCATION AE 108

**Inclusive education –
New book and ruminations by a retiring professor**

Dr. Kim Calder Stegemann

Kim's presentation will highlight her latest publication – ***Inclusive education: Stories of success and hope in a Canadian context*** which she co-authored with Dr. Angela AuCoin of the Université du Moncton.

Inclusive education is both an *ideal* and *process*, and is consistent with the Canadian imperative of a multicultural and pluralistic society. Realizing this vision, however, is less straightforward. The text highlights how inclusion is operationalized for students with various learning needs in different educational jurisdictions across Canada. Rather than focusing on what is not working, each case study highlights how different members of the educational team work together to create a successful inclusive experience.

In this presentation, Kim will talk about the theoretical frameworks on which she bases the *process* of inclusive education. She argues for a reasoned approach to educational inclusion which provides an optimal learning environment for both disabled and nondisabled students. Kim will follow this by posing questions that she and others still have about inclusive education.



Dr. Kim Calder Stegemann is an Associate Professor in the School of Education at TRU where she has been an instructor for over 20 years. She has taught and presented nationally and internationally. Kim has been a general and special education teacher in both public and private settings, worked as a consultant for school districts, and provided professional development opportunities across Western Canada. Her research interests include inclusive and special education, interventions for reading and math disabilities, teacher dispositions and teacher education admission procedures, and most recently, educational neuroscience.

WEDNESDAY, MARCH 15, 4:15 – 5:15 PM – LOCATION AE 108

Activity theory and arts education: Designing learning experiences for aesthetic responses

Dr. John Churchley

Activity theory developed from Vygotsky's cultural-historical psychology and was built upon by Yrjö Engeström towards the end of the century. Since then, activity theory has been used in the study of human computer interaction to assist in design processes for technology. It can also be used to provide a means to conceptualize the design of arts education experiences – particularly those that focus on aesthetic experiences as the outcome.

In this presentation, Engström's complex model of activity theory is used to describe the social co-construction of aesthetic responses, using a multi-dimensional typology of aesthetic experiences. The use of activity theory in this way can be instructive to arts educators in the intentional design of learning experiences in the arts that focus on these responses. However, it can also be useful in designing arts education experiences that focus on other outcomes such as creativity, imagination, or "curricular" learning.



John Churchley, BEd, MA, EdD, is Principal Lecturer in the School of Education at Thompson Rivers University. He recently retired from K-12 public education, his final position being Assistant Superintendent for School District #73 (Kamloops/Thompson). John's main focus at TRU is innovation and teaching/learning in the Bachelor of Education program. He is currently the Coordinator for this program. He is also active as an on-line course developer and instructor, graduate supervisor and instructor, ukulele player, and researcher in educational leadership and arts education.

WEDNESDAY, MARCH 22, 4:15 – 5:15 PM. LOCATION: AE 108

Welcome to Kamloops, a free course: Lessons learnt

Dr. Oleksandr (Sasha) Kondrashov

This talk will highlight the presenter's observations from designing and delivering a course that explores the challenges and opportunities experienced by newcomers to Kamloops, BC. Throughout January 2017, fourteen members of the Kamloops community expressed interest in taking the course and attended selected lectures while three participants actively attended every class. The range of themes covered in the course was structured around finding resources to meet everyday needs and learning how to actualize oneself while living in Kamloops, BC. The topics covered in first two months included the history of the City of Kamloops, Housing, Banking, Shopping, Healthcare and Child and Family Services in Kamloops. At the end of each lecture, the instructor has compiled a guide with relevant resources to answer questions that were raised in each class. During the talk, top 10 useful tips that can help newcomers in Kamloops are shared with attendees. The tips were collected from course participants on what works best to support their adaptation. Once the course is complete the new resource guide for newcomers to Kamloops will be created to help newcomers adapt to life in Kamloops. Ideas for future research on newcomer's adaptation will be discussed, and implications for social work practice highlighted. The course participants already commented on the benefits of having the course in the University setting as a way to strengthen the connection between the university and the wider community to address newcomers' needs.



Dr. Oleksandr (Sasha) Kondrashov was born and raised in Lviv, Ukraine. He completed his PhD at the University of Manitoba in 2016. Sasha loves teaching and has more than ten years of extensive teaching experience in Canada. Before coming to TRU, he designed and delivered more than 20 unique Bachelor of Social Work and Family Social Sciences undergraduate and graduate degree courses at the University of Manitoba and Dalhousie University. Many courses have been developed and taught through distance education and in small communities in Northern and Rural Manitoba. His research interests

and teaching focus includes social work distance education, Canadian and comparative social policy, history and development of social work profession, community and social development, social work in Northern, rural and remote communities and international social work practice.

WEDNESDAY, MARCH 29, 4:15 – 5:15 PM. LOCATION: AE 108

Transitioning to student-centred pedagogy:

Investigations of classroom talk

Dr. Carol Rees

Reform recommendations for education globally, encourage shifting from traditional teacher-centered approaches to student-centered pedagogy. Using Freire's famous metaphor, traditional teacher-centered approaches use a banking model where the teacher deposits information into the students' otherwise empty bank accounts. Student-centered pedagogy, which is based on widely accepted constructivist theories, considers students' interests and perspectives to be of fundamental importance in their learning. In student-centered learning spaces, students have opportunities to voice their interests and point of view. The role of the teacher is to be a facilitator who supports students' in their learning through approaches such as inquiry and project-based, and problem-based learning. Needless to say, the transition from a traditional teacher-centered approach to student-centered pedagogy is not always easy. The context of the work that will be described in this presentation is a project (Steps to Inquiry) that aims to support teachers and students in elementary and middle schools transitioning to student-centered pedagogy for science education. Arguably, one of the most important and most difficult aspects of the transition for teachers and students is learning to interact differently. Since relational interactions are made evident through discourse, one way to study teacher-student interactions is through investigating classroom talk. This presentation focuses on investigations of classroom talk between teachers and students engaged in transitioning to student-centered pedagogy in the Steps to Inquiry project. It is hoped that this research will contribute to developing theory and practice regarding how best to support teachers and students transitioning to student-centered pedagogy.



Dr. Carol Rees grew up in Ireland and completed her BSc degree at Trinity College Dublin. She went on to graduate-work at the University of Western Ontario where she completed her doctorate in plant molecular biology in 1989. During the 1990s she became a mum and a Montessori schoolteacher. Through this time she thoroughly enjoyed getting messy and doing science with children of all ages. In 2008 she completed a Masters in Education and returned to academics with a research focus on science education. During her sixteen years as a schoolteacher and almost ten years as a science-teacher educator she has developed a deep interest in student-centered pedagogy, teaching methods such as inquiry-based and project-based learning, and the kinds of classroom talk that teachers and students engage in through these approaches. Since 2010 she has worked with a team focused on supporting teachers and students transitioning to student-centered pedagogy in the context of science education, and she has published articles on science teacher education and science curriculum. In 2014 Dr. Rees, with co-applicant Dr. Wolff-Michael Roth, was awarded a SSHRC Insight Development grant for the project: *Transitioning to Student-Centered Science Inquiry: Investigating Classroom Talk*. This research will be the focus of her presentation.

WEDNESDAY, APRIL 5, 4:15-5:15 PM. LOCATION: AE 108

Benevolence and trust in leadership: A cross-disciplinary approach to research

**Dr. Victoria Handford (EDSW)
and Prof. Ulrich Scheck (Faculty of Arts)**



Dr. Tory (Victoria) Handford holds a Bachelor of Music (Queen's University), Master of Music (music therapy, Registered Music Therapist, Florida State University), Bachelor of Education (Western University), and Master of Education (leadership and policy, UToronto), as well as several certifications required for school and district leadership in Ontario. She completed her EdD in Leadership at UToronto, with a thesis titled *Why Teachers Trust School Leaders* in 2011. This was a busy time...there was commuting to work, working full-time as a school principal, then as an education officer for the Ontario Ministry of Education and finally as a program officer for the Ontario College of Teachers, while simultaneously raising three wonderful sons, and engaging with marriage (still married to the same man!) and throughout, commuting to UToronto. She continues to research trust and leadership. Since moving to Kamloops and TRU in the fall of 2013, she has engaged with her love of skiing and has picked up the sports of curling and rowing. Commuting to see her husband (Whitehorse) and children (North America) is a constant reminder that organization - and details - matter.



Dr. Ulrich (Uli) Scheck holds an undergraduate degree (78) from the University of Mannheim (Germany) and an MA (80) and PhD (84) from the University of Waterloo, specializing in literary and cultural studies. Uli obtained a faculty position at Queen's University as Queen's National Scholar in 1985 and has since pursued both scholarly and administrative goals. He has authored a number of books, articles and reference works. After

serving for five years as Dean of Graduate Studies and Research at Queen's University, Uli joined Thompson Rivers University as Dean of Arts in 2005. In February 2010 he became Provost and Vice-President Academic and led the development of TRU's first Academic Plan. Last Fall he returned to his teaching and research roots and now is a Professor in the Faculty of Arts. He very much enjoys being able to connect directly with students again. Outside of academe, Uli's main passion is music. He plays keyboards for the Kamloops-based rock band "Shattered Blue."

WEDNESDAY, APRIL 12, 4:15-5:15 PM. LOCATION AE 108

Yes it's legal, but is it justice?

Indigenous research responds to First Nations criminal court

**Dr. Shelly Johnson
and Chief Judge Thomas J. Crabtree**

This session examines Indigenous therapeutic jurisprudence research and initiatives in BC against what *Bridging the Cultural Divide, the Royal Commission on Aboriginal Peoples'* (1995) study on Canadian criminal law made clear more than 22 years ago; that the Canadian criminal justice system has failed the Aboriginal peoples of Canada – First Nations, Inuit and Metis people, on-reserve and off-, urban and rural – in all territorial and governmental jurisdictions. The principal reason for this crushing failure is the fundamentally different world views of Aboriginal and non-Aboriginal people with respect to such elemental issues as the substantive content of justice and the process of achieving justice (p. 309). Specifically the session will discuss important capacity building aspects of First Nations Courts in New Westminster, North Vancouver, Duncan and Kamloops including the role of Elders, healing plans and Gladue Reports. The Chief Judge of the Provincial Court of BC and an Indigenous researcher tasked with evaluating the New Westminster court will discuss their perspectives with each other, and audience members.



Dr. Shelly Johnson (Mukwa Musayett – Walking With Bears) is of Saulteaux (Keeseekoose First Nation) and Norwegian ancestry. Shelly is a Canada Research Chair in Indigenizing Higher Education and Associate Professor. She is a former Assistant Professor at the University of British Columbia (Vancouver), CEO and founder of a delegated urban First Nations child and family agency in Victoria, a provincial policy analyst, statutory social work supervisor and social worker. Her Indigenist research agenda includes First Nations therapeutic jurisprudence, Indigenous culture and

language revitalization and Indigenous child welfare. Shelly is a PI and co-PI on four national and international research projects totaling over \$3M. Shelly serves on the national board of directors of the Canadian Association for Social Work Education, chairs the national Indigenous Social Work Educators Network, and is a member of the newly created BC Aboriginal Justice Council.



Chief Judge Thomas J. Crabtree was born in London, England in 1955 and raised in the Fraser Valley of British Columbia. After receiving a BA from the University of British Columbia in 1978 and a Bachelor of Laws degree from the University of Victoria in 1983, he was called to the British Columbia bar in 1984. At the time of his appointment to the Provincial Court he was a partner in the law firm of Patten Crabtree in the upper Fraser Valley and had a varied practice with an emphasis in criminal and civil litigation. Chief Judge Crabtree is married with two adult children. Appointed a judge of the Provincial Court in February 1999 and initially assigned to the North Fraser District, Chief Judge Crabtree moved to the South Fraser District in 2000. He was appointed Chief Judge of the Provincial Court of British Columbia on April 8, 2010, a position that he holds to present day.