



Service, Support, Education & Justice in Community

A Research Profile of
The Faculty of Education and Social Work

Summary

2 Research Chairs
16 Research Professors (tripartite)
4 Departments

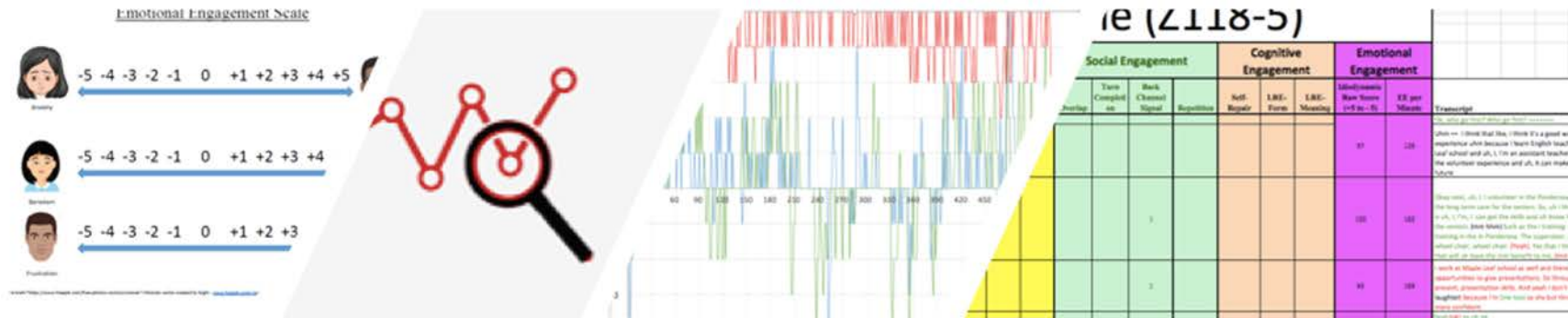
Partnerships with

- Teaching Professors (bipartite)
 - University Instructors
 - Sessional Faculty
 - Community
-

9 current externally funded projects:

- 7 tri-council funded projects
- 2 additional externally funded projects

English Language Learning



How Can We Investigate Directed Motivational Currents and L2 Learner Engagement?

Is a Complex Dynamics Systems Theory approach the best suited research paradigm for capturing L2 engagement?



Jason Brown and Wendy Krauza

English Language Learning & Teaching

Intergenerational, land-based research

Research Interests

Natalie's research interests include Indigenous feminist methodologies and community based participatory research projects within intersectional frameworks. Her most recent research (2019) is funded by the Social Sciences and Humanities Research Council (SSHRC) Indigenous Research Capacity and Reconciliation Connection Grant, The project, in partnership with Elder Minnie Kenoras and Indigenous faculty, community and girls, Cu7 me7 qwelewu-kt, translates to Come on, lets go berry-picking, and is an intergenerational, land-based research program that expands upon a weekly girls group that currently operates in the Neskonlith community.

LIFETIME SUMMARY: \$766,017.

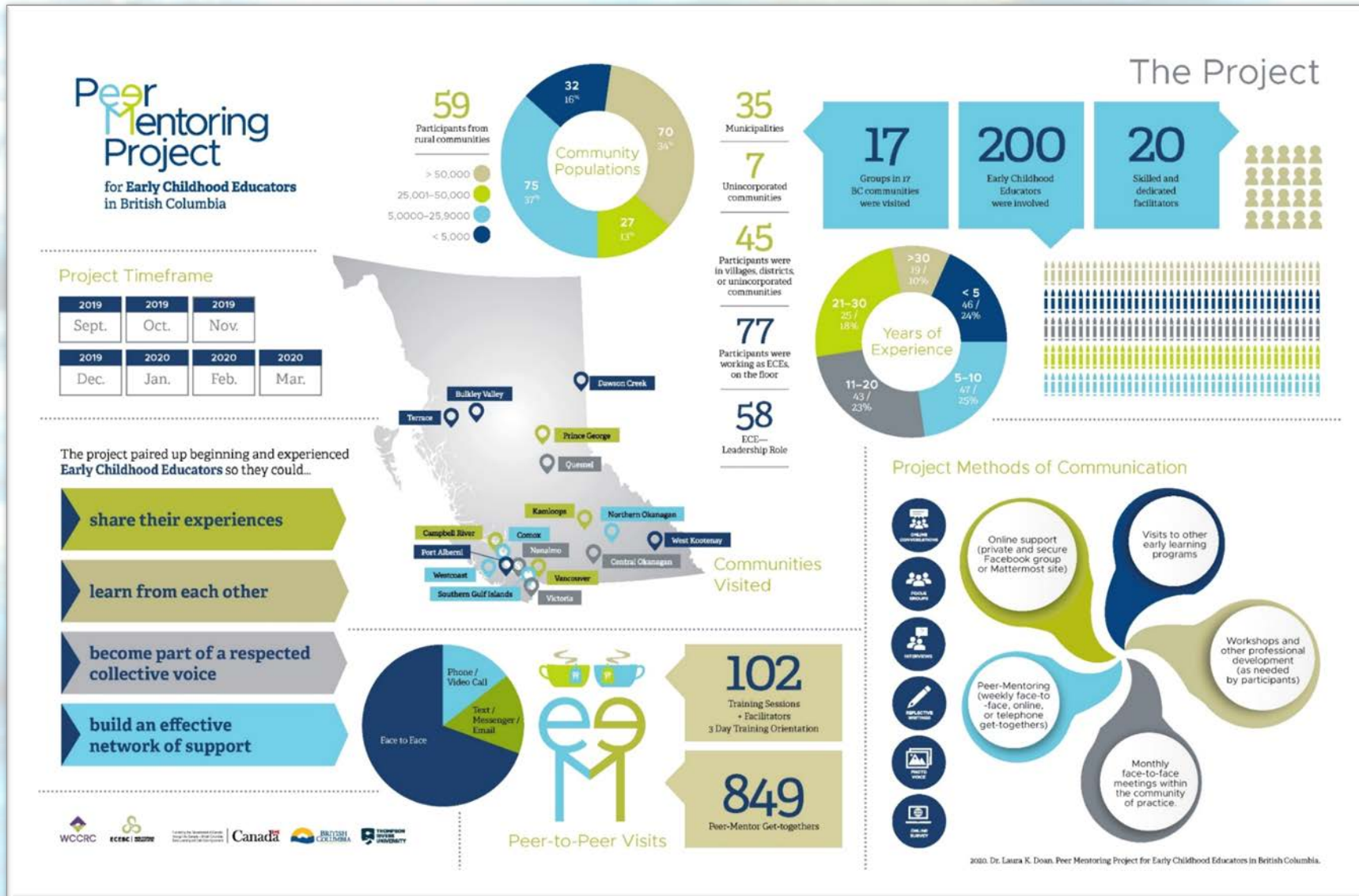
Principal Investigator *competitive \$647,017.



Dr. Natalie Clark

Social Work & Human Service

Supporting Early Childhood Educators – Peer Mentoring



Dr. Laura K. Doan
School of Education

Building Community for International Students

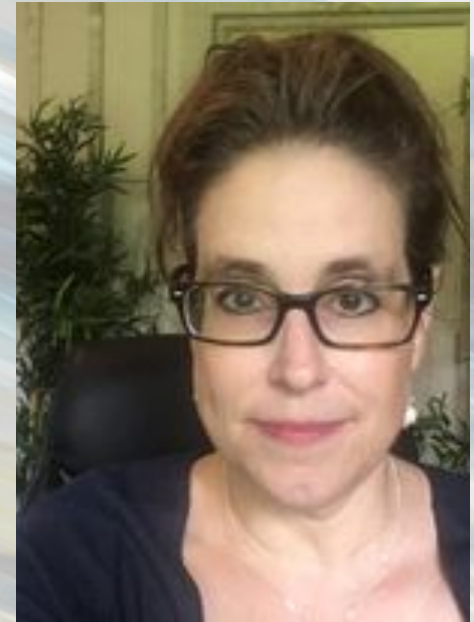
Recent Publications

Dobson, J., Freimuth, H., & Rodrigues, I. (2021) An exploration of the characteristics that make a language learning centre a safe and comfortable place to learn in and contribute to for volunteers: A Canadian case study. (in progress)

Dobson, J., Freimuth, H., & Rodrigues, I. (2021) How volunteering in a language learning centre can help ESL students' emotional well-being: A Canadian case study. (in progress)

Dobson, J., Freimuth, H., & Rodrigues, I. (2021) Student volunteer motivations in a student support centre for EAP students. (submitted to BC TEAL)

Freimuth, H. (2020). Are academic English words learned incidentally? A Canadian case study. *BC TEAL Journal*, 5(1), 32-43.



Dr. Hilda Freimuth
English Language Learning & Teaching

Educational Leadership, Journeys through Academia

Publications in this Year July 2020 – July 2021

Sibbald, T., & Handford, V. (in press). *The academic sabbatical: A voyage of discovery*. University of Ottawa Press.

Handford, V. (in press). The sabbatical voyage: A triptych of renewal, reflection, and research. Chapter in T. Sibbald and V. Handford (eds) *The academic sabbatical: A voyage of discovery*. University of Ottawa Press.

Sibbald, T., Handford, V., & Kornelson, L. (2020). Reconciliation of philosophical perspectives to address autoethnographic methodological concerns. *Alberta Journal of Education Research*, 406-418.

Sibbald, T., & Handford, V. (2020). A substantive model of Canadian tenure-track experiences. *International Journal of Humanities and Education*, 6(14), 455-469.

Finlay, C., Schmidt, J., & Handford, V. (in press). Accessing the expertise within. Chapter in Cherkowski, S., Kutsyuruba, B., & Walker K. (eds). *Striving for wellbeing: Leadership for flourishing in diverse education contexts*. Canadian Scholars Press.

Yahia, L., & Handford, V. (in press). Voices of racialized and Indigenous leaders in Canadian universities. Chapter in McGregor, C., & Hailoo, S. (eds). *Diverse leadership landscapes: Exploring the terrain*. McGill Queen's Press.

Handford, V. (in press). No timeline for love. Chapter in Griffiths, D. (ed). (in press). *Goodbye for now: True stories of life, love and loss*. WordandDeed Press.

Handford, V., Yahia, L., Kettaneh, H., Finley, C., Rinshed, T., Abdeddaim, R., Schmidt, J., Labette, P., & Faisthuber, M. (proposal accepted, under review). Schooling during COVID19: Restoring human-centeredness amidst uncertainty. Proposal accepted: *Teachers and Teaching: Theory & Practice*.

Handford, V., & Dobson, J. (in development). *Student, Faculty, and Graduate Teaching Assistant Perceptions of Support Provided by a Graduate Student Support Centre*



Dr. Victoria (Tory) Handford

School of Education

English Language Learning

Recent publications

Hu, J., & Gonzales, L. (2020). English-as-an-additional-language employees' perspectives on writing in the workplace. *BC TEAL Journal*, 5(1), 91–108. <https://doi.org/10.14288/bctj.v5i1.343>

Hu, J. (2020). Review of A. Guptill (2016), *Writing in college: From competence to excellence*. <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=76589513-9fc0-4b24-a1ad629d0a0348ac&contributor=&keyword=&subject=>

Hu, J. (2019). Simultaneous oral-written feedback approach (SOWFA): ESL students' preferred writing response. *Journal of Response to Writing*, 5(2), 5-45. <https://journalrw.org/index.php/jrw/issue/view/10>

Hu, J., & Hoare, A. (2017). Employer perspectives on ESL employees' writing problems. *Comparative and International Education*, 46(1). <http://ir.lib.uwo.ca/cie-eci/vol46/iss1/5>

Wisla, H., Krauza, W., & Hu, J. (2017). SERV 1000: Boldly going where ESL students haven't gone before. *BC TEAL Journal*, 2(1), 1-13. <https://doi.org/10.14288/bctj.v2i1.243>



Dr. Jim Hu
**English Language
Learning & Teaching**

Interdisciplinary Research on Aging and Health in Collaboration with Equity-Seeking Groups

Recent/select publications

Hulko, W., Mirza, N., & Seeley, L. (2020, January 22). Older adults views on the repositioning of primary and community care. *Canadian Journal on Aging*, On-line first, 1-13.

Hulko, W., Stern, L., Brotman, S., & Ferrer, I. (2020). *Gerontological social work in action: Anti-oppressive practice with older adults, their families, and communities*. Abingdon, UK: Routledge Press.

Hulko, W., Mirza N., & Seeley, L. (2019, Mar 6). ROAR: Researching older adults repositioning [Video file]. Retrieved from <https://youtu.be/XEohUUYUBRA>.

Hulko, W., Wilson, D., & Balestrery, J. (Eds). (2019). *Indigenous peoples and dementia: New understandings of memory loss and memory care*. Vancouver, BC: UBC Press.

Purves B., & Hulko, W. (2019). Adapting CIRCA-BC in the post residential school era. In Hulko, W., Wilson, D., & Balestrery, J. (Eds.), *Indigenous peoples and dementia: New understandings of memory loss and memory care* (pp. 196-214). Vancouver, BC: UBC Press.



Dr. Wendy Hulko
Social Work & Human Service

Indigenizing Higher Education

Dr. Shelly Johnson (Mukwa Musayett), Saulteaux is the world's first Canada Research Chair in Indigenizing higher education and an Associate Professor at Thompson Rivers University.

Johnson is a recognized leader in Indigenous research methods and leadership. She arrived to take on her new role as CRC in January 2017 after spending more than four years as an assistant professor in the School of Social Work at UBC. She received her Master of Social Work from the University of Northern British Columbia in 2001, and her EdD in Educational Studies: Leadership and Policy from UBC, in 2011. She has worked within the child protection field in varying capacities since 1984, and spent seven years as the CEO of Surrounded By Cedar Child and Family Services, working with urban Aboriginal youth to restore and enhance strength and resiliency within the Coast Salish Territory.



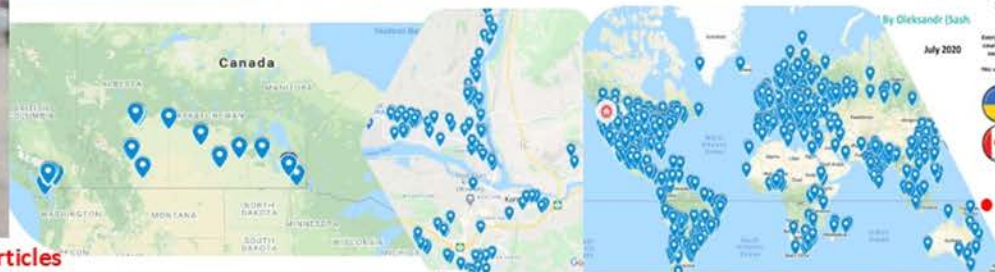
Dr. Shelly Johnson
School of Education

Strengthening Social Work Practice – Policy, Advocacy, Research and Education



Dr. Oleksandr (Sasha) Kondrashov The Social Work Educator

www.krasun.ca #theSWEducator #EMPRSocialWork



Welcome to Kam

E-Book for Newcc
(1st Edition)

By Oleksandr (Sasha)

July 2020



Ukrainians in Canada

Community Learning Course

Saturday January 9th-April 3rd, 2021

9:00 a.m. - 11:00 a.m. Pacific Time

Everyone is welcome to join the first online offering of the community learning course about the experiences of Ukrainian People in Canada from all waves of immigration. Courses are welcome to register. More information about the course can be found <https://www.krasun.ca/ukrainians-in-canada/>

Register via Zoom:
<https://bit.ly/3kxKsRh>
Questions: Dr. Oleksandr (Sasha) Kondrashov
Professor Faculty of Education and Social Work
skondrash@tru.ca



Recent Peer-Reviewed Articles

- Kondrashov, O. & Haladzshun, Z. (2020). Winnipeg media through the prism of Canada's Ukrainian diaspora. *Bulletin of the Lviv Polytechnic National University. Journalist Sciences* 4, 47-52. Retrieved from <http://science.lpnu.ua/sis/all-volumes-and-issues/volume-4-number-2020/winnipeg-media-through-prism-canadas-ukrainian>
- Helet, C., & Kondrashov, O. (2019). Universal design on university campuses: A literature review. *Exceptionality Education International*, 29, 136-148. Retrieved from <https://ir.lib.uwo.ca/eei/vol29/iss1/8>
- Kondrashov, O. (2019). Critical instructor qualities in social work distance education. In: S. Arkhypova Ed. Formation of modern specialist professional competence in the context of European integration: collection of scientific papers. Cherkasy: Bohdan Khmelnytsky National University (pp.18-26). Retrieved from <http://dspace.pdaa.edu.ua:8080/bitstream/123456789/7095/1/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA.pdf>
- Kiyesa, R., & Kondrashov, O. (2019). Challenging racism through asset mapping and case study approaches: An example from the African descent communities in Vancouver, BC. *Canadian Diversity*, 16(3), 49-52. Retrieved from <https://www.ciim.ca/img/boutiquePDF/canadiandiversity-vol16-no3-2019-v2-m8007.pdf>
- Kondrashov, O. (2017). The critical professional university supports for instructors in social work distance education. *Yearbook of Varna University of Management* (10), 196-200. Retrieved from <https://www.scribd.com/document/352534082/Yearbook-of-Varna-University-of-Management-Volume-10-2017#>

My Scholarship, Service and Teaching Goal To advance a comprehensive, learner-centred, sustainable and accessible social work program that serves regional, national, and international learners and their communities through high quality and hybrid-flexible social work education, anti-privilege and anti-oppressive accessibility research, scholarship and service rooted in social work values



Dr. Oleksandr (Sasha) Kondrashov

Social Work & Human Service

International Indigenous Family and Community Wellness



All My Relations

The mission of the All My Relations Research Centre is to advance Indigenous community wellness by bringing together regional, national and international Indigenous researchers to work in partnership with Indigenous communities to identify, research, advance and build capacity and capability in Indigenous community wellness.

One definition of research that I like to use is that re-search means to search again for what we once knew. The Indigenous peoples of Canada's far north understood this when they encapsulated their experience, traditional knowledge, and wisdom into what is called in Inuktitut as Inuit Qaujimajatuqangit. This expression literally translates into "that which has long been known by Inuit". It is their belief that this collected body of knowledge prepares Inuit for future success. Inuit Elders use the bow and arrow analogy to explain the relevance these teachings have for the future. If you do not draw back the arrow in the bow, it will drop a short distance in front of you. Non-Indigenous people may understand this metaphor as a back swing as in golf or in tennis. The backswing is needed to generate the power to move an object forward. For Indigenous peoples the backswing involves activities where people review and identify past resources, strengths, energy and accomplishments. We must first gather our medicines before embarking on a healing journey. Without gathering energy the arrow or the individual or community will not travel far.



Dr. Rod McCormick
School of Education

Decolonizing Teacher Education

Research Areas:

**Critical Race Theory;
Critical Intersectional Feminist Studies;
Mathematics, SOGI, and Language/Literacy Teacher Education**

Nazemi, M. (submitted). Revisiting Issues of Institutional Racism at a Canadian University at a time Equity, Diversity, and Inclusion Initiatives.

Keliipio, K, Clarke, W., Sivia, A., & Nazemi, M. (in review). Collaborative Self-Study by Teacher Educators of Colour: Resistance Narratives in Times of Truth and Reconciliation.

Nazemi M. (2020) Persisting Racialized Discourses Pose New Equity Demands for Teacher Education. In: Radakovic N., Jao L. (eds) Borders in Mathematics Pre-Service Teacher Education. Springer, Cham. https://doi.org/10.1007/978-3-030-44292-7_12

Wilson, J., Nazemi, M., Jackson, K., & Wilhelm, A. G. (2019). Investigating Teaching in Conceptually Oriented Mathematics Classrooms Characterized by African American Student Success. Journal for Research in Mathematics Education, 50(4), 362-400.

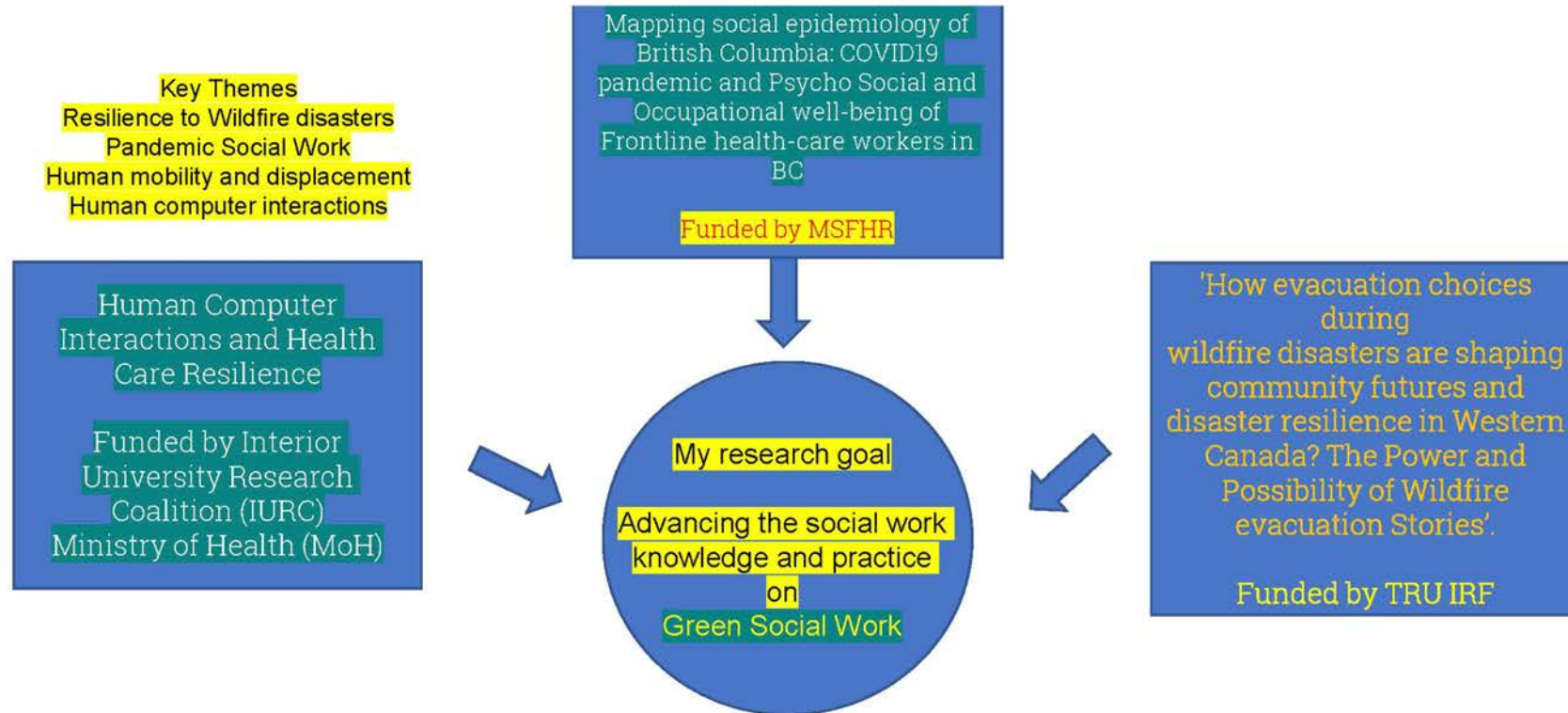
Nazemi, M. (2019). Proceedings of the 2018 Annual Meeting of the Canadian Mathematics Education Study Group. Des discours racialisés persistants postent une nouvelle demande d'équité pour la formation des enseignants. (Also available in English), 157-176.

Henrick, E., Appelgate, M., & Nazemi, M. (2018). Instructional Materials as Tools for Instructional Improvement. In Cobb, P., Jackson, K., Henrick, E., & Smith, T., Eds. Systems for Instructional Improvement: Creating Coherence from the Classroom to the District Office. Harvard Education Press.



Dr. Mahtab Nazemi
School of Education

Building Disaster Resilient Communities



Dr. Bala Nikku

**School of Social Work and
Human Service**

Nikku B.R. (2020) Building Disaster-Resilient Communities. In: Todd S., Drolet J. (eds) Community Practice and Social Development in Social Work. Social Work. Springer, Singapore

Nikku, B.R, Kadambari, P and Riggs, A (2019) Recreating creative social work: insights from Nepal 2015 disasters, Chapter 20 (pp 246-256) in Huss, E. (Ed.), Bos, E. (Ed.). Art in Social Work Practice. London: Routledge

Language and Literacy Research

Using Morphological Awareness and Technology to Enhance Language and Learning

Preserving an endangered language

Dr. Gloria Ramirez has been awarded more than \$300,000 over five years for research that aims to develop an intergenerational Secwepemctsín learning model. Ramirez, an expert in children's biliteracy and bilingual development, leads an impressive team of scholars, including co-applicants Drs. Janice Dick-Billy, and Natalie Clark, and UBC's Dr. Tania Willard. Key collaborators also include Garry Gottfriedson, and Elder Flora Sampson.

I feel language is the best way to really get to know the people, history and culture.

Dr. Gloria Ramirez, associate professor, Faculty of Education and Social Work



Dr. Gloria Ramirez
School of Education

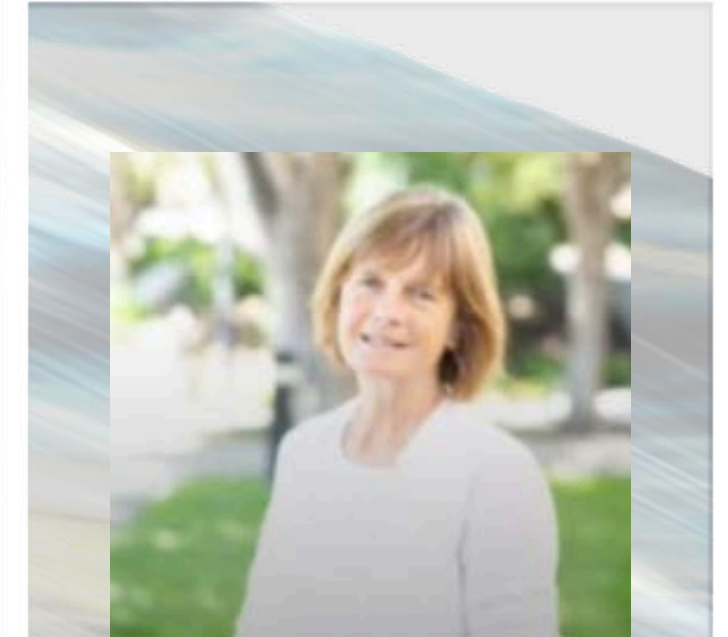
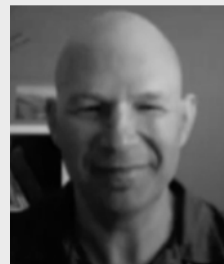
STEM Education

"Supporting curiosity-driven inquiry-based science education online through a community-of-inquiry partnership: rethinking pedagogical approaches during the Covid-19 pandemic"

- SSHRC Partnership Engage grant # 1008-2020-0045 Principal Investigator (with co-applicants Michelle Harrison and Naowarat Cheeptham and collaborators Christine Miller, Morgan Whitehouse and Elizabeth deVries)

"Supporting learner-centred pedagogy and dialogic teaching through co-teaching."

- SSHRC Insight grant # 435-2019-0907 Principal Investigator (with Co-applicant Wolff-Michael Roth and Collaborator Colette Murphy)



Dr. Carol Rees
School of Education

The lives of rural older men

Little is known about older rural men's experiences of aging or how they navigate the transitions and challenges of later life. A diverse group of social work researchers have developed a project to explore the role of social relationships in the lives of rural order Indigenous, immigrant, and gay/bisexual/transgender men.

This community-based participatory research project is lead by TRU researchers Silvia Straka and Andrei Ouspenski, co-researcher Michael A. Hart from the University of Calgary, and Manitoba-based community researcher Albert McLeod, and will be supported by a Community Advisory Committee. The older men are active partners and co-researchers in the study.

Receiving cameras, the older men will take pictures representing their experience of aging, with a focus on relational aspects. Photos will be shared within each group, with participants discussing and identifying common themes, and collectively creating an art installation and drafting a report aimed at policy-makers. By developing inclusive research that accurately reflects these experiences, the team hopes to open up new academic, community, and policy-based conversations with older men about their lives.



Dr. Silvia Straka

Social Work and Human Service

Understanding the impact of social justice in Canadian high schools

Canadian high schools are more diverse than they have ever been, and today's youth are vocal advocates for their own cultural and social identities.

With this in mind, Dr. Manu Sharma aims to better understand what is taking place in these diverse communities, and how some high schools are setting themselves apart as leaders in implementing social justice initiatives.

Supported by a SSHRC Insight Development Grant Sharma will spend the next two years interviewing students, teachers and administrators at high schools in Vancouver, Toronto and Montreal to unveil insights about schoolwide initiatives that embrace and promote social justice, and the influence of those initiatives on the student body.



Dr. Manu Sharma
School of Education

Inclusive Education and Diversity

Stevens, N. E. & McKay, S. (2019). Certified Education Assistant-teacher partnership in the classroom: Maximizing Returns. In M. Harber & A. Rao (Eds.) *The Role of an Education Assistant: Supporting Inclusion and Diversity*. (53-72). Toronto, ON: Canadian Scholars' Women's Press.

Calder-Stegemann, K. & Stevens, N. E. (2018). Inclusion and marginalization of youth. In R. Heydon (Regional Ed.) & K. Tillecze (Ed.-in-Chief). *Set: Youth (Volume: Canada)*. Bloomsbury Education and Childhood Studies. London, UK: Bloomsbury.

Stevens, N.E. & Stegemann, K. (2016). The Need for sensory regulation methods in teacher education programs. In M. Hirschorn & J. Mueller (Eds.), *What should Canada's teachers know? Teacher capacities: Knowledge, beliefs and skills*. 537-568. Ottawa, On: Canadian Association for Teacher Education.

Stevens, N. E. (2016, June). What is mobile learning (m-learning) and how is it changing education globally? A Literature review. *International journal of humanities and applied social science* 1(3). 30 40. (Available at: <http://ijhassnet.com/file/Nan%20Stevens2.pdf>)

Calder-Stegemann, K.J, & Stevens, N.E. (2015). Inclusion in teacher education. In L.Thomas, & M. Hirshorn (Eds.) *Change and progress in Canadian teacher education: Research and recent innovations in teacher preparation in Canada* 471-498. Ottawa, On: Canadian Association for Teacher Education.

Stevens, N. E. (2018). Donna becomes Don: A call for school districts to better serve transgender youth. In D. Griffiths & J. Ryan. (Eds.) *Case studies for inclusive educators and leaders*. Burlington, ON: 171-177. Word and Deed Publishing Inc.



Dr. Nan Stevens
School of Education

Justice for Whom: the Effect of Criminalization for Marginalized People

Selected publications

West, J. & Murphy, J. (2019). Justice for whom: The effect of criminalization for marginalized peoples. In R. Harding. & D. Jeyapal (Eds.) Canadian social policy for social workers. Don Mills, ON: Oxford University Press. (Invited peer reviewed.)

Murphy, J. & West, J. (2019). The ideals and realities of policy-making processes and structures in Canada. In R. Harding. & D. Jeyapal (Eds.) Canadian social policy for social workers. Don Mills. ON: Oxford University Press. (Invited peer reviewed.)

Mullaly, B. & West J. (2018). Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice (3rd ed). Don Mills, ON: Oxford University Press. (Invited peer reviewed)

West, J. (2014). The role of social work in contemporary colonial and structurally violent processes: Speaking to Aboriginal Social Workers who had Child Welfare and/or Criminal Justice involvement as youth. Winnipeg. MB: U Manitoba
<http://mspace.lib.umanitoba.ca/handle/1993/23854>



Dr. Juliana West

Social Work & Human Service

Some Areas of Research in EDSW

Service, support, education and justice in community

- English language learning
- Intergenerational Indigenous land-based research
- Early Childhood Education - Mentoring
- Building Community for International students
- Educational Leadership - Journeys through the Academy
- Interdisciplinary research on aging and health in collaboration with equity-seeking groups
- Social Work Education
- Indigenizing Higher Education
- International Indigenous Family and Community Wellness
- Decolonizing Teacher Education
- Building Disaster Resilient Communities
- Intergenerational Indigenous Language Revitalization
- Experiences of Rural Older Men
- Social Justice in Canadian High Schools
- Curiosity-Driven Science Education
- Justice for whom: the effect of criminalization for marginalized people

The background of the slide is composed of several broad, overlapping brushstrokes in shades of blue, teal, and yellow, creating a textured, painterly effect. A white rectangular frame is centered on the slide, containing the text.

Thank you