



UNIVERSITY
OF MANITOBA

Faculty of Education

2nd Annual Faculty Research Day

Monday, September 28th, 2015

Presentation Selections

PRACTICUM & CLASSROOM TOOLS

Teaching from YouTube Videos

Presenter: Dr. Denis Hlynka

Room 222; Sessions 1 & 3

The short (YouTube) video is rapidly becoming both a source of knowledge and a way of teaching. This presentation will examine the way knowledge, information, facts and values are being re-purposed in ways that can profoundly change the entire pedagogic endeavour.

The classic David Berlo model (source-message- channel-receiver) from communications theory) provides an initial context from which to identify these developments, as one moves into and through the 21st century.

Teacher Evaluation: Characteristics of Effective Teaching Across Grade-Levels, Subject Areas, and Cultures.

Presenter: Dr. Robert Renaud (Co-written with Dr. Brian Lewthwaite)

Room 340; Sessions 1 & 3

Among those who support the use of teacher evaluations, there remains considerable debate regarding how teachers can be evaluated in the most valid and efficient manner. This presentation will summarize the research that has identified characteristics of effective teaching that are remarkably consistent across a variety of contexts including grade-levels, subject areas, and cultures. In each of the reviewed studies, the general traits associated with good teaching were derived from specific and observable classroom behaviours of exceptional teachers. On a practical level, this suggests that teacher evaluations based on classroom observations can be done in a relatively easy and objective manner.

Moral Panics and Folk Devils in Education: What Every Beginning Teacher Should Know”

Presenter: Dr. David Mandzuk

Room 200; Sessions 1 & 3

Moral panics are “unwarranted certainties” that plague beginning and experienced teachers alike. In this presentation, Dr. Mandzuk will explain what moral panics and the folk devils that are blamed for them actually are, which moral panics pervade education, and what beginning teachers can do to recognize them and then deal with the sense of urgency and alarm that they evoke. The presentation will be based on one of the chapters of a book entitled, “*Case Studies in Educational Foundations: Canadian Perspectives*” that Shelley Hasinoff and Dr. Mandzuk published with Oxford University Press earlier this year.

What’s It Like Up There?” Exploring Teacher Candidates’ Experiences in Northern Practicums

Presenters: Caitlyn Arnould (Undergraduate Research Assistant & B.Ed. Student) & Dr. Melanie Janzen

Room 366, Sessions 1 & 3

In this presentation, we will share our research regarding Northern practicum experiences. Specifically, we will share our findings from the literature and discuss common themes regarding early teaching experiences in northern communities, present data illustrating the prevalence of Northern practicum opportunities across Canada and review data on Teacher Candidates’ interest in the Northern Practicum option at the University of Manitoba. We will also discuss preliminary findings of Teacher Candidates’ experiences who participated in the Faculty’s Northern Practicum option at the University of Manitoba. Through researching opportunities for and experiences of Teacher Candidates in the North, this research aims to broaden the dialogue of teacher

education's responsibility to support Canadian northern communities and underscore the value of Northern practicum experiences for all practicum partners and stakeholders.

MATH AND SCIENCE

Foundational experiences: the quest for success for all in mathematics

Presenter: Dr. Ralph Mason

Room 300; Sessions 1 & 3

Why can some children remember times-tables, while others cannot? Why can some young adults remember the power laws of grade nine, and some cannot? The idea of *foundational experiences* is an ongoing collaborative effort to find ways to prepare students for numerical and symbolic mathematics with a foundation of a specific kind. *Foundational experiences* rely only on skills all students have: counting, visualizing, imagining and communicating. They are structured opportunities that welcome all learners in a given grade level to learn the mathematical relationships informally, before moving to the numerical and symbolic modes for mathematics such as the topics of multiplication and powers. Come play. You'll succeed personally with the examples, and you might see yourself enabling your future students succeeding in math--all of them!



Why teaching science poses a problem for many teachers: insights from research and future applications

Presenter: Ms Kaitlin Downs (Undergraduate Research Assistant to Dr. Richard Hechter & B.Ed. Student)

Room 309; Sessions 1 & 3

Does the thought of teaching science make you nervous and scared? You are not alone! I spent my summer investigating this common issue amongst teachers in order to investigate how we can help teachers feel more comfortable with teaching science. This research led to a vision for a long-term professional development program. Therefore, this session will provide information on my experience as a URA student including the research I conducted this summer, the process of building our vision and future research applications.

White-Noise Syndrome: A contemporary ecological crisis for teaching and learning about scientific practices in biology and the nature of science

Presenter: Dr. Barbara McMillan

Room 309; Sessions 2 & 4

There is a great deal to be learned about the nature of science from research programs that have a recent history and continue to make history with questions that as yet have no solutions. The investigation of the emerging infectious disease that has resulted in the mass mortality of hibernating bats in North America is one such case. This presentation is focused on the development of instructional materials that emphasize elements of NOS and scientific inquiry identified in the scientific research on the bat disease known as White-Nose Syndrome.

Dilemmas in Transforming Assessment Practices in Mathematics Classrooms

Presenter: Dr. Martha Koch

Room 300; Sessions 2 & 4

Effective assessment practice is an essential part of successful mathematics teaching and learning. This presentation explores how teachers work collaboratively to further develop their assessment practices. Drawing on qualitative data from 42 teachers (Grades 4-12) who met over a two-year period, four kinds of assessment dilemmas the teachers encountered will be shared. In addition, the research process will be described, suggested strategies to address each dilemma will be considered and some implications of the study will be explored.

Chasing Aurora from Churchill to Tel Aviv: Discovering the interconnectedness of the human spirit beneath the night sky

Presenter: Dr. Richard Hechter

Room 200; Sessions 2 & 4

This presentation will highlight the interconnectedness of people and the human spirit from diverse cultural, geographic, and political backgrounds found by coming together under the awe and wonder of the night sky.

Through sharing and listening to the stories and meaningful interpretations of celestial patterns from different perspectives and voices found around the world, the role science education can have in bettering our world can become apparent.

SOCIAL JUSTICE AND HUMAN RIGHTS

What is culturally competent teaching? An open discussion on power, privilege and the CAGE issues (Class, Age, Gender, Ethnicity/Race)

Presenter: Ms Stephanie Yamniuk (Sessional Instructor & Ph.D. Candidate)

Room 134; Sessions 1 & 3

My research and teaching experience has shown that an awareness of differences and good intentions is not enough to create a safe learning environment. Oppression, racism and stereotypes impact student to student interactions, as well as student-teacher interactions. Being knowledgeable about the issues of race and ethnicity, and learning classroom strategies are necessary for teachers to create an effective learning environment in their classroom and their school. This presentation will be use McMullin's (2010) CAGE framework to understand social inequality, as well as Satzewich & Liodakis (2010)'s work on race and ethnicity, power and privilege, and democratic racism.

"The Manitoba Writing Project: Teaching writing and literacy as, and for, social justice"

Presenters: Mr. Andrew Wu (Undergraduate Research Assistant & B.Ed. Student) & Dr. Michelle Honeyford

Room 326; Sessions 2 & 4

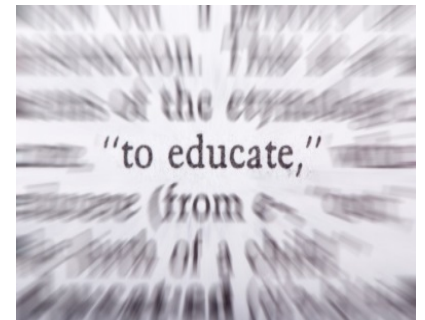
There is growing consensus that issues of social justice and human rights need to be addressed in our classrooms and curriculum. But where do we begin? How? In this presentation, we'll explore examples of the work of several teachers (K-12) who are transforming their classrooms and schools through interdisciplinary literacy projects in social justice and human rights. We'll share the research and theories that inform this work, talk about what you can learn from their approaches and practices, and how you can connect with a provincial network of educators engaged in these efforts.

EN(gauging) Criticality In Teacher Education: A Call to ENCITE Change

Presenter: Dr. Clea Schmidt

Room 360; Sessions 1 & 3

A central part of addressing inequities in education lies in ensuring that teachers are prepared to confront and address systemic discrimination, requiring a robust critical pedagogy. Yet attempts to prepare critically conscious and culturally responsive educators have had limited success, even when equity has been a focus in teacher education admissions and curriculum (Baxan, 2015). This paper analyzes the theoretical basis for a radical teacher education pedagogy that can help re-shape the way teacher education is conceptualized across national and global settings. Premised on two notions of 1) robust criticality as the central tenet and 2) teacher candidates as critical researchers and policy analysts, I discuss the implications of how such a radical pedagogy might inform (teacher) education in diverse societies.



"Pedagogy of Discomfort": An Approach to Discuss Inequity and Privilege

Presenter: Ms Chelsea Jalloh (Ph.D. Candidate)

Room 134; Sessions 2 & 4

The social determinants of health are the economic, physical, and social factors that shape our baseline health and wellbeing, and influence our ability to make changes to those conditions. Teaching about the social determinants of health, and the inequities and privileges that these factors reflect, can be a daunting task. Megan Boler's "Pedagogy of Discomfort" (1999) offers a framework for engaging in teaching and learning about topics, notably societal inequity and privilege that may challenge both educators and students, and in doing so, may cultivate empathy, greater understanding, and responsive social action.

Supported Decision Making and Adults with Intellectual Disabilities

Presenter: Dr. Zana Lutfiyya (Co-written with Dr. Karen Schwartz)

Room 228; Sessions 2 & 4

We have completed two small studies to better understand the perspectives of individuals with intellectual disabilities, their family members and others who support them on what 'human rights' mean, and how these are, or are not, exercised in everyday life. Our analysis highlighted the challenges with choices and decision-making and led us to start a third study on supported decision-making. In this presentation, we will present our findings from these three studies.

ARTS & LITERACY

Impacts of an El Sistema-Inspired After-School Orchestral Program on Children's Attendance and Academic Achievement

Presenters: Dr. Francine Morin & Ms Kendra Rieger (Ph.D. Candidate)

Room 342; Sessions 1 & 3

Student engagement is considered one of the most critical issues in Canadian education today and educators are becoming increasingly alarmed. Students who are bored, disruptive, and disengaged have documented negative impacts on students, schools, and communities. Arts educators recognize the need for strategies and practices that engage students and parents in schools, particularly for families who live in vulnerable circumstances. An intervention program using music as a means for social transformation and based upon Venezuelan *El Sistema* orchestral programs is the focus of a research study exploring the role of music for social justice. In this session, findings emerging from attendance data, academic data, and a parent survey which aim to assess impacts of the program on children's attendance and academic achievement in two local school sites will be presented.

Navigating the Artist/Teacher Duality: Past and Present

Presenter: Ms Shawna McLeod (Undergraduate Research Assistant to Dr. Joanna Black & B.Ed. Student)

Room 342; Sessions 2&4



In collaboration with Dr. Joanna Black, I am conducting historical research on two renowned Canadian artists, Arthur Lismer (1885-1969), and Anne Savage (1896-1971), focusing on the dialectical relationship between their art and teaching careers. At the same time, I am investigating my own position as a practicing artist entering the teaching field. My intent is to gain insight into the contemporary artist/teacher dichotomy by looking to the historical examples of Lismer and Savage.

Award-winning picture book author and illustrator, Paul Goble

Presenter: Dr. Gregory Bryan

Room 222; Session 4 (*Please note, this session is being offered only once*)

Paul Goble is an award-winning picture book illustrator. In a career spanning over forty years, he published over forty books for young readers. With the involvement and assistance of Goble and his family members, for the past two years I have been researching his life and career for the purposes of writing a biography about him. The manuscript has been completed and is now under consideration at a publishing house.

The presentation will include biographical details of Goble's life. It will also include examples of his illustrations and images of those things that influenced and inspired those illustrations. The presentation will also include selected photographs from Goble's personal photo albums and images that reveal his process for creating his artwork.

IF CROW: Helping children make informed reading selections

Presenter: Dr. Gregory Bryan

Room 222; Session 2 (*Please note, this session is being offered only once*)

The IF CROW book selection technique was created by me to help classroom teachers think about ways to move away from exclusive use of leveled books as the criteria for matching children with texts. The presentation will

include focus upon how books are leveled. The main purpose of the presentation will be to walk audience members through the six-step IF CROW process: Interest in the text, Familiarity with the text content, Comfort/Confidence with the text, Reason for considering the text, Others...what others are saying about the text, Want...After considering these things, do I want to read the text?

The presentation will include student and teacher reflections about their experiences with IF CROW, highlighting some of the positive developments that have occurred as a result of the implementation of IF CROW in classrooms.

The Link Between Language and Reading: Insights from Bilingual Deaf Children

Presenter: Dr. Charlotte Enns

Room 314; Sessions 1 & 3

This presentation will outline a unique approach to reading instruction with deaf children. The approach incorporates signed language phonological awareness strategies that are visually based, rather than the typical sound-symbol associations used to connect spoken language and print. The development and design of the instructional program will be outlined, and the teaching materials, including technology tools, will be demonstrated.

SPECIAL INTEREST TOPICS

From Beyond the Divide: The recent demographic shift in Belfast's school populations and its influence on civic peace

Presenter: Dr. Jeffrey Burwell, SJ

Room 228; Sessions 1 & 3

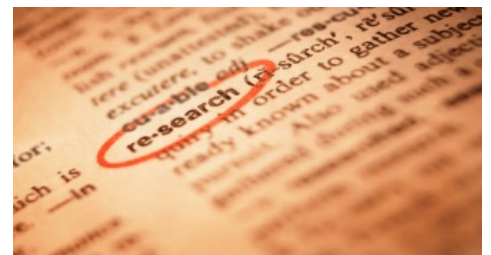
The research for the paper is largely theoretical at this point, although interviews will be conducted in Belfast later this year. This presentation will highlight the historical relationships that have existed between the Catholic and Protestant communities with a focus on the decades of violence known as *The Troubles*. Using public data, we explore how the changing demographics in Belfast, with a specific focus on Catholic and Protestant schools, hypothesizing that the changing demographics have much to do with the increased peace in the region.

Is education ready for big data?

Presenter: Ms Heather Krepski (M.Ed. Student)

Room 314; Sessions 2 & 4

This presentation sets out to discuss the status of data-driven decision making in education. Beginning with a definition for data-driven, or evidence-based decision making (EDM), I will then review some of the main arguments for and challenges to, the use of EDM in education. In particular, I will explore the shifting emphasis on data in education through the lenses of anti-colonial and critical race theory. In closing, I will present the research question and methodology for my M.Ed. project that will be explored in the 2015-2016 academic year.



Lost in a New World: A Narrative Inquiry into Chinese International Students' Experiences of Transitions in Canada

Presenter: Dr. Yi Li

Room 360; Sessions 2 & 4

What does it mean to study in English as an international student from China pursuing a university degree in Canada? As English continues to become one of the international languages, many non-English-speaking countries around the world, (e.g. Japan, Korea, Thailand, Brazil and China) have made English a mandated curriculum subject from elementary schools to high schools. However, when some of these students move to English-speaking countries like for post-secondary education, most will experience challenges of learning the English language in a new academic setting. Through narrative inquiry, this presentation seeks to record and understand the English language learning experiences of 4 Chinese international students in a Canadian university

Beyond Canada: A Study of Transnational Teachers Working in Canadian Curriculum Schools Overseas

Presenter: Dr. Robert Mizzi

Room 326; Sessions 1 & 3

This presentation shares results from a mixed-methods study on transnational teachers working in K-12 Canadian curriculum schools overseas. The data reveals an inadequate sense of preparedness for teaching overseas and a need for teachers to deconstruct their Canadian backgrounds. Since provincial governments expect the majority of curriculum to be taught by provincially licensed teachers, then these teachers need to have certain social, personal, and professional needs met in order to be successful in their work situations. Provincial governments, private schools, and universities may need to work closer together to improve the chances for job success for teachers who cross borders.

Agency and Communion: Exploring Teachers' Experiences in the North

Presenters: Dr. Melanie Janzen & Dr. Jerome Cranston

Room 366; Slots 2 & 4

This case study examines the factors that attract teachers to, and retain teachers within, a specific northern, remote community (Norway House, Manitoba, Canada). The findings indicate that beyond factors of higher wages, other factors include the availability of: permanent contracts, subsidized housing, spousal employment, and outdoor activities. Among factors that might deter teachers from remaining in the north are family-related. Teachers do not regard financial benefits as the principal factor in their decision to go (and to stay) in the north. Given the amount of human and financial capital required to recruit and retain teachers and the negative implications that attrition has on students, it is important to understand teachers' perspectives on working in these communities.

Relationships Between Morning Physical Activity and Student Engagement In An Elementary School Setting

Presenter: Ms Kathy Isaac (Sessional Instructor and recent M.Ed. graduate)

Room 340; Sessions 2 & 4

Does a relationship exist between a morning physical activity intervention and subsequent student engagement in academic activities in elementary schools? 4 randomly selected elementary students in each of seven classrooms participated in physical activity intervention. Teachers and an educational assistant recorded the students' levels of engagement at the same time period every day for eight days without the morning physical activity followed by ten days with the physical activity intervention. This study has the potential to contribute to new understandings of the fundamental question about the optimal academic learning states of children relative to physical activity.

Keynote Address: 9:00 a.m.-10:00 a.m.

Break: 10:00a.m.-10:25 a.m.

Session 1: 10:25 a.m.-11:00 a.m.

Session 3: 11:55 a.m. -12:30 p.m.

Session 2: 11:10 a.m.-11:45 a.m.

Session 4: 12:40 p.m.-1:15 p.m.