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**Research Activity Report**

**Academic Year 2014/15**

**Faculty of Human,**

**Social, and Educational Development**

**Submitted by**

**Prof Airini, Dean**

**10 September 2015**



**Contents**

|  |  |
| --- | --- |
| **Introduction**  | **4** |
| **The 2014-2015 FoHSED Research Activity report*****Aboriginal Research******New and emerging researchers******Factors influencing quantity******Highlights*** | 45555 |
| **FoHSED Research Activity Report 2014-2015** | **6** |
| School of Education | 7 |
| School of Social Work and Human Service | 18 |
| Department of English as a Second Language | 25 |
| Department of University and Employment Preparation  | 26 |
| FoHSED Dean | 29 |
| **FoHSED Research Activity Summary** | **34** |
| **Definition of Key Terms** | **35** |
| What is research | 35 |
| Definitions of research output | 36 |
| Research outputs | 36 |
| Research outputs can be classified under their type  | 37 |
| What is peer esteem? | 37 |
| Types of peer esteem | 37 |
| What is Contribution to the Research Environment?  | 38 |
| Types of CRE | 38 |
|  |  |

**Research Activity Report**

**Academic Year 1 July 2014-30 June 2015**

**Introduction**

Weyt-k. Hello. Bonjour.

Welcome.

The Faculty of Human, Social and Educational Development is committed to research as a form of service to others. Our faculty specialise in education, English for academic purposes, university and employment preparation, social work and human services. This report describes how we are advancing our research culture in these disciplinary areas by addressing questions of local, national and international importance, particularly in the strategic areas of education, health and diversity;Aboriginal understanding; andcommunity 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.

Our research mission is knowledge creation to move debates forward in ways that improve student success, enhance social and human opportunity, enable equity, advance reconciliation, and support well-being. In short, our research is in service to realizing potential – in education, language acquisition, and social and human development.

Our priorities include research that contributes to Aboriginal advancement and to reconciliation. We take a strengths-based approach to enabling Aboriginal and Indigenous research scholarship and scholars. We recognize that the TRU campus is situated on the traditional and unceded Tk’emlupsul’ecw ell Stk’emlupsemc territory and are committed to exploring research areas of mutual benefit, with exceptional consideration for Secwe̓pemc world-view and belief system.

In order to serve in meaningful ways, our research as reported here reflects a range of theoretical and methodological orientations, and often incorporates interdisciplinary approaches to the analysis of educational and social theory, policy and practices. Our intent is to generate new knowledge of the highest quality and importance, which makes original theoretical and/or empirical contributions across both formal and informal education, social and human development contexts. Through our research and scholarship FoHSED scholars critically engage with historic and contemporary arrangements in education, social and human development settings, and offer meaningful, research-informed alternatives to these arrangements.

**The 2014-2015 FoHSED Research Activity report**

This report describes activity by School/Department, a summary of FoHSED research activity, and a description of working definitions for our research activity. We have differentiated between research outputs (RO), contribution to the research environment (CRE), and peer esteem (PE). Working definitions are provided at the end of this report.

***Aboriginal Research***

An important aim of the Annual Research Activity Report is to give due emphasis to research by Aboriginal researchers and to research into Aboriginal matters. Such research may also acknowledge different approaches to the research process. During 2015-2016 the Faculty will develop mechanisms for including Aboriginal research to acknowledge the special role and status of Aboriginal research and the principle of cultural inclusiveness in respect of Aboriginal researchers and research.

***New and emerging researchers***

In reading the FoHSED Research Activity report it is important to be mindful of ‘new and emerging’ researchers. This category recognises that academics may be newly arrived in FoHSED and/or new to an academic career. A ’New’ academic was first appointed to a research active position on, or after, 1 July 2014. An ‘Emerging’ academic was first appointed to a research active position on, or after, 1 July 2014 and/or has not undertaken research activity in their previous conditions of employment (ie. for the first time in their career as an academic). Research outputs are likely to be less in the first year as a new and emerging researcher due to research project and publication cycles. In addition, evidence of peer esteem and contribution to the research environment is less likely to be apparent for new and emerging researchers.

***Factors influencing quantity***

This report includes research activity by all faculty in FoHSED, including those who are teaching specialists (‘bipartite’). It is noteworthy that activity is reported for the Departments of ESL and UEPrep, in which most faculty are teaching specialists. Only one faculty member in these Departments has workload allocated for research activity (‘tripartite’).

It is important therefore in reading this report to note that the number of research outputs that a full-time academic can produce may be influenced by a variety of factors such as:

* Whether the academic is allocated workload for research activity
* Special circumstances
* The subject area or sub-area
* The type of research outputs produced
* The extent to which outputs are sole or multi-authored
* The career stage of the academic (eg. new and emerging researcher)
* Whether the academic has been research active over the activity report period

**Highlights**

This report shows genuine strengths and further potential for FoHSED research leadership:

* engaged in research attracting $1.1 million of external grants;
* average of $69k in external grants per tripartite faculty member;
* 2.5 research outputs per tripartite faculty member;
* highest SSHRC grants of all TRU Faculties; and
* research leadership contributing to Aboriginal and Indigenous advancement.

Thank you for your interest in our research contained in the *Faculty of Human, Social and Educational Development 2014-2015 Research Activity Report*. We would welcome contact with you about research in this report and the opportunity to explore further possibilities for research in service to our communities.

Thank you

Kukwstec-kuc



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**FoHSED Research Activity Report**

**2014-2015**

**School of Education**

**Balan, Rose** (email: rbalan@tru.ca)

***Publications:***

Phillips, K., Balan, R., & Manko, T. (2014). Teacher Evaluation: Improving the Process. *Transformative Dialogues: Teaching and Learning eJournal*, *7(3)*. <http://www.kpu.ca/td/past-issues/7-3>

**Calder Stegemann, Kim** (email: kcalder@tru.ca)

***Books:***

**Calder Stegemann, K.J.**,& Roberts, W.L. (2015).*Students at risk in the classroom (Teacher Education Series).* Ont: Pearson Canada.

***Publications:***

**Calder Stegemann, K.J.** & Stevens, N.(2015). Inclusiveness in teacher education: What needs to change in practice? In L. Thomas & M. Hirschkorn, (Eds.), *Change and progress in Canadian teacher education: Research on recent innovations in teacher preparation in Canada* (pp. 465-492). E-book published by the Canadian Association for Teacher Education at <https://sites.google.com/site/cssecate/polygraph-book-series>

**Calder Stegemann, K.J.** & Grünke, M. (2014). Revisiting an old methodology for teaching counting, computation, and place value: The effectiveness of the finger calculation method for at-risk children. *Learning Disabilities: A Contemporary Journal, 12*(2), 191-213.

Grünke, M., & **Calder Stegemann, K.J**. (2014). Using county-bys to promote multiplication fact acquisition for a student with mild cognitive delays: A case report. *Insights on Learning Disabilities, 11*(2), 117-128.

**Calder Stegemann, K.J.** (2014). Confessions of an educational psychologist. *Frontiers in Psychology, 5*(892). doi:10.3389/fpsyg.2014.00892

***Presentations:***

**Calder Stegemann, K. J.**, & Jaciw, A. (2015, June). Making it logical: Analyzing the implementation of inclusive education using a logic model framework. Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (CAEP), Ottawa, Ont.

**Calder Stegemann, K. J.**, & Roberts, W. L. (2015, June). *Assessing teacher dispositions using the Q-sort method – Phase 3: Teacher candidates.* Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (CATE), Ottawa, Ont.

**Calder Stegemann, K. J.**, & Roberts, W.L. (2014, May). *Master teachers: Consistency and diversity among dispositions*. Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (CATE), St. Catharine's, Ont.

**Calder Stegemann, K. J.**, & Stevens, N. (2014, May*). Inclusion in teacher education: Are there limits?* Poster presented at the Annual Meeting of the Canadian Society for the Study of Education (CATE), St. Catharine's, Ont.

Ferguson, A., Childs, R., Hirschkorn, M., & **Calder Stegemann, K.J.** (2014, May). *Who wants to be a teacher? How teacher education programs' admissions, recruitment, and in-program supports respond to changes in who is seeking to become a teacher.*  Symposium presented at the annual meeting of the Canadian Society for the Study of Education (CATE), St. Catharine's, Ont.

Stevens, N., **Calder Stegemann, K. J.**, Handford, V., Ramirez, G., Rees, C., & Fraser, N. (2014, May). *Examination of block design for an initial teacher education program.* Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (CATE), St. Catharine's, Ont.

***Keynote Address:***

**Calder Stegemann, K.J.** (2014, July). *Don’t throw the baby out with the bathwater: A reasoned approach to inclusive education*. Invited address at the International Conference on Inclusive Education, Wuppertal, Germany.

**Doan, Laura** (email: ldoan@tru.ca)

***Publications:***

**Doan, L.** (2014). The early years: Beginning early childhood educators’ induction experiences and needs in British Columbia. *The Early Childhood Educator, 29* (2), 21-24.

***Presentations:***

**Doan, L.** *The early years: Beginning early childhood educators’ induction experiences and needs in British Columbia*. 2014 Language, Culture, and Community Research Institute. Kamloops, British Columbia. July 5, 2014.

**Doan, L.** *The early years: Beginning early childhood educators’ induction experiences and needs in British Columbia*. 2014 Canadian Society of Studies in Education Conference. St. Catharines, Ontario. May 26, 2014.

**Doan, L.** *Creating Communities of Support for Beginning Early Childhood Educators*. 2014 Early Childhood Educators of British Columbia Annual Provincial Conference. Richmond, British Columbia. May 2, 2014.

**Handford, Victoria** (email: vhandford@tru.ca)

***Publications:***

***- Book***

Sibbald, T.,  **Handford, V.,**(eds). (In press). *The academic gateway: Understanding the journey to tenure.* University of Ottawa Press.

***- Chapters***

**Handford, V.,**(In press). From there to here. In T. Sibbald,  V. Handford.  (Eds). *The academic gateway: Understanding the journey to tenure.* University of Ottawa Press.

**Handford, V.** (2015). What is the importance of critical self-reflection for educational leaders? Invited paper in  J. Portelli & D. Griffiths. (Eds.). *Key Questions for Educational Leaders*. Word & Deed Publishing Inc. and Edphil Books.

***- Journal article***

Neufeld, P., Purvey, D., Churchley, J., **Handford, V.,** 2015. Developing leadership literacy: A university and school district partnership. *International Journal for Leadership in Learning.*

***Conference Presentations:***

**Handford, V. (**2015). *The academic gateway: Understanding the journey of tenure.* Language, Culture and Community Conference, TRU, BC, Canada

**Handford, V**., (2015). *Developing leadership literacy: A university and school district partnership.* CSSE, Ottawa, Canada.

**Handford, V.**Neufeld, P., Purvey, D. (2014). *Developing leadership literacy: A university and school district partnership.* Institute of Scholarship for Teaching and Learning, Calgary, AB

**Handford, V.** (2014). *Unearthing the foundations of trust.* TRU conference, December

***Invited workshops/lectures:***

**Handford, V.** (2015).  *Unearthing the foundations of trust.* TRU library presentation

***Keynote Presentation:***

**Handford, V.** (2015).  *Emotional intelligence and leadership.* School District 73 and School District 74, May 7, 2015.

***Confidential Reports:***

**Handford, V.** (2014). *Writing Findings and Decisions: A Handbook. Standards of Practice and Accreditation,* Ontario College of Teachers.

**Handford, V.** (2014).*Emotional Intelligence and School District 73: A Birdseye View.* School District #73.

***Media and Government:***

**Handford, V.** (2015). *Albert Bandura and the Alaska Highway: His Role in Our History.* CBC Radio Yukon, July 23,

**Handford, V.** (2014). *Do Principals Need Bigger Apples.* Kitchener-Waterloo Record, Cambridge Times,  September 11, 2014

**Handford, V.** (2015). Citation in  Senate Committee on Official Languages, [http://www.parl.gc.ca/SenCommitteeBusiness/Notice.aspx?parl=41&ses=2&comm\_id=1595&Language=E&meeting\_id=409391](https://exwebmail.tru.ca/owa/redir.aspx?C=KPkDKEKjFE-lgz8wvsrnnhbgARHCmdIIAc-jQmCIxpXAovqm712UMi_voQlKwTp8A2H-dCKrcFI.&URL=http%3a%2f%2fwww.parl.gc.ca%2fSenCommitteeBusiness%2fNotice.aspx%3fparl%3d41%26ses%3d2%26comm_id%3d1595%26Language%3dE%26meeting_id%3d409391) Reference at 1:17:16 –

**Howe, Edward** (email: ehowe@tru.ca)

***Grant:***

2015~2016 Thompson Rivers University Internal Research Fund ($5,000).

***Award:***

2015 Outstanding Author Contribution in the 2015 Emerald Literati Network Awards for Excellence for *Narrative Teacher Education Pedagogies From Across the Pacific*.

***Publications:***

**Howe, E. R.** (2014). A Narrative of Teacher Education in Canada: Multiculturalism, Global Citizenship Education and Bridging the Theory/Practice Divide. *Special 40th Anniversary Issue of The Journal of Education for Teaching: International Pedagogy and Practice (JET)*, 2014 Vol. 40(5), 588–599.

**Howe, E. R.** (2014). Global Citizenship Education from Across the Pacific: A narrative inquiry of transcultural teacher education in Japan. *Cultural and Pedagogical Inquiry*, 6(1), 25–42.

**Howe, E. R.** (In Press). Experience, Education and Story: A transcultural teacher narrative. In M. Etherington (Ed.), What Teachers Need to Know: Topics of inclusion. Oregon: Wipf and Stock.

**Howe, E. R.** (2014). Alternatives to a Master’s Degree as the new Gold Standard in Teaching: A narrative inquiry of global citizenship teacher education in Japan and Canada*.* In L. la Velle (Ed.), *Masterliness in the Teaching Profession* (pp. 60–73). London: Routledge.

**Howe, E. R.** & Arimoto, M. (2014). Narrative Teacher Education Pedagogies From Across the Pacific. In C. Craig & L. Orland-Barak (Eds.), *International Teacher Education: Promising Pedagogies Advances in Research on Teaching (Part A),* Vol. 22, 217–236. New York: Emerald.

***Presentations:***

**Howe, E.R.** & Arimoto, M. *Narrative Teacher Education Pedagogies From Across the Pacific*. Co-authored paper and presentation at the 2015 annual meeting of the American Educational Research Association (AERA) held in Chicago, April 20, 2015.

**Howe, E.R.** *Internationalization of Higher Education: Voices from transborder students*. Paper and presentation at Learning at Intercultural Intersections Conference, held at Thompson Rivers University, Kamloops, BC, March 11, 2015.

**Howe, E.R.** *Global Citizenship*. Paper and presentation at Thompson Rivers University MEd Program, November 13, 2014.

**Howe, E.R.** *A Narrative Inquiry of Communities of Learning in Rural Japan*. Paper and presentation at Comparative and International Education Society (CIES) annual meeting, held in Toronto, Canada, March 15, 2014.

**Luft, Toupey** (email: tluft@tru.ca)

***Grants:***

*Internal Research Fund*, Thompson Rivers University - $4935 (April 1 2014 - July 1 2015).  Project entitled, *Self Reflection and Mentoring for International Students Developing a Professional Identity in Canada*.

***Publication:***

**Luft, T.**  (in press).  The potential of EMDR as a way to treat couples going through divorce. Special Upcoming Issue of the *Canadian Journal of Counselling and Psychotherapy.*

***Presentations:***

**Luft, T.** *Reflections of a White Canadian on South African Approaches to Mental Health Care*. Language, Community and Culture Research Institute, Thompson Rivers University, July 6, 2014.

**Luft, T.M.**  “A Qualitative Study of Rural Teens and Dating Relationships”.  Invited Presenter at the Master of Education Program’s Research Colloquium Course for Graduate Students, Thompson Rivers University, October 30, 2014.

**Luft, T.**, Léger, P.D., Dmytro, D., Kubiliene, N., Chou, W., Lee, M., & Cameron, C.A. *Adolescents Negotiating Romantic Relationships in an Urban, Multicultural Community*. Paper given at Learning At Intercultural Intersections Conference, Thompson Rivers University, March 2015.

**Luft, T.**, Sheldon, M., & Rees, C. *Self-Reflection for International Students Developing a Professional Identity in Canada*. Round Table discussion given at Learning at Intercultural Intersections Conference, Thompson Rivers University, March 2015.

**McCormick, Roderick** (email: rmccormick@tru.ca)

***Grants:***

Canadian Institutes for Health Research (CIHR) Network Catalyst Grant: Aboriginal Knowledge and Ways of Knowing $200,000 per yr 2014-2016 NPI C. Reading Co-Is L. Arbour, Laura T; Fenton, Mark E; Goulet, Linda M; HART, Michael A; Jovel, Eduardo M; Linds, Warren S; Macaulay, Ann C; Martin, Debbie H; **McCormick, Roderick M**; Mignone, Javier; Poudrier, Jennifer; Ramsden, Vivian R; Salsberg, Jonathan S; Shea, Beverley J; Sioui, George; Tait, Caroline L; Vedan, Richard

***Publications:***

Cutcliffe, John R., José Santos, Paul S. Links, Juveria Zaheer, Henry G. Harder, Frank Campbell, **Rod McCormick**, Kari Harder, Yvonne Bergmans, and Rahel Eynan, eds. *Routledge International Handbook of Clinical Suicide Research*. New York: Routledge, 2014.

**McCormick, Rod**, Sharon Thira, Marla Arvay, and Sophia Rinaldis. The Facilitation of Healing for Indigenous Youth Who Are Suicidal: A Retrospective Exploratory Study. *Routledge International Handbook of Clinical Suicide Research*. Ed. John R. Cutcliffe, José Santos, Paul S. Links, Juveria Zaheer, Henry G. Harder, Frank Campbell, Rod McCormick, Kari Harder, Yvonne Bergmans, and Rahel Eynan. New York: Routledge, 2014. 351-363.

**McCormick, Rod**, Mike Arnouse, and Patrick Walton. Aboriginal Men: Reclaiming Our Place. *Journey to Healing: Aboriginal People with Addiction and Mental Health Issues*. Ed. Peter Menzies and Lynn F. Lavallée. Toronto: Centre for Addiction and Mental Health, 2014. 147-160.

***Presentations:***

**McCormick, R.**, Dr. Airini (2015) Co-Keynote Speaker -*Tk’emlúps: where the rivers meet*. Presented at the Learning at Intercultural Intersections Conference, Kamloops, BC, Canada, March, 2015.

**McCormick, R.**, (2014) Keynote Speaker- BC Aboriginal Child Care Society conference, Vancouver, BC, November, 2014

Reading, C., **McCormick, R.**, Greenwood, M. (2014) *Ensuring Ethical Spaces for Indigenous Health Knowledge: Editorial Perspectives from the International Journal of Indigenous Health*. The International Network of Indigenous Health Knowledge and Development (INIHKD) Winnipeg Manitoba Canada, October, 2014.

**McCormick, R.**, Thira, S. (2014) *Healing on Hold*. The International Network of Indigenous Health Knowledge and Development (INIHKD) Winnipeg Manitoba Canada, October, 2014.

Caron, N., Arbour, L., Butler-Walker, J., Jovel E., Lalonde, C., **McCormick, R.**, Thira, S., Vedan R. *Graduate student training in health research: The Kloshe Tillicum experience in British Columbia*. The International Network of Indigenous Health Knowledge and Development (INIHKD) Winnipeg Manitoba Canada, October, 2014.

**McCormick, R.** (2014) Keynote speaker: *Building Resilience in Youth* for the 5th Conference on Recent Advances in the Prevention and Management of Childhood and Adolescent Obesity-Winnipeg-September 2014

**McCormick, R.** (2014) Conference presentation: *Aboriginal research-The Journey*. Interior Nations Research Forum-Kamloops-Sep 2014

**McCormick, R.** (2014) Keynote speaker for BC Government Ministry of Child and Family Development conference on Fostering Compassion-Kamloops-May 2014

**McCormick, R.** (2014) Keynote Speaker: *Dying to belong? Understanding Aboriginal suicide*-at the 75th annual Canadian Psychological Association conference-Vancouver-June 2014

**McCormick, R.** (2014) Keynote presentation: *Truth and Re-concealiation: What happened to the healing?* National Indigenizing Psychology conference-Yellowknife NWT-May 2014

Presented to 7 different TRU Social Work and Nursing classes on Aboriginal health research and mental health-2014

***Media Interviews:***

CMAJ: “CIHR excludes Aboriginal health in review” - Posted on December 16, 2014

The Globe and Mail: “Funding changes usher in a dark age for Canadian science” - Posted on December 16, 2014

CMAJ: “CIHR Reforms contradict consultant reports” - Posted on December 11, 2014

The Globe and Mail: “Science shouldn’t be all business” - Posted on December 9, 2014

APTN: “Scientists sound alarm on looming Aboriginal health research crisis” - Posted on December 5, 2014

CBC News: “Scientists will be forced to knock on doors under health research grant changes” - Dec 5, 2014

Interview with CBC North Television on Truth and Reconciliation Commission and Healing-Yellowknife May 2014

Interview with CBC Radio –The trailbeat on Truth and Reconciliation Commission and Healing-Yellowknife -May 2014

Interview with CBC News Northbeat on Truth and Reconciliation Commission and Healing-Yellowknife May 2014

Interviewed for the story Young 'Messengers' of Hope in the City: Indigenous urban teens defeat isolation and despair by learning to mentor others. By Wawmeesh G. Hamilton, 8 Apr 2014, TheTyee.ca

***Other:***

Co-developer and Co-leader of the Aboriginal Health Research Steering Committee representing Aboriginal peoples in negotiations with the Canadian Institutes of Health research

Development of a National Aboriginal Health Research advocacy website: kawatsire <http://kahwatsire.com/>

Editorial Board-International Journal of Indigenous Health-2013-present

Editorial Board -Cross Currents-Journal of Canadian Addictions and Mental health (2011-present)

**Patten, Margaret** (email: mpatten@tru.ca)

***Presentation:***

**Patten, M. H.** & Piwowar, C. (2014).  *My eyes are different from yours!*  Hand in Hand: Health and Wellness for All with Quality Care:  17th Annual BC Aboriginal Child Care Society Provincial conference.  New Westminster, BC.  (peer reviewed selection process)

**Piwowar, Cindy** (email: cpiwowar@tru.ca)

***Presentation:***

Patten, M. H. & **Piwowar, C.** (2014).  *My eyes are different from yours!*  Hand in Hand: Health and Wellness for All with Quality Care:  17th Annual BC Aboriginal Child Care Society Provincial conference.  New Westminster, BC.  (peer reviewed selection process)

**Ramírez, Gloria** (email: gramirez@tru.ca)

***Grants/Contracts:***

| **Granting Body** | **Research Title** | **Amount** | **Terms** |
| --- | --- | --- | --- |
| TRU International Research Conference Fund | Learning at Intercultural Intersections:  International Research Conference Spring 2015 | $25,000 | 2014-2015 |
| TRU Internal Research Fund | Accelerating Language Development Through Culturally Relevant and Pedagogically Sound Curricula | $5,000 | 2014-2015 |
| Kamloops School District 73 | Vocabulary and Metalinguistic Awareness for Vulnerable Fourth Graders | $19,000 | January 2013-June 2014 |
| SSHRC Insight Grant (PI) | Early Vocabulary and Literacy Enrichment for Aboriginal and non-Aboriginal Children | $74,764 | June 1 2012-May 2014 |
| El Colegio de Mexico (PI for Canada) | 20 Years Later: Educational and labour expectations of immigrant youth and those who have returned to the NAFTA region (With researchers in Mexico and the US) | $35.000---Funds administered by Mexican PI  | 2011-2014 |

***Publications:***

**Ramírez, G.** & Walton, P., & Roberts, W. (2014). Morphological awareness and vocabulary in vulnerable  Aboriginal and non-Aboriginal kindergartners. *Journal of Learning Disabilities*, 47, 54-64.

**Ramírez, G.** (2014). Vocabulario: un componente esencial en la lectura y la escritura [Vocabulary: an essential component in reading and writing]. In R.J. Guzmán (Ed.), *Pedagogía y didáctica de la lectura  y la escritura* [*Reading and writing didactic and pedagogy*], (pp. 45-72), Bogotá, Colombia: Universidad de la Sabana y Ministerio de Educación Nacional.

***Conference Presentations:***

Porta, M. E., & **Ramírez, G.**  (2014, July). *Vocabulary and literacy enrichment program for Argentinean kindergarteners from disadvantaged socio-economic backgrounds*. Paper presented at the Society for the Scientific Study of Reading Annual Meeting, Santa Fe, New Mexico, US.

**Ramírez, G**., Bowden, M., & Persad, P. (2014, July). *The use of technology to enhance language and learning among 4th graders: lessons learned and future directions*. Paper presented at the 4th Language, Culture, and Community International Research Institute, Kamloops, BC, Canada.

Bowden, M., **Ramírez, G.**, & Persad, P. (2014, May). *Targeting vulnerable students to address the achievement slumps in academic vocabulary and comprehension in grade 4*. Paper presented at the International Reading Association Conference, New Orleans, Louisiana, US.

Stevens, N., Calder Stegemann, K. J**.**, Handford, V., Rees, C., **Ramirez, G.**, & Fraser, N. (2014, May).  *Examination of block design for an initial teacher education program.*  Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (CATE), St. Catharine's, ON, Canada.

***Invited Guest Lectures:***

**Ramírez, G.** *Language and literacy as vehicles for academic development and active citizenship.* Lecture at the Faculty of Education, Universidad de la Sabana, Bogota, Colombia, August 8, 2014.

**Ramírez, G.***Diversity and its multiple dimensions: Toward the construction of inclusive school environments.* Lecture at the Faculty of Education, Universidad de la Sabana, Bogota, Colombia, August 15, 2014.

**Ramírez, G.** *Culture Language and Thought: Crosscurricular and Crosslinguistic Perspectives.*  Instituto de Letras (Languages Institute) at Universidade Federal Fluminense, Rio di Janeiro, Brazil, March 27-28 and April 1-2, 2014.

**Ramírez, G.** *Rescuing a Flash of the Human Spirit: Aboriginal Languages Revitalization and Heritage Language Preservation.* TRU Arts Colloquium, March 6, 2014.

***Invited Presentations and Workshops:***

**Ramírez, G.** (2014). *Developing word power in adolescents Part II.*Invited presentation for Kamloops School District (SD73) secondary school teachers. The Henry Grube Educational Centre, Kamloops, BC, Canada.

**Ramírez, G.** (2014). *Bilingual language and literacy development in preschool and the primary years*. 5-hour workshop for B.Ed. students in Early Childhood Education, Faculty of Education, Universidad de La Sabana, Bogota, Colombia.

**Rees, Carol** (email: crees@tru.ca)

***Grants:***

SSHRC Insight Development Grant (2014-2016). $64,736. "Transitioning to Student-Centred Science Inquiry: Investigating Classroom Talk." **Carol Rees (PI)**, Wolff-Michael Roth (Co-Applicant).

Thompson Rivers University International Research Conference Fund (2014-2015) $25,000. "Learning at Intercultural Intersections: An International Research Conference." Kyra Garson (PI), **Carol Rees (Co-Applicant)** and Gloria Ramirez (Co-Applicant).

Thompson Rivers University Internal Research Fund for Scholarship and Scholarly Teaching. (2014-2015). $5,000. "Inclusion and intercultural competence developing a college-wide diversity engagement model." Toupey Luft (PI), **Carol Rees (Co-Applicant).**

Curriculum Enrichment, Creativity and Innovation Grant. Kamloops School District #73 (2013-2014). $15,000. "Inquiry Across the Curriculum". Judy Dunn (PI), **Carol Rees (CoPI).**

***Publications:***

**Rees, C.A.** (2015). Developing Science Literacy through the Heat Game: an Online Role-Playing Game. *International Journal of Leadership for Learning*  (in press).

**Rees, C.A.**, (2014). Developing Awareness of Connections Between Science, Technology and the Environment through Participation in a Game-Like Approach to Curriculum. *Brazilian Journal of Research in Science Education (RBPEC)*. 14(2), 147-157. <http://revistas.if.usp.br/rbpec/issue/view/47>

***Presentations:***

Stenzel, S., Lindsay, M. & **Rees, C.A.** (2015). *Investigating Science Inquiry in Classrooms - Learning from Problems that Arise*. Conference of the Canadian Society for the Study of Education (CSSE), Ottawa (May 31-June 3).

**Rees, C.A.**, Roth, W-M. & Friesen, N. (2015). *Interchangeable Positions in Interactional Sequences in Science Classrooms*. Annual Meetings of the American Educational Research Association (AERA), Chicago, IL, U.S.A. (April 16-20).

**Rees, C.A.** & Roth, W-M. (2015). *Fostering the Emergence of More Equitable Teacher/ Student Dialogue Patterns during Science Inquiry*. International Conference for the National Association of Research in Science Teaching (NARST), Chicago, IL, U.S.A. (April 11-14).

**Rees, C.A.** and Morran, S. (2014). Investigating Actions and Interactions at a Summer Science and Technology Camp. STEM Conference, UBC, Vancouver (July 12-15).

**Rees, C.A.** (2014). Evidence of Productive Disciplinary Engagement during Science Inquiry. Conference of the Canadian Society for the Study of Education (CSSE), St Catharines ON, Canada (May 24-28).

**Rees, C.A.** (2014). A Game-Like Approach Based on Video-Game Research. National Science Teachers Association (NSTA), Boston, MA, U.S.A. (April 3-6) (NARST sponsored).

**Rees, C.A.** (2014). Analyzing Actions and Interactions in a Game-Like Approach to Curriculum based on Video-Game Research. International Conference for the National Association of Research in Science Teaching (NARST), Pittsburg, PA, U.S.A. (March 30 - April 2).

**Stevens, Nan** (email: nstevens@tru.ca)

***Publications:***

Calder-Stegemann, K.J, **Stevens, N.E.** (2015). Inclusion in teacher education: What needs to change in practice? In L. Thomas, & M. Hirshkorn, (Eds.) *Change and progress in Canadian teacher education: Research and recent innovations in teacher preparation in Canada*. 471-498. E-book published by the Canadian Association for Teacher Education at <https://sites.google.com/site/cssecate/polygraph-book-series>

***Presentations:***

Panel speaker: *familyWORKS three year pilot project, Family Support Institute*, Inclusion BC Conference, Nanaimo (June 2014)

Calder Stegemann, K.J., **Stevens, N.E.** (2014, May).  *Inclusion in Teacher Education – Teacher Candidates with Exceptionalities: Are There Limits?* Poster presented at the annual meeting of the Canadian Society for the Study of Education (CSSE), St. Catherine’s, Ont.

**Stevens, N.**, Calder Stegemann, K. J**.**, Handford, V., Rees, C., Ramirez, G., and Fraser, N. (2014, May).  *Examination of block design for an initial teacher education program.* Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (CSSE), St. Catherine's, Ont.

**Stevens, N.**, Calder Stegemann, K. J**.**, Handford, V., Rees, C., Ramirez, G., and Fraser, N. (Feb, 2014) *Examination of block design for an initial teacher education program.* Paper presented at the TRU Teaching Practices Colloquium, Thompson Rivers University.

***Peer Reviewer for Journals:***

Canadian Association of Teacher Educators (CATE) 2014

Canadian Association of Educational Psychologists (CAEP) 2014

**Walton, Patrick** (email: pwalton@tru.ca)

***Grants/Contracts:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant**  | **Research Title** | **Amount** | **Terms** |
| SSHRC -ASU | Revitalizing and Teaching the Secwepemctsin Language Using Gamification On Mobile Tablets | $15,000 | April 2014 – April 2017, Co – applicants Haytham El Miligi, Gloria Ramirez, **Patrick Walton** |
| TRU  | A Survey to Identify the Online Learning Preferences of Indigenous University Students | $5,000 | February 2014-February 2015, Principal Investigator |
| Open Learning | Strategies to Increase Indigenous Online Course Completion | $10,000 | November 2013 – July 2015, Principal Investigator |
| SSHRC | Why Do Aboriginal Students Stay or Leave University? | $59,600 | June 2011 – May 2014, Principal Investigator |
| SSHRC | Early Vocabulary and Literacy Enrichment for Aboriginal and non-Aboriginal Children. |  $74,000 | July 2012 – July 2014, Co-Applicant, Gloria Ramirez Principal Investigator |
| SSHRC | Decolonizing Field Education: “Melq'ilwiye” Coming Together A Canadian and International Comparison  | $205,000 | July 2010 – July 2014, Co-Applicant, Natalie Clark Principal Investigator |

***Publications:***

Michel, K., **Walton, P. D.**, Bourassa, E. & Miller, J. (2015, in press). *Living our languages: Papers from the 19th Stabilizing Indigenous Languages Symposium.* Linus Publication: New York, NY.

McCormick, R., Arnouse, M., & **Walton, P. D.** (2014). *Aboriginal Men: Reclaiming Our Place*. In P. Menzies & L. F. Lavallée, *Journey to Healing: Aboriginal People with Addiction and Mental Health Issues*. Centre for Addiction and Mental Health. Toronto, ON.

Ramirez, G., **Walton, P.** & Roberts, W. (2014). Morphological awareness and vocabulary development among kindergarteners with different ability levels. *Journal of Learning Disabilities,* *47(1)*:54-64. doi: 10.1177/0022219413509970

**Walton, P. D.** (2014). Using Singing and Movement to Teach Pre-reading Skills and Word Reading to Kindergarten Children: An Exploratory Study. *Language and Literacy*, 16 (3). <http://ejournals.library.ualberta.ca/index.php/langandlit/article/view/23441>

**School of Social Work and Human Service**

**Hulko, Wendy** (email: whulko@tru.ca)

***Awards:***

Elsevier and Journal of Aging Studies Certificate of Reviewing Excellence (2014)

***Grants:***

*Culturally safe dementia care: Building nursing capacity to care for First Nation Elders with memory loss.* **W. Hulko** (PI), C. Varcoe, S. Mahara, G. Campbell McArthur, B. Anderson, D. Wilson, $213, 700, Michael Smith Foundation for Health Research (MSFHR), 2011-2014.

*First Nation approaches to Alzheimer disease prediction, diagnosis and care: Weaving together science and tradition.* J. Iles (PI), E. Brief, L. Beattie, **W. Hulko**, $180,000, Vancouver Foundation, 2011-2014.

*Aboriginal wellness in Alzheimer disease: Intersections of science and tradition.* J. Iles (Co-PI), L. Beattie (Co-PI), E. Brief, **W. Hulko**, R. Vedan, $112,484, CIHR, 2011-2014.

***Publications:***

**Hulko, W.** (2015). Supporting younger lesbian and bisexual women and transgender youth in small cities and rural communities: Collaboration and affirmation. In O’Neill, B., Swan, T., & Mulé, N. (Eds.), *LGBTQ people and social work: Intersectional perspectives*. (pp. 193-212). Toronto: Canadian Scholars’ Press.

**Hulko, W.** (2015). Operationalizing intersectionality in feminist social work research: Reflections and techniques from research with equity-seeking groups. In Wahab, S., Anderson-Nathe, B., & Gringeri, C. (Eds.), *Feminisms in* *social work research: Promise and possibilities for justice-based knowledge* (pp.69-89). London: Routledge Press.

Purves, B., Phinney, A., **Hulko, W.**, Puurveen, G., & Astell, A. (2014, June 13). Developing CIRCA-BC and exploring the role of the computer as a third participant in conversation. *American Journal of Alzheimer Disease & Other Dementias, On-line first,* 1-7. DOI: 10.1177/1533317514539031.

**Hulko, W.**, Kent, J. & Wilson, D. (2014). A good day for grandma (kyé7e) and me. *Spirit: Sharing First Nations Health & Wellness, Winter, 19-20.* Available at <http://issuu.com/firstnationshealthauthority/docs/spirit_winter2014>.

**Hulko, W.** (2014). Digging up the roots: Nature and dementia for First Nation Elders. In Marshall, M., & Gilliard, J. (Eds.), *Creating culturally appropriate outside spaces and experiences for people with dementia* (pp. 96-104)*.* London, UK: Jessica Kingsley.

***Presentations:***

**Hulko, W.**, & Mahara, S. (2014, October 26). *Researching across disciplines and with communities: Working together to develop & evaluate a nursing education program on culturally safe dementia care for Secwepemc Elders.* Invited keynote lecture for 2014 CNSA Western/Prairie Regional Conference Collaborative Nursing: A Meeting of the Waters*.* Kamloops, BC.

**Hulko, W.**, Wilson, D., Mahara, S., William, J., Patrick Moller, E., DeRose, E., Campbell McArthur, G., Michel-Evans, L. & Parkscott, A. (2014, October). *Culturally safe dementia care; Building the capacity of nurses to care for First Nation Elders with memory loss.* Workshop presentation at INIHKD NEAR conference, Winnipeg, MB.

Mahara, S. **Hulko, W.**, Wilson, D., Campbell-McArthur, G. & Patrick Moller, E. (2014, October). *From research to practice: Developing and evaluating a nursing education program on culturally safe dementia care for Secwepemc Nation Elders.* Panel presentation at A.N.A.C. national forum, Winnipeg, MB.

**Hulko, W.**, Wilson, D., William, J. & DeRose, C. (2014, September 19). *Culturally safe dementia care: Working with Elders and nurses to improve care*. Invited Webinar for UBC Learning Circle. Vancouver, BC.

**Hulko, W.** (2014, June 12). *Dementia doesn’t discriminate but society does* (invited guest expert). Twitter chat hosted by @DiverseAlz.

**Hulko, W.** (2014, May 19). *Investigación acción participativa (IAP): Un ejemplo desde Canadá [participatory action research: an example from Canada].* Guest lecture in 2nd year *S*ociology course on Metodología at La Universidad de la Habana, Havana, Cuba.

**Hulko, W.** (2014, April 25). *Intersectional investigations across the life course* (invited discussant and moderator). International intersectionality conference. Simon Fraser University, Vancouver, B.C.

**Hulko, W.**, Wilson, D., & Mahara, S. (2014, April). *Increasing the capacity of nurses to care for Elders with memory loss in North and South Secwepemc communities: Socio-geographic differences.* Symposium presentation at the Rural Health Services research conference, Kelowna, B.C.

**Hulko, W.**, Wilson, D., & Kent, J. (2014, April). *Developing teaching tools on aging and memory loss for use in Secwepemc community schools*. Poster presentation at the Rural Health Services research conference, Kelowna, B.C.

***Media Interviews:***

Radio Cuba, Solidarity with Cuba, Pinar del Rio, May 5, 2014 (in Spanish)

La Prensa, Cuba field school, Pinar del Rio, May 6, 2014 (in Spanish)

***Undergraduate Student Research Supervision:***

* CIHR Health Profession Student Research Award: Aug-Oct 2014 – Anna Parkscott - $2125
* Bachelor of Interdisciplinary Studies (BIS) thesis committee member & supervisor: 2012-2014 – Samantha Sturgeon, *Adventure therapy and dementia*

***Editorial Boards:***

*Affilia: Journal of Women & Social Work*, consulting editor (2014-2016)

*Canadian Social Work Review,* editorial board member with student manuscript competition portfolio (2013-2016)

*Journal of Aging Studies*, editorial board member (2009-2014)

***Journal Review:***

Reviewer, *Affilia*

Reviewer, *Canadian Social Work Review*

Reviewer, *Journal of Aging Studies*

**Jeyapal, Daphne** (email: djeyapal@tru.ca)

**Jeyapal, D.** (In press) From activists to terrorists: The politics and ethics of representations of resistance. Special Issue: The ethics and politics of knowledge production: Critical reflections on social work and social sciences research. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice.*

**Jeyapal, D.** (2015). Regarding the protests of others. *Social Movement Studies: Journal of Social, Cultural and Political Protest*. DOI: 10.1080/14742837.2015.1037260

**Jeyapal, D.** (2014). Transnational activism and evolving media discourses of Canadian humanitarianism. *Transnational Social Review: A Social Work Journal, 4*(1), 101-104.

***Conference presentations:***

**Jeyapal, D.** (2015). *Suffering and apathy: Unpacking the construction of the racialized protest(er).* Critical Ethnic Studies Conference, Sovereignties and Colonialisms: Resisting Racism, Extraction and Dispossession. Toronto, ON. April 30-May 3, 2015.

**Jeyapal, D.** (2014). *“Passive combatants:” The “Tamil woman” and the 2009 Gardiner Expressway Blockade.* 14th Annual Critical Race and Anti-Colonial Studies Conference*.* Edmonton, AB. October 17-19, 2014.

***Journal Review:***

Reviewer, *Canadian Social Work Review*

Reviewer, *Critical Intersections in Education*

**Larson, Grant** (email: glarson@tru.ca)

***Grant***

SSRHC Partnership Development Grant: *Sustainable Livelihoods Post-Disaster: Engaging with Communities*. Co-applicant/Co-investigator. $199,938 (2012-2015).

***Conference Presentations:***

**Larson, G.** (2014). *Rebuilding Lives Post-Disaster: An International Research Partnership.* Presented at Joint World Conference on Social Work, Education and Social Development on July 11, 2014, Melbourne, Australia.

**Larson, G.** (2015). *BC Wildfires – Recovery/Renewal Ten Years Post-Disaster.* Presented at the 34th International Academy of Law and Mental Health Congress on July 15, 2014 in Vienna, Austria.

***Community Research Presentation:***

**Larson, G.** & Drolet, J. (2014). *Rebuilding Lives Post-Disaster: Innovative Community Practices for Sustainable Development.* Presented to Kamloops Emergency Support Services on November 10, 2014.

**Murphy, Jennifer** (email: jmurphy@tru.ca)

***Publications:***

**Murphy, J.**, Pawliuk, T., Pawliuk, N., & Murphy, P. J. (2015). In fashion: Literary wardrobes and the marketplace. In P. J. Murphy & N. Pawliuk, (Eds.), *Beckett in popular culture: Essays on a postmodern icon.* Jefferson N.C: McFarland & Company In press: Publication date Spring 2016.

**Murphy, J.** (2014). Human rights, disability and the law in Canada. In J. Robertson & G. Larson (Eds.), *A Progressive Approach to DisAbility in Canada: Advancing a Critical Lens.* In submission: Fernwood Publishing.

**Pawliuk, Tanya** (email: tpawliuk@tru.ca)

***Publications:***

Murphy, J., **Pawliuk, T.**, Pawliuk, N., & Murphy, P. J. (In press.). In fashion: Literary wardrobes and the marketplace. In P. J. Murphy & N. Pawliuk, (Eds.), *Beckett in popular culture: Essays on a postmodern icon.* Jefferson N.C: McFarland & Company. In press: Publication date Spring 2016.

**Pawliuk, T.** (In press). B is for Beckett: Babies and Baby Naming. In P. J. Murphy & N. Pawliuk, (Eds.), *Beckett in popular culture: Essays on a postmodern icon.* Jefferson N.C: McFarland & Company. In press: Publication date Spring 2016.

**Robertson, Jeanette** (email: jrobertson@tru.ca)

***Publications:***

**Robertson, J.** (2014).  Recovering our treasure: Critical theory and social work education. *Critical Social Work*, University of Windsor (accepted with revisions).

***Presentations:***

Murphy, J. & **Robertson, J.** (May 15, 2014). *Collaborative and Creative Educational Relationships: Redesigning Human Development Curriculum for Distance Learning*, Canadian Network on Innovation in Education Conference, Thompson Rivers University.

**Robertson, J.** (May 20, 2014). *Negotiating the Crossroads Where Illness, Spirituality, and Healing Meet with Patients and their Families,* Pacific Rim International Conference on Disability and Diversity. Honolulu, Hawaii.

**Robertson, J.** & Daniels, L (October 18, 2014).  *Taking Time to Engage the Spirit: Cultural Practices with Male Aboriginal Youth and the Practicum Setting.*University of British Columbia, EdD Research Institute, Quaout Lodge, Chase, BC

**Robertson, J.**, Daniels, L. & Poitras Pratt, Y. (March 12, 2015). *Supporting and Affirming Indigenous Identities within Educational Experience*, Learning at Intercultural Intersections Conference, Thompson Rivers University.

**Stokes, Jackie** (e-mail: jstokes@tru.ca)

***Presentations:***

**Stokes, J**. (July 2014). *Child neglect substantiation decisions*. Paper presentation at Decision, Assessment, Risk and Evidence in Social Work, Belfast, Ireland.

**Stokes, J.** (July 2014). *Substance Use decision-making.* Research presentation at Decision, Assessment, Risk and Evidence in Social Work, Belfast, Ireland.

**Stokes, J.** (July 2014*). Does social work education effect perceptions about social problems?* Poster Presentation at Factorial Survey Method of Studying Decision Making Colloquium. Belfast, Ireland.

**Stokes, J.** (November 2014). *Factorial survey method for assessing values integration in a professional program*. BC Campus, Scholarship of Teaching and Learning Conference, Vancouver, BC.

***Media Interviews:***

University of Edinburgh. “Shining a light on child neglect: A conversation with Dr. Jackie Stokes”. July 2014.

***Peer Reviewer for Journals:***

*Social Sciences*

*Canadian Social Work*

*Child and Family Social Work*

*Canadian Social Work Review*

**West, Juliana** (email: jwest@tru.ca)

***Presentations:***

**West, J.** (2014, July). *The Only Word: Critical Discourse Analysis of a Court Transcript,* Language, Culture and Community International Research Institute, Kamloops, BC.

**West, J.** (2015). *Aboriginal Social Workers: Doing Better than the Social Workers they Themselves Had,* abstract accepted to the CASWE-ACFTS Conference February 2015.

**West, J.** (2015, March). *Learning from Aboriginal Social Workers: Decolonizing and making accessible Professional Social Work Education*, Learning at Intercultural Intersections Conference, Kamloops, BC.

***Peer Reviewer for Journals:***

Reviewer, *The Canadian Social Work Review*

Reviewer, *International Journal for Leadership in Learning*

**Department of English as a Second Language**

**Bourassa, Emma** (email: ebourassa@tru.ca)

***Awards:***

April 2014 - Faculty Award for Excellence in Internationalization ($2500)

***Publications:***

**Bourassa, E.**, Michel, K., Walton, P., & Miller, J. (eds) (2014) *Our Living Languages*. Conference papers 19th Annual Stabilizing Indigenous Languages Symposium. Linus Books. New York

***Presentations:***

2015

* TRU Open Learning Faculty Development Day: *Effective communication with diverse learners*
* Learning at Intercultural Intersections International Conference: *Faculty Perceptions of a Professional Development program (TRU)*
* Learning at Intercultural Intersections International Conference: *PLAR in a Cultural Context*

2014

* Center for Student Engagement and Innovative Learning (TRU): *Experiential Learning and Reflective Practice*
* Canadian Network for Innovation in Education co-facilitated: *Interculturalizing campus: our story*
* B.C. Symposium on the Scholarship of Teaching and Learning: *Preliminary Findings of Faculty Perceptions of a Professional Development program* (Vancouver)
* Canadian Network for Innovation in Education: *Building Our Capacity For Intercultural Education: Our Journey*

**Densky, Karen** (email: kdensky@tru.ca)

***Awards:***

Nan Poliakoff Memorial Award from the BC TEAL Charitable Foundation. The award was used to attend and present at the 2014 TESOL Convention in Portland, Oregon. The award was presented in May at the annual BC TEAL Conference. ($800)

***Publications:***

**Densky, K.** (In press.). Conceptualizing Creativity. In Richards, J. & Jones, R. *Creativity in Language Teaching: Perspectives from Research and Practice.*  Routledge.

***Presentations:***

**Densky, K.** (2015). *Interactive Vocabulary Testing*. Foreign Language Teachers’ Forum. Kiev, Ukraine. March.

**Densky, K.** (2015). *Academic Success Abroad*. Foreign Language Teachers’ Forum. Kiev, Ukraine. March.

***Invited Keynote:***

**Densky, K.** (2015). *Engaging with Our Profession*. BC TEAL Vancouver Island Regional Conference*.* Victoria, B.C. February.

**Dobson, Joseph** (email: jdobson@tru.ca)

***Presentations:***

**Dobson, J.**, Robertson, L., Ronback, M. & Rockwell, K. (2014).  *Plenary Panel: Understanding and Addressing 21st Century Challenges in the Profession.* BC TEAL Annual Conference, Kwantlen Polytechnic University, Richmond, Canada, May 23-24, 2014.  *(Invited)*

**Dobson, J.**, Williams, S. Walsh-Marr, J. & Shaw, F. (2014).  *Understanding Your Voice: TEAL Member Survey Results and Interpretation*.  BC TEAL Annual Conference, Kwantlen Polytechnic University, Richmond, Canada, May 23-24, 2014.

**Fawkes, Susanna** (email: sfawkes@tru.ca)

***Publications:***

**Fawkes, S.** (2015, May). Experiential Learning as a Language Teaching/Learning Strategy. *Proceedings of the 1st, 2nd and 3rd Annual Meeting on English Language Teaching, UQAM, Montreal.*

**Fawkes, S.** (2015). “Reduce, Reuse, Recycle.” TESOL Resource Centre. Warm-Up Activity. Sep. 22, 2015. <http://www.tesol.org/connect/tesol-resource-center/search-results?Keyword=susanna%20fawkes>

**Fawkes, S.** (2015). "Mini Lessons as a Teaching Strategy." SHARE- TESL Canada’s eMagazine. Issue 5, 2014. [http://www.tesl.ca/media/6333/SHARE-eMagazine-Issue-5.pdf](http://www.tesl.ca/media/6333/SHARE-eMagazine-Issue-5.pdf%22%20%5Ct%20%22_blank)

***Presentations:***

**Fawkes, S.** (2015, May). *Let’s Meet at the Vinyl Café. Reading with Stuart McLean.* Presented at BCTEAL Annual Conference, Vancouver, BC.

**Fawkes, S.** (2014, July). *Teaching Language through Experiential Learning.* Presented at Language, Culture & Community Research Institute, TRU, Kamloops, BC.

**Fawkes, S.** (2014, May). *Teaching and Learning Language beyond Classroom.* Presented at CNIE (Canadian Network for Innovation in Education) Conference, TRU, Kamloops, BC.

**Fawkes, S.** (2014, April). *Experiential Learning as a Language Teaching/Learning Strategy.* Presented at Meeting on English Language Teaching, UQAM, Montreal.

**Hu, Jumin (Jim)** (email: jhu@tru.ca)

***Grants:***

TRU Internal Research Fund. Project title “ESL Employees’ Perspectives on Writing Preparedness and Challenges for the Workplace” ($5000)

***Publications:***

Hoare, A., & **Hu, J.** (in press). Faculty perceptions of ESL students' academic, linguistic, and cultural preparedness and effective teaching practices. In L.T. Wong and J. Aditi (Eds.), *English language education in a global world: Practices, issues and challenges*. New York: Nova Science Publishers.

***Presentations:***

**Hu, J.** (2014, May). *Employer perspectives on ESL writing inaccuracy*. Paper presented at the Annual Conference of TESL Canada Federation, Regina, SK.

**Hu, J.** (2014, May). *Employer views on ESL writing inaccuracy and academic implications*. Study report presented at the Annual Conference of BC Teachers of English as an Additional Language (BC TEAL), Richmond, BC.

**Hu, J.** (2015, February). *Language problems in ESL writing: Voices of employers*. Paper presented as part of Celebrating Scholarly Inquiry into Teaching and Learning Series for Centre for Student Engagement and Learning Innovation, Thompson Rivers University, Kamloops, BC.

**Hu, J.** (2015, March). *Conferencing for simultaneous oral-written feedback on ESL academic writing*. Paper presented at the International Conference for Learning at Intercultural Intersections, Kamloops, BC.

**Liu, Xuelin** (email: xliu@tru.ca)

***Presentations:***

**Xuelin, L.** (2014, July). *Using the "Thinking Aloud" Method to Elicit Listening Strategies and Metacognitive Knowledge of a Group of Chinese ESL Learners*. Presented at Language, Culture, and Community Research Institute, TRU, Kamloops, BC.

**Massalski, Jacek (Jack)** (email: jmassalski@tru.ca)

**Massalski, J.** (2014). ESLTUBE.ORG - A new website for ESL teachers and learners. *SHARE: TESL Canada’s eMagazine for ESL Teachers*, *5*, 35. Retrieved from http://teslhub.com/esltube-org-new-video-website-esl-teachers-learners/

**Department of University and Employment Preparation**

**Christina Cederlof** (email: ccederlof@tru.ca)

***Presentations:***

**Cederlof, C.** (2015). *Appreciative and creative visioning*. Workshop at the ISW Spring Institute. Tatamagouche, Nova Scotia, Canada, June 5, 2015.

Henderson, D., **Cederlof, C.** (2015). *Mining the curiosity and internal motivation of adult learners*. Workshop at the UBC Okanagan Learning Conference, Kelowna, BC, Canada, May 7, 2015.

**Cederlof, C.**, El Miligi, H. (2014). *Enhancing student-learning through custom made Apps for students with disabilities*. Presentation at the 2014 Symposium on Scholarship of Teaching and Learning. Banff, AB, Canada, November 6 – 8, 2014.

**Cederlof, C.** (2014). *How does using mainstream technology impact the learning of practical academic skills in adults with intellectual and developmental disabilities?* Abstract in the Journal of Applied Research in Intellectual Disabilities, 27 (4), 381

**Cederlof, C.** (2014). *How does using mainstream technology impact the learning of practical academic skills in adults with intellectual and developmental disabilities?* Poster presentation at the 2014 International Association for the Scientific Study of Intellectual and Developmental Disabilities European Regional Congress. Vienna, Austria, July 14 – 17, 2014.

**Cederlof, C.**, Peters, L., Stinson, S., Mihalicz, L. (2014). *Conversation café plenary sessions*. Facilitated plenary sessions for the 2014 Disability Resource Network of BC Annual Conference. Vancouver Community College, Vancouver, BC, Canada, May 26, 27, 2014.

**Cederlof, C.**, Henderson, D. (2014). *Examining educational culture through a learning circle*. Presentation at the 2014 Canadian Network for Innovation in Education Conference. Thompson Rivers University, Kamloops, BC, Canada, May 13 – 16, 2014.

**Cederlof, C.**, Henderson, D., (2014). *Reflecting on scholarly approaches through a learning circle*. Presentation at the University of British Columbia’s 10th Annual Learning Conference. University of British Columbia Okanagan Campus, Kelowna, BC, Canada, May 7, 8, 2014.

**Cederlof, C.**, Johnson, N., Rennie, E., Brewer, S., Cinel, B., Atkins, T., Hunt, G., Tsigaris, P., Baldwin, L., Lussier, K., Ratsoy, G. (2014) *Scholarship of Teaching and Learning (SoTL) at TRU*. Presentation at the Thompson Rivers University’s 10th Annual Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC, Canada, February 17, 2014.

**Faculty Dean**

**Airini** (email: airini@tru.ca)

**Awards and Distinctions:**

2014 Fulbright Scholar Award: How to convert higher education policy into better results for underserved students. Based in Washington DC, USA at Howard University.

2014-2016 Adjunct Professor, Auckland University of Technology, Auckland, New Zealand

* Honorary appointment at the rank of full professor to the Centre for Person Centred Research, Faculty of Health and Environmental Sciences (<http://www.pcrc.aut.ac.nz>)

## 2013-2016 Adjunct Professor, Victoria University, Melbourne, Australia

* Honorary appointment at the rank of full professor to the Victoria Institute (<http://www.vu.edu.au/the-victoria-institute>)

**Grants:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Project (role)****Note: Prof Airini was Principal Investigator (or co-PI) for those projects marked with an asterix (\*).**  | **Funder** | **Value ($NZD)** |
| **2014 (Aug-Oct)** | **Making higher education success happen for all.\***Fulbright Scholar Award to undertake international research based in Washington DC, USA.Role: Sole researcher | Fulbright (NZ) | $15,000 |
| **2014** | **Development of Cultural Competence in Multicultural Education in Indonesia and New Zealand**International research between Yogyakarta State University and The University of Auckland. Role: Co-proposer, research advisor | Government of Indonesia | $10,000 |
| **2014** | **First in Family. Improving success for first generation learners at university\***Role: Co-Principal Investigator (Dec 2013-June 2014) with Dr ‘Ema Wolfgramm-Foliaki. Location: Australia, Canada, New Zealand, South Africa, USA | World University Network (GDP 10,000) | $19,996 \* |
| **2014** | **First in Family. Improving success for first generation learners at university\***Role: Co-Principal Investigator with Dr ‘Ema Wolfgramm-Foliaki. | Faculty Research Development Fund (University of Auckland) | $10,000 |
| **2014** | **First in Family. Improving success for first generation learners at university\***Role: Co-Principal Investigator with Dr ‘Ema Wolfgramm-Foliaki. | Te Whare Kura (University of Auckland) | $2,000 |

**Research Outputs**

***Chapters:***

Amani Bell, A., Wolfgramm-Foliaki, E., **Airini**, Kelly, R., Paxton, M., Pukepuke, T., & Santamaría, L. (in press). Together to the table: How to apply critical leadership in cross-cultural, international research. In L. Santamaria & A. Santamaria. (Eds). *Applied Critical Leadership*. NY: Routledge.

**Airini**. (in press). Walking the talk for equity in universities. R.Slee (Ed). *Researching pedagogy and learning*. Rotterdam, Holland. Sense Publishers.

***Refereed Journal Articles:***

Rakena, T., **Airini.**, Brown, D. (in press). Success for all: Eroding the culture of power in the one to one teaching and learning context. *International Journal of Music Education.*

**Airini.** (in press). Education solutions for child poverty: New modalities from New Zealand. *Citizenship, Social and Economics Education*. ISSN 2047-1734.

Te Ava, A., Rubie-Davies, C., & **Airini**. (in press). Atoro te peu ‘ā ō ‘uitūpuna: Cook Islands cultural values for teaching secondary schools physical education. *Pacific Educational Research Journal*.

Curtis, E., Wikaire, E., Kool, B., Honey, M., Kelly, F., Poole, P., Barrow, M., **Airini**, Ewen, S. & Reid, P. (2014) What helps and hinders indigenous student success in higher education health programmes: A qualitative study using the Critical Incident Technique. *Higher Education Research and Development.* Published online: 13 Nov 2014. <http://www.tandfonline.com/eprint/rCaHKEpr3kcTuTtkXQxe/full#.VGmIVL6p3ww>. DOI:10.1080/07294360.2014.973378.

**Airini**. (2014). Equity, change, and we the university. *Argos. Issue 01: The university beside itself.* ISSN: 2324-5794. 111-115.

***Research/Technical Reports, and Commissioned Papers (reviewed):***

**Airini**. (2015). *Fulbright New Zealand Scholar Evaluation Report.* Fulbright New Zealand. 12 pages.

**Airini**. (2014). *How to lead schools and teach to lift Pasifika student achievement: Evidence and reports. A discussion paper prepared for the Investing in Educational Success Professional Standards Writing Group*, Ministry of Education, New Zealand. 13 pages.

**Peer Esteem**

***Invited Lectures and Keynote Presentations:***

## Airini. (2015). *Towards new horizons: Research as service.* Invited keynote for the Inaugural TRU Graduate Research Symposium. Thompson Rivers University, Kamloops, BC, Canada, March, 27, 2015.

## McCormick, R., Airini. (2015). *Tk’emlúps: Where the rivers meet.* Presented at the Learning at Intercultural Intersections Conference. Thompson Rivers University, Kamloops, BC, Canada, 12 March, 2015.

**Airini**. (2014). *Indigenous research: Pasifika research principles and horizons.* Invited presentation to the Interior Nations Research Forum. Thompson Rivers University, BC, Canada. 12-13 September 2014.

**Contribution to the Research Environment**

***Papers in Refereed Conferences:***

Bell, A., Wolfgram-Foliaki, E., **Airini**, Santamaria, L. (2014). *Global and cross-cultural perspectives on first-generation university students.* Paper for presentation at the Joint conference of Australian Association for Research in Education and New Zealand Association for Research in Education. University of Technology, Brisbane, 30 November-4 December 2014.

***Presentations at Conferences/Seminars (non-refereed):***

## Airini. (2015). *Research as a form of service.* Invited presentation to the Green College Board, 6 March 2015, Green College, University of British Columbia, Vancouver, Canada.

## Airini. (2015). *Diversity, equity and sustainability in the University: A call to action.* Invited presentation. TRU Professional Development Day. Thompson Rivers University, Kamloops, BC, Canada.

## Airini. (2014). *“And we will find a way”: From higher education policy to better results for under-served students.* Invited presentation to the Howard University School of Education, Washington DC, USA. 14 October 2014.

## Airini. (2014). *Researching Equity And Diversity In Education: The Critical Incidents Technique.* Presentation for the ‘Research Methods for Equity and Diversity in Education’ Round Table. Howard University School of Education, Washington DC, USA. 15 October 2014.

***Presentations and Collaborative Research Workshops with Government Agencies:***

**Airini**. (2014). *Be the ones we were called to be*: Making tertiary education success happen for all. Wellington: Fulbright New Zealand. Presentation to the Tertiary Education Commission (4 July 2014).

**Airini** (2014). *Be the ones we were called to be*: Making tertiary education success happen for all. Wellington: Fulbright New Zealand. Presentation to the Tertiary Education Commission (11 July 2014).

**Airini** (2014). *Be the ones we were called to be*: Making tertiary education success happen for all. Wellington: Fulbright New Zealand. Presentation to the Ministry of Education (15 July 2014)

**Airini** (2014). *Be the ones we were called to be*: Making tertiary education success happen for all. Wellington: Fulbright New Zealand. Presentation to the New Zealand Treasury (22 July)

***Examination Reports (Doctoral):***

Ponton, Iva. (2015). *An investigation of Samoan student experiences in Homework Study Groups in Melbourne.* Unpublished doctoral thesis. The University of Melbourne, Melbourne, Australia.

Hosoda, M. (2015). *Optimising the New Zealand Law School Experience for Pacific Lawyers. Unpublished doctoral thesis.*The University of Otago, Dunedin, New Zealand.

***Examination – Independent Chair of Oral Examination***

Barret, M. (2014). *Modelling blood flow and oxygen transport in the active brain*. Unpublished doctoral thesis. The University of Auckland.

Falloon, K. (2014). *ReFREeSH: Restriction for reorganising sleep habit: A randomised controlled trial of simplified sleep resturction for primary insomnia in the primary care setting*. Unpublished doctoral thesis. The University of Auckland.

Lippok, N. (2014). *Novel polarization and dispersion concepts for Optical Coherence Tomography*. Unpublished doctoral thesis. The University of Auckland.

***Research Centre/Project Governance or Advisor:***

2013-15 *“What is therapeutic?” Sourcing Samoan & Tongan knowledge traditions.* Supervisor of research led by Dr Karlo Mila. 2013-2014 budget: $185,000 (to Sept 2014) from Health Research Council (NZ) Pacific Postdoctoral Research fund.

***Journal Editor:***

2010-2014: Executive Editor international journal: *Pacific-Asian Education.* (ISSN 1019-8725). Editors: Associate Professor **Airini**, Associate Professor Elizabeth Rata, (Chief Editor), Alexis Siteine.

***Journal Reviewer:***

*Journal of Educational Management, Administration* *and Leadership* (ISSN: 1741-1432) (3 articles)

*International Journal of Inclusive Education* (2 articles)

*Pacific Asian Education Journal (ISSN 1019-8725)* (1 article)

***Research Report Reviewer:***

* + - Tertiary Education Commission. (2014). *The outcomes of tertiary education for Pasifika graduates*. 3 pages review comments.
		- Tertiary Education Commission. (2014). *Doing better for Pasifika in tertiary settings: Review of the literature*. 8 pages review comments.

***Supervision:***

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification | Name | Thesis/Dissertation | Status |
| **Doctoral**  |  |  |  |
| MD(The University of Auckland) | Elana Curtis | What helps Māori students succeed in medical and health sciences degree-level studies. [Current. Commenced 2013] | Co-supervisor |
| **Masters** |  |  |  |
| MEd (Waikato University, NZ) | Vaovasamanaia Meripa Toso | The spirit of the Va in early childhood education settings from a Samoan perspective. [Current. Commenced 2014] | Co-supervisor |

**FoHSED Research Activity Summary**

**Academic Year (1 July 2014-30 June 2015)**

|  |  |  |
| --- | --- | --- |
| **Research Outputs** | Books | 1 |
|  | Books (edited) | 1 |
|  | Chapters | 24 |
|  | Proceedings (reviewed) | 2 |
|  | Journals | 25 |
|  | Reports (reviewed/other) | 4 |
|  | **TOTAL RO** | **57** |
| **Contributions to the research environment** | Conference (reviewed/ not reviewed) | 100 |
|  | Invited lecture/workshop | 17 |
|  | Supervision | 5 |
|  | Examination report | 6 |
|  | Journal Editor | 1 |
|  | Journal Board | 5 |
|  | Journal reviewer (no. of journals) | 16 |
|  | Media | 17 |
|  | Report review | 2 |
|  | **TOTAL CRE** | **169** |
| **Peer esteem** | Keynote | 12 |
|  | Awards (research) - external | 3 |
|  | Awards - internal | 1 |
|  | **TOTAL PE** | **16** |
|  |  |  |
|  | Grants - current – external – PI | $495,596 |
|  | Grants – current - external – Co investigator | $1,075,182 |
|  | Grant - internal | $62,435 |
|  | **TOTAL** Grants (gross across years of grant period) | **$1,633,213** |
|  | **TOTAL** Grants – external(gross across years of grant period) | **$1,570,778** |
|  | Percentage of Total external grants -PI | 32% |
|  |  |  |
| **Research Productivity** | Ratio of Tripartite: ROs | **1: 2.5** |
|  | Ratio of Tripartite: Grants (total) | **1: $102,075** |
|  | Ratio of Tripartite: Grants (external) | **1: $98,173** |

**Working Definitions of Key Terms[[1]](#footnote-1)**

**What is Research?**

For the purposes of the FoHSED Research Activity 2014-2015 report, research is original investigation undertaken in order to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement.

It typically involves enquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline.

It is an independent\*, creative, cumulative and often long-term activity conducted by people with specialist knowledge about the theories, methods and information concerning their field of enquiry. Its findings must be open to scrutiny and formal evaluation by others in the field, and this may be achieved through publication or public presentation. In some disciplines, the investigation and its results may be embodied in the form of artistic works, designs or performances.

Research includes contribution to the intellectual infrastructure of subjects and disciplines (eg. dictionaries and scholarly editions). It also includes the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes.

\* The term ‘independent’ here should not be construed to exclude collaborative work.

The following activities are excluded from the Definition of Research except where they are used primarily for the support, or as part, of research and experimental development activities:

* Preparation for teaching
* The provision of advice or opinion, except where it is consistent with the Definition of Research
* Scientific and technical information services
* General purpose or routine data-collection
* Standardisation and routine testing (but not including standards development)
* Feasibility studies (except into research and experimental development projects)
* Specialised routine health care
* The commercial, legal and administrative aspects of patenting, copyrighting or licensing activities

**Definition of research output**

For a research output to be eligible for inclusion in our annual research activity report, it must be:

* An output of research as defined for the purposes of the FoHSED Research Activity Report, **AND**
* Produced (ie. published, publicly disseminated, presented, performed or exhibited) within the relevant activity period, **AND**
* Able to be made available to, and assessable by peers.

The only exception to the public dissemination of research outputs during the activity report period is for confidential research outputs

**Research outputs**

Research outputs may be one of the following types:

* Artefact/Object/Craftwork
* Authored Book
* Awarded Doctoral Thesis
* Awarded Research Masters Thesis
* Chapter in a Book
* Commissioned Report for External Body
* Composition
* Conference Contribution: abstract, full conference paper, conference paper in published proceedings, poster presentation, oral presentation, other
* Confidential Report for External Body
* Discussion Paper
* Design Output
* Edited Book
* Exhibition
* Film/Video
* Intellectual Property (e.g. patent, trademark)
* Journal Article
* Literary translations, where these contain significant editorial work in the nature of research
* Monograph
* Oral Presentation
* Performance
* Scholarly Edition
* Software
* Technical Report
* Working Paper
* Other Form of Assessable Output (including but not limited to book reviews, magazine articles, new materials, structures, devices, images, products, and explanatory texts).

**Research outputs can be classified under their type**

Research outputs include:

* Published academic work (such as books, journal articles, conference proceedings, and Masters or Doctoral theses)
* Work presented in non-print media (such as films, videos and recordings)
* Other types of outputs (such as intellectual property, materials, products, performances and exhibitions).

**What is Peer Esteem?**

In the FoHSED Research Activity Report, peer esteem is used as an indicator of the quality of the academic’s research. It is concerned with the recognition of the academic’s research by their peers (rather than esteem for the academic’s other activities within TRU, their subject area, or the academic community).

Indicators of peer esteem include:

* Research-related fellowships, prizes, awards, invitations to share research knowledge at academic and end-user conferences and events
* The academic’s ability to attract graduate students or to sponsor students into higher-level research qualifications, positions or opportunities because of their research reputation
* Research-related citations and favourable review. In considering the former, please note that the number of citations is not necessarily an indication of high esteem. Some research work may be cited frequently because it is considered to be an example of poor research. Emphasis should be given to evidence of positive review and citation.
* Participation in editorial boards.

**Types of peer esteem**

Evidence of peer esteem includes:

* Research-related fellowships, prizes and awards
* Fellows and/or restricted or elected membership of learned societies or academies
* Participation in editorial boards and/or refereeing (eg. for journals)
* Invitations to provide conference addresses or similar
* Favourable reviews and/or commendations
* Appointments to key discipline-based, research, industry, professional, community, or government bodies
* Esteem factors associated with students
* Research-related favourable citations
* Other evidence of peer esteem

**What is Contribution to the Research Environment?**

The CRE component is concerned with the academic’s contribution to a vital, high-quality research environment. Active research environments are vital to the TRU academic environment and evidence of CRE provides an opportunity for academics to indicate their role and contributions in this respect.

The CRE component has a number of aspects including, but not limited to:

* Research and disciplinary leadership
* Contribution through students and emerging researchers
* Contribution to institutional vitality
* Contribution to research context and connectivity.

**Types of CRE**

Evidence of contribution to the research environment has been included in the Research Activity Report under the following types:

* Membership of research collaborations and consortia
* Contributions to the research discipline
* Facilitating discipline-based and research networks
* Contributions to the research environment within and outside TRU
* Generation of externally funded research
* Contribution to researcher development, including Aboriginal research capability
* Supervision of student research
* Assisting student publishing, exhibiting or performance
* Other evidence of contribution to the research environment.



1. The material in this section is in draft form and provided as working definitions only. These definitions draw directly on research quality guidelines prepared by the Tertiary Education Commission, New Zealand (https://www.tec.govt.nz/Documents/Publications/PBRF-Quality-Evaluation-Guidelines-2012.pdf) [↑](#footnote-ref-1)