



**THOMPSON  
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**Faculty of Education and Social Work**

**Research Provocations  
Fall 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 Fall 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

Fall 2017

### OVERVIEW

Date and time	Presenter	Title	Venue
Wed October 4, 5:00 – 6:00 pm	J. Brown	Willingness to communicate: Inspiring students to participate with purpose	AE 366
Wed October 11, 5:00 – 6:00 pm	Dr. S. Straka	Decolonizing and reconciling pedagogies in the academy: A settler Social Work educator's perspective	AE 366
Wed October 18, 5:00 – 6:00 pm	Dr. K. Densky	Tensions and identity transformation in the TESOL student teacher practicum experience	AE 366
Wed October 25, 5:00 – 6:00 pm	Dr. N. Stevens	Is full inclusion working? The need for a continuum of educational choice	AE 366
Wed November 1, 5:00 – 6:00 pm	Dr. J. Hu & L. Westberg	Simultaneous oral-written feedback approach (SOWFA): Students' preferred writing response	AE 366
Wed November 8, 5:00 – 6:00 pm	J. Latremouille	Life writing towards an ecological activism of joy	AE 366



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Wed November 15, 5:00 – 6:00 pm	Dr. W. Hulko & L. Seeley	“I think that’s a really great idea; however, will it really happen?” Older adults’ views on the repositioning of primary and community care in BC’s Central Interior	AE 366
Wed November 22, 5:00 – 6:00 pm	Dr. L. Doan & A. Mughal	The power of connections: The experiences of early childhood educators in a pilot induction support project	AE 366
Wed November 29, 5:00 – 6:00 pm	Dr. C. Rees	Engaging middle school students’ interest and awareness of science through a science inquiry activity that incorporates online remote access to analytical instrumentation	AE 366
Wed December 6, 5:00 – 6:00 pm	Dr. B. Harasymchuk	Place-based education and critical pedagogies of place: Teachers challenging the neocolonial processes of schooling in Canada and New Zealand	AE 366

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, OCTOBER 4, 5:00 – 6:00 PM – LOCATION AE 366

**Willingness to communicate:  
Inspiring students to participate with purpose**

**Jason Brown**

Does willingness to communicate lead to language proficiency gains for those studying a new language? In a year-long mixed methods case study that compared data from over 1300 students at several universities, Brown used quantitative data analysis to discover that those students who were willing to communicate more in the classroom had higher achievement grades and language proficiency gains (statistically significant) as measured by TOEFL score increases. In addition, the quantitative data analysis also revealed that socio-cultural and individual difference factors played a major role in the language proficiency gains. Finally, qualitative data analysis showed that a student-centered learning environment framed within a meaningful, relevant, goal-oriented program that appeals to affective student participation did play a major role in the language proficiency gains.



**Jason Brown** is a Lecturer in the Faculty of Education and Social Work at Thompson Rivers University (TRU) in Kamloops, British Columbia, Canada. He is a doctoral student at Anaheim University. He has taught English overseas in Japan, India and China for more than eight years and has been teaching English as an Additional Language (EAL) for 23 years.

WEDNESDAY, OCTOBER 11, 5:00 – 6:00 PM – LOCATION AE 366

## Decolonizing and reconciling pedagogies in the academy: A settler Social Work educator's perspective

**Dr. Silvia Straka**

The TRC Calls to Action invite us all to reflect more deeply on our individual and collective responsibility for change. Taking up this call, many Settler educators are seeking to learn how to unsettle the colonial foundations of their knowledge base and institutions and bring Indigenous knowledges and ways of being and doing into the classroom. Silvia Straka, one such educator, understands this work as requiring a deeply relational and wholistic approach, interweaving many practices both inside and outside the classroom. Her learning has come from ongoing dialogue with Indigenous Elders, colleagues, and scholars. In this presentation, she shares frameworks and principles from her educational practice, as well as example assignments to illustrate the translation of such principles into practice. "Conversation cards" are offered to support ongoing dialogue and reflection. The fears and anxieties of doing this work are acknowledged, as well as how to move forward when we make mistakes.



**Dr. Silvia Straka**, MSW, PhD, RSW, is an Assistant Professor at the School of Social Work and Human Services, Thompson Rivers University. Dr. Straka describes herself as a social change agent, educator, capacity builder, and researcher. Since attending the First TRC National Event in Winnipeg in 2009, she has been engaged in a learning process on how to be a Settler ally as a researcher, educator, and in her personal life. Throughout this process, she has been frustrated by the lack of material that could provide guidance to settler researchers/educators such as herself. Although disavowing an expert role, Silvia believes that people such as herself need to begin such scholarly conversations with other settlers and Indigenous colleagues and Elders. Her recent co-authored publication on *Working Across Contexts* (Hart, Straka, & Rowe, 2016) speaks to the research context and her presentation in the *Indigenous Pedagogies Showcase* at Congress 2017 shared some of her learning in the educational setting.

WEDNESDAY, OCTOBER 18, 5:00 – 6:00 PM. LOCATION: AE 366

## Tensions and identity transformation in the TESOL student teacher practicum experience

**Dr. Karen Densky**

Most practicum experiences include some form of tension on the part of the student teacher. These tensions are often problematized as areas for remediation, but this presentation will reframe tensions as points of transformational possibility. The presentation is based on a multiple case study conducted with students in a TESOL Certificate program. By examining the way student teachers talk about the tensions they experience during practicum, teacher educators can gain insight into the often messy process of identity transformation from student to teacher. The presentation will also present curricular suggestions that have the potential to support student teachers work through and sit in the tensions. Finally, the hope is that the presentation can open a dialogical space to further discuss and share ways to support student teachers throughout their practicum experiences.



**Dr. Karen Densky** has been at TRU for the past 16 years as a Senior Lecturer in the ESL Department. She was instrumental in the creation and coordination of the Teaching English as a Second Language Certificate Program. She holds a PhD (Curriculum Theory & Implementation) and an MA from Simon Fraser University in Education (Curriculum & Instruction). Karen has delivered professional development programs for teachers in Greenland, Chile, Ukraine, and Mexico; taught and mentored hundreds of student teachers in the TESL program; worked with graduate students in the MEd program at TRU and MA-TESOL students in Acapulco, Mexico; and e-mentored MA-TESOL student teachers in Lithuania. Karen was an invited author for a chapter in the Routledge text *Creativity in Language Learning: Perspectives from Research and Practice* (2016) and has written various articles related to teacher education for journals and newsletters in the English as an Additional Language field.

**WEDNESDAY, OCTOBER 25, 5:00 – 6:00 PM. LOCATION: AE 366**

## **Is full inclusion working? The need for a continuum of educational choice**

**Dr. Nan Stevens**

Research Partner: Kamloops Thompson School District (SD#73).

The ideological paradigm which gives roots to the Full Inclusion Movement (FIM) is not meeting the needs of all students (Kauffman and Hallahan, 2005, 1995). This multi-case research study explored the lived experiences of students with exceptional needs (and their parents/guardians) placed in general education classroom settings, and their subsequent move to educational settings offered by SD#73. Their journeys of finding the 'right fit' in a segregated, bridged or resource room program were documented through parent interviews. Findings from the multiple case study project reveal the following:

- i) Not all students' needs can be met within the full-inclusion model;
- ii) Students shall be assessed for the best educational setting on a case by case basis;
- iii) It is recommended that educational leaders and policy makers ensure that educational choice is available to students (and their families) in public education; and
- iv) When specialized settings are available to students, full inclusion can happen as a result.

Nan will share her personal experience trying full-inclusion for her son who lives with a severe developmental disability, and the lived experience parents/guardians and their loved ones with exceptional needs face when seeking the best educational choice.





**Dr. Nan Stevens** began her teaching career in the inner city of Toronto teaching secondary school PE, Biology, Mathematics, and Dramatic Arts. The West was calling, so after 5 years at Vaughan Road Secondary she moved to Vancouver, BC. Nan found herself again attracted to working with marginalized student populations. She landed a teaching job with the Vancouver School District's adult education program. She taught street-involved youth and adults who wanted to return to school to complete their high school education. Nan worked in three store front schools where social services and peripheral agency involvement was part of every school day. Students were homeless, drug addicted and prostituting. For her Master of Education thesis, she studied the retention of at-risk students returning to school. Her findings revealed that less than 5% of students stayed in school. Even with these low results, community stakeholders keep alternate schools open to serve those who want to learn. While teaching in alternate settings, Nan became involved more closely with students with special needs. She says her life was profoundly changed and directed in the path to work with exceptional students, when at the age of 39, she gave birth to a son who lives with a severe developmental disability and autism. It was after attending numerous workshops on methods and programs for helping her son to learn, that she realized she was doing a doctorate informally. In 2012, she enrolled in a formal Doctor of Education program at the University of Calgary and completed it last July. Since becoming a mother of a child with high needs, Nan's career path has shifted towards the one she should be on... learning, researching, and teaching about inclusive and special education, where she is committed to telling the stories of those less able to do so. She says that her sons are her teachers, and quotes Aldous Huxley: "Experience is not what happens to you, it is what you do with what happens to you."



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**WEDNESDAY, NOVEMBER 1, 5:00 – 6:00 PM. LOCATION: AE 366**

**Simultaneous oral-written feedback approach  
(SOWFA):  
Students' preferred writing response**

**Dr. Jim Hu and Linda Westberg**

While most ESL writing researchers agree upon the value of written corrective feedback, they disagree about how such feedback should be delivered. Practitioners also have varied views and are sometimes uncertain about what feedback strategies to adopt. Thus, Evans et al. (2011) urged researchers to “continue to identify those strategies that may improve the accuracy of the L2 [second language] writers” (p. 9). One approach is to investigate the beliefs and preferences of L2 students. Our study asked: 1) Do L2 university students prefer to receive direct or indirect teacher feedback on language problems? 2) Do the students prefer to receive (a) written corrective feedback (WCF) only or (b) oral feedback in one-to-one conferences as well as WCF? 3) In the case of 2(b), do the students prefer to receive oral feedback during or after WCF? The study employed mixed methods with quantitative surveys of 31 students from two EAP writing classes and qualitative interviews with 11 of those surveyed. Results demonstrate that the students preferred direct feedback more on grammar, vocabulary, register, and clear expressions than on spelling, punctuation, and mechanics. They also preferred direct feedback more at the beginning of the course than at the end. Furthermore, the students preferred coursework-based conferencing, particularly, simultaneous oral-written feedback (SOWF), a motivating conferencing format that allows students and teachers to interact while teachers mark assignments. The presenter details the reasons behind student preferences and discusses the advantages and feasibility of SOWFA.



Dr. Jim Hu is a scholar in the Department of English as a Second Language of the Faculty of Education and Social Work. His research interests include English for academic purposes and second language writing. His research has been supported by TRU, BC TEAL, and SSHRC grants and has appeared in books and journals such as *TESL Canada Journal*, *Comparative and International Education*, *English Quarterly*, *BC TEAL Journal*, and *the Qualitative Report*.



**Linda Westberg** is a seasoned ESL instructor with over 20 years' experience teaching all levels of English to students at the high school, university, and graduate levels, as well as to businesspersons and new Canadians. Linda completed two degrees at Concordia University in Montreal: a Bachelor of Education with a Specialization in TESL and a Master of Arts (Applied Linguistics). Her passion has always been the classroom, exploring both what both teachers and students bring to the classroom as well as what they take away.

WEDNESDAY, NOVEMBER 8, 5:00 – 6:00 PM. LOCATION AE 366

## Life writing towards an ecological activism of joy

Jodi Latremouille

Our knowledge of the world instructs us first of all that the world is greater than our knowledge of it. To those who rejoice in abundance and intricacy, this is a source of joy. To those who hope for knowledge equal to (and capable of controlling) the world, it is a source of unremitting defeat and bewilderment.

-Wendell Berry, 1983

This presentation contemplates an ecological activism of joy. Through a combination of life writing and poetic inquiry, this research considers what it means for the ecological ethic to “well up from within” (p. 10), through a shift in our human identity as beings-in-relation (Haraway, 2016). As humans reach and consistently surpass “carrying capacities” in locales around the world, I recognize that earth is crying out for more than our pity or horror over its continued desecration, more than our dutiful care and concern for preserving parks and habitats, and certainly more than empty commitments to “saving the earth” through “sustainable development.” The earth is asking for our allegiance, our human recognition of our proper place in cycles and renewals of the life-world, and our humble participation in earthly conversations of reciprocity and communion. The earth is asking for an activism of *joy*. Dave Foreman (Jensen, 2004), cofounder of Earth First!, reminds me that joy is at the core of ecological activism:

We need to walk in respect of the earth, not out of a sense of duty, but out of a sense of joy. A couple of years ago Wendell Berry said to me that deep ecology needs to be careful not to just establish rules. It needs to be something that wells up from within. By respecting the land you walk softly on it. (p. 10)

As human beings recognize our profound interrelatedness, we may take joyful delight in contributing to an ecological ethic that operates not merely *in the interests* of humans and *in service* of other beings, but *with and through* (Donald, 2003) all Beings in relation.



**Jodi Latremouille** is a doctoral candidate in Educational Research at the Werklund School of Education, University of Calgary, and an instructor in the Master of Education program at Thompson Rivers University. She also taught high school French Immersion and Social Studies for several years. Her research interests include hermeneutics, ecological and feminist pedagogy, social and environmental justice, life writing and poetic inquiry. She currently resides in her hometown of Merritt, B.C., where she spends her time raising two children, beekeeping, hiking, playing the piano, gardening, and writing.

**WEDNESDAY, NOVEMBER 15, 5:00 – 6:00 PM.  
LOCATION AE 366**

**“I think that’s a really great idea; however, will it really happen?”**

**Older adults’ views on the repositioning of primary and community care in BC’s Central Interior**

**Dr. Wendy Hulko and Lori Seeley**

The researching older adults’ repositioning (ROAR) study is part of an ongoing collaboration between critical gerontological researchers and health authority decision-makers aimed at ensuring older adults’ views inform the design and delivery of health care services. This evidence-informed practice (EVIP) grant focused on the *repositioning* being undertaken by the local health authority to support independent living and reduce admissions to hospital and residential care for older adults with complex chronic health conditions. ROAR was guided by three research questions (RQs): (1) What are older adults’ views on the repositioning of primary and community care in B.C.’s Central Interior?; (2) How might this repositioning best meet the needs and reflect the desires of older adults?; and (3) What should the role of older adults be with respect to the repositioning of health care? To answer these questions, we conducted 15 focus groups and 9 interviews with 83 older adults (mean age of 75 years) in Kamloops and nine rural communities in the Central Interior. We analyzed the qualitative data based on our three RQs and a social determinants of health (SDoH) perspective and conducted statistical analyses of the demographic data. 24.1% of the sample identified as Indigenous or South Asian and the majority of ROAR participants (57.8%) were living on less than \$30,000 per year. In line with SDoH, we found a statistically significant relationship between income and number of chronic diseases. Overall, older adults’ views on the repositioning of primary and community care – a process and term about which very few were familiar – were marked by optimism and skepticism, as indicated by the quote in our presentation title, and participants expressed a preference for giving in-person and group-based input. In this presentation, we will share the themes arising from our qualitative data analysis and address the implications of ROAR for future practice, policy, and research with older adults.



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**Dr. Wendy Hulko** is an Associate Professor in the School of Social Work and Human Service at TRU and is affiliated with the Centre for Research on Personhood in Dementia (CRPD) at UBC Vancouver and the Institute for Intersectionality Research and Policy at SFU. Wendy conducts research on aging and health in collaboration with Interior Health (IH) and equity-seeking groups, including Secwepemc Elders, queer youth, persons living with dementia, and older residents of small cities and rural towns. She is Co-PI, with Dr. Noeman Mirza of Nursing, on ROAR (researching older adult's repositioning) and TRIP (translating ROAR into practice), funded by IH through an Evidence-Informed Practice (EVIP) grant and the Michael Smith Foundation for Health Research (MSFHR) through Convening and Collaborating (C2) and Reach awards. Wendy has published extensively in edited books and peer reviewed journals, including *Journal of Aging Studies*, *Affilia: Journal of Women and Social Work*, *Journal of Cross Cultural Gerontology*, *Journal of Alzheimer's Disease and Related Dementias*, and *Journal of Homosexuality*. She is co-editor of *Indigenous peoples and dementia: Understanding and experiencing memory loss and memory care in three settled nations*, forthcoming from UBC Press, and is working on a textbook on anti-oppression gerontology for Routledge Press with three other social work academics who are also critical gerontologists. Dr. Hulko was awarded the 2016 TRU Award for Excellence in Scholarship and spent her 2017 six-month sabbatical in Cuba where she researches Cuban approaches to health and social welfare and views on aging in Cuba and guest lectures at the University of Havana.



**Lori Seeley** is a clinician and health care manager working for Interior Health, after having served in clinical and leadership roles throughout Alberta and in Nova Scotia. Lori is also a sessional instructor with the Thompson Rivers University Faculty of Education and Social Work, and a private consultant for children and families with developmental, behavioural, and learning differences. Lori has an educational and clinical background in both Occupational Therapy and Clinical Social Work, and has worked in the field of aging studies for many of her 31+ years as a clinician. Lori has been directly involved in primary care transformation in Interior Health and is excited to be on the leading edge of this work in BC and at the forefront of research in this area.



**WEDNESDAY, NOVEMBER 22, 5:00 – 6:00 PM.  
LOCATION AE 366**

**The power of connections:  
The experiences of early childhood educators in a pilot  
induction support project**

**Dr. Laura Doan and  
Aksa Mughal**

The purpose of this research was to find out what practices are most helpful in supporting new educators as they make the transition from the post-secondary system to working in the field. Additionally, what helps to sustain experienced early childhood educators? Much research has been done on mentoring and support programs (McCormick & Brennan, 2001; Murray, 2006) and while there are successful programs, there is no “one size fits all” approach (Doan, 2014). It is for this reason that this pilot project was set up to be multi-faceted, with several ways of participating that were open to participants to determine for themselves. Participants identified peer mentoring, professional development, and community connections as being most helpful.



**Dr. Laura Doan** is a scholar in the School of Education within the Faculty of Education and Social Work. Laura’s interests research interests include how to best support new early childhood educators as they enter the field of early childhood education, as well as what sustains experienced educators. Recently Laura was at the European Early Childhood Education Research Association Conference in Bologna, Italy, where she presented her research on this pilot induction program for new educators.



**Aksa Mughal** is a student in the Master of Education program at Thompson Rivers University and was recently working as a Graduate Research Assistant with Laura Doan. Aksa has a Master’s Degree in English Linguistic and Literature from National University of Modern Languages, Pakistan. Her interests include looking at support and barriers in student interaction and integration in diverse campuses and incorporation of core ethno-cultural courses.

**WEDNESDAY, NOVEMBER 29, 5:00 – 6:00 PM.  
LOCATION AE 366**

**Engaging middle school students' interest and awareness of science through a science inquiry activity that incorporates online remote access to analytical instrumentation**

**Dr. Carol Rees**

**(co-authors: Nikki Stewart, Susan Lidster, Tory Anchikoski, Bruno Cinel, & Sharon Brewer)**

The decline in young peoples' interest in science education has been causing concern internationally for over a decade (OECD, 2006). Young people's attitudes to science and technology are established early in life and efforts to encourage interest, and build awareness are best targeted towards middle-school students. Real-life scenarios, project-based learning, and working with science professionals can help build students' interest and awareness. This pilot study focuses on a project aimed at engaging grade eight students' interest and building their awareness of chemistry in everyday life. Working in a fictitious scenario where they are deciding the best location along a river for establishing a community, students work with science professionals to remotely use an instrument in the university chemistry lab to analyze river water samples for total nitrogen. Following the activity, students' responses to survey questions indicated high levels of interest that were productive in advancing students learning about nitrogen in the environment, and their awareness of the actual practices that science professionals use. These findings were corroborated and expanded upon by the teacher in her reflections. Current work looks at precisely how this engagement and awareness develops, by analyzing video recordings of students, teachers and scientists interacting within this collaborative venture.



**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, DECEMBER 6, 5:00 – 6:00 PM. LOCATION AE 366

## **Place-based education and critical pedagogies of place:**

### **Teachers challenging the neocolonial processes of schooling in Canada and New Zealand**

**Dr. Brad Harasymchuk**

This research set out to exemplify the pedagogical practices of teachers from Christchurch, New Zealand and Saskatoon, Canada. It explores the teachers' resistance to the various colonial and neocolonizing constructs central to mainstream schooling in both cities. These acts of resistance were the result of contesting colonial ideologies of time, space, curriculum and assessment. It considers their narratives about their usage of place-based education (PBE) approaches and their commitment to the adoption of critical pedagogies of place (CPP) to meet the needs of their students (both Indigenous and non-Indigenous). A key finding of this research was the extent of awareness and engagement that the teachers had in transforming controlled, static, spaces found in the classrooms, communities and natural environments into meaningful places with students. This finding also suggests that teachers with more control over time, space, curriculum and assessment have an easier time in creating this change but those same teachers run the risk of becoming marginalized in their own schools.

**Dr. Brad Harasymchuk** is a non-Indigenous settler originally from the Treaty 6 lands of Saskatoon. He began his career as a teacher and has taught in elementary, secondary and post-secondary institutions in Canada and New Zealand. He completed his Master's degree at the University of Saskatchewan, which focused on building relationship with students through place-based education (PBE). This research evoked a passion for social justice and PBE, which led him to pursue a PhD at the University of Canterbury in New Zealand where he delved deeper into critical pedagogies of place and decolonization. Brad is currently a Learning Strategist in the Faculty of Student Development at Thompson Rivers University.