

Program and Abstracts - EDST Research Day – April 19, 2013



***Welcome to EDST Research Day!!
Almost all sessions and events are taking place in WMAX
Rooms 110, 150 and 216***

Schedule for the Day

**8:45 to 9:15 am - Coffee/Treats and Check in
outside WMAX 110**

**9:15 to 9:25 am – Opening by Musqueam Elder Jewell
Thomas in WMAX 110**

9:30 – 10:30am – Concurrent Session 1

10:40 to 11:40am – Concurrent Session 2

11:45am to 12:45pm – Concurrent Session 3

**12:45pm to 1:25pm – Catered Lunch by Riddim &
Spice and Award Presentations in WMAX 110**

1:30 to 3:00 pm – Concurrent Session 4

3:00 to 3:30 pm – Collective Clean up and Prizes

**Thank you to all of the people who have contributed to
making this day possible. We acknowledge that this
event is taking place on the ancestral, traditional and
unceded territory of the Musqueam people.**

**On behalf of the EDST Research Day Organizing Committee
Alice, Amy, Ee-Seul, Handel, Jeannie, Jo-Anne, Kal, Omer,
Paulina, Roweena and Vicheth**

EDST Research Day April 19, 2013 - Session 1 – 9:30 - 10:30am

1.1 Acting Colonialism: Forum Theatre as Praxis

Mali Bain – MA Student/Facilitator
Carolina Palacios/Jude Walker - Faculty
Dawn Swift, Andrea Thoms & Anna Isphording - MEd students

Session: WMAX110
Forum Theatre

This interactive workshop will present issues of power disparities among different stakeholders in the context of program planning and implementation here on unceded Coast Salish territory. We will investigate the problematics surrounding the practice of prescribing needs and exporting programs to communities (Indigenous or non-Indigenous) whose members have little or no influence on the planning process. We will further explore how the very notion of communities 'owning' a program can be deceiving and only a reflection of how dominant settler-colonial practices make their way into the everyday world of program planning in adult education. After witnessing a short play, facilitators will invite participants to enact possible responses to or engagements with the struggles apparent. Through theatre and dialogue we will aim to connect theoretical positions with everyday statements and choices.

1.2 CASAE Session

Maren Elfert - PhD Student
Catherine Mallet – MEd Student, Timothy Straka - MA Student
Michelle Stack – Faculty/Moderator

Session: WMAX 150
Paper and Roundtable

In this session, students are presenting upcoming sessions for the “Canadian Association for the Study of Adult Education” conference in June, 2013. Maren will present her paper that contrasts the intellectual foundations of the UNESCO Institute for Education (UIE) founded in 1951 in Hamburg Germany, with the now dominant neoliberal logic of efficiency and measurability in global education discourse. Marin argues that today's dominant “outcome based approach” to adult education and life long learning does not do justice to the UIE's founding ideational and normative views. Catherine and Tim will generate a roundtable discussion through outdoor experience to provide a space to think about Experiential Learning theory in relation to practice in Adult Education. Participants will first engage in, then debrief, an outdoor experiential activity. Participants will be invited to share personal experiences and thoughts on practice as adult educators – including the significance of learning outdoors. Michelle will moderate the session.

1.3 Methodological and Theoretical Considerations: Migrants From/To China

Hongxia Shan: Faculty/Moderator
Klara Abdi and Gang Li - Phd Students

Session: WMAX 216
Multi-paper

Given China's miraculous emergence as an economic giant in the world in a short period of time, it has attracted more and more attention from researchers of varying fields and backgrounds. The question that researchers need to ask however is to what extent existing theories and methodologies can be applied to study China related topics. In this session, two presenters make exemplary efforts in this regard. Gang Li, in his discussion of political subjectification of overseas Chinese students challenges “the dominant conception of China's democratization as a regime change”. Klara Abdi evaluates different methodologies used to study children in transnational families and discusses her methodological approach to learn about transnational Chinese families. While Gang's work is mostly informed by Ranciere's ‘oligarchy’ and Foucault's ‘governmentality’, Klara's work draws heavily from language socialization theories and Bourdieu's notion of social practice.

EDST Research Day April 19, 2013 - Session 2 – 10:40am - 11:40am

2.1 The Knowing Body

Daniel Vokey – Faculty/Discussant
Jeannie Kerr and Nora Timmerman – PhD Candidates
James Bigari - PhD Student, Sharon Jarvis - MEd student

Session: WMAX 110
Panel Discussion

In this panel session, we consider the educational implications of the knowing body as spatially located, and actively perceiving and interacting in multiple relations. James Bigari explores the role of the body in moral inquiry and the implications for professional ethics education. Sharon Jarvis defends the idea that an educator's capacity for emotional intelligence is a requirement for enriched classroom learning. Drawing from ecofeminist theory, Nora Timmerman considers how the telling, listening for, and writing of stories can serve as one way to resist problematic dualisms of many kinds. Jeannie Kerr brings forward insights on embodied knowledge from Indigenous and Aristotelian scholars to theorize pedagogical encounters. Faculty mentor Daniel Vokey will follow the student presentations with general impressions, and bring forward generative questions to engage the students and attendees.

2.2 Crafting Classrooms that Inspire Social Change: A Cross-case Analysis of Sustainability Education Research Grounded in Pragmatism

Robert VanWynsberghe - Faculty/Discussant
Catherine Mallet – MEd Student
Spring Gillard and Timothy Straka - MA Students

Session: WMAX 150
Panel Discussion

The panel addresses the problem of unsustainability and contemporary classroom innovations in sustainability education using a pragmatist theory of human action. Panelists will detail their research projects in relation to pragmatist notions of knowledge, learning, and action as framed by the discussant. Gillard's *Measuring the impact of a sustainability course on sustainable community development* is a case study of a sustainability course at a leading BC post-secondary institution. Mallet's *Holistic living: Re/discovery through a 6-day outdoor leadership program* introduces the design features of a program dedicated to a holistic adult outdoor leadership program curriculum in the Northwest Territories. Straka's *Shades of green* is a cross-case analysis of student perceptions of sustainability behaviour/practice and transformation in two BC public secondary school outdoor, experiential, and environment-themed (OEET) integrated curriculum programs (ICPs). VanWynsberghe will frame the student presentations and facilitate a discussion that engages presenters and attendees.

2.3 Young People, Gender and the Global Imaginary: History, Nation and Identity in Transnational Borderlands

Jo-Anne Dillabough – Faculty/Discussant
Lyn Daniels- EdD Candidate
Alana Boileau- MA Candidate, Tetsuro Shigematsu – PhD Student

Session: WMAX 216
Panel discussion

We explore the historical and cultural dimensions of empire and imperialism for youth living at the fringe of globalizing cities and as such our theoretical orientations provide a lens for discussing youth at the interface of gender, education and empire. Accordingly, Jo-Anne Dillabough discusses how gendered representations of young people who are thought to pose threats to the nation on a global scale are represented in both research and the public record in comparative terms. Lyn Daniels focuses on decolonizing the history of Aboriginal education in Canada, to claim that memory must bridge history if we are to fully assess the repetitive dimensions of colonial policy and its impact on gendered conceptions of Indigenous youth. Alana Boileau discusses how revisiting Québec curriculum could be helpful in aiding young white Francophones to reflect on understanding the making of their identities within the province. Tetsuro Shigematsu explores how gender is constructed through the performance of scripted behaviour to examine how ethnicity is equally performative.

EDST Research Day April 19, 2013 - Session 3 - 11:45am - 12:45pm

3.1 The Professor and the Reading Room

Mona Gleason – Faculty/Discussant
Amy Clausen & Jonathan Fisher – MA Candidates

**Session: CVMRR
Immersive Panel Discussion**

The Coolie Verner Memorial Reading Room (CVMRR) was once central to the life of students in the Faculty of Education's Department of Educational Studies (EDST), but has, in the past decade, fallen into disrepair and relative obscurity. For some members of the present-day EDST Department, the importance of Verner and his legacy is not so clear. Indeed, with the construction of the Ponderosa Commons, the continued existence of the CVMRR has been thrown into jeopardy. Both scholarly and creative, this session invites you to get to know the professor and the reading room a little differently. In an immersive, curated introduction, Amy Clausen will offer new ways of knowing the CVMRR. In his paper, Jonathan 'fish' Fisher will provide a background on the life and collections of Dr. Verner, and his contributions to the field of Adult Education at UBC and beyond. Discussion will be facilitated by Mona Gleason. This session will be held in the Coolie Verner Memorial Reading Room in Ponderosa Annex F, Room 103.

3.2 Equity Implications of a BC School District's Response to Marketization

Wendy Poole - Faculty
Ee-Seul Yoon-PhD Candidate, Dwayne Cover-PhD Student

**Session: WMAX 150
Panel**

This symposium will examine how one large urban school district in BC has responded to provincial education policy that introduced market principles in K-12 education and will critically analyze the equity implications of those responses. While conducted independent of one another, the three papers in this symposium provide a comprehensive picture of one school district's interpretation of, and multifaceted response to, neoliberal policy, particularly the marketization of education and the underfunding of education (Wendy's presentation). The symposium focuses specifically on the development of district specialized alternative programs of choice (Ee-Seul's presentation) and recruitment of international students (Dwayne's presentation). The papers together contribute to a deeper understanding of the real-life impacts of neoliberal policy at the district level, and implications for equity and social justice, which is under-explored territory in Canadian school research.

3.3 Politics Beyond the Ballot Box: Framing and Making Change outside the Formal Political Arena

Hartej Gil – Faculty/Discussant
Autumn Knowlton, Shayna Plaut & Angela Contreras-PhD Candidates

**Session: WMAX 216
Roundtable**

Working in strikingly different socio-cultural and political contexts, Shayna Plaut, Autumn Knowlton, and Angela Contreras explore how marginalized peoples engage with and frame political change outside of formal political structures, and how they are “trained” (both formally and informally) to do so. Reflecting on two years of fieldwork, Shayna's research focuses on how Saami (Indigenous peoples in the Nordic region) and Roma/Gypsy journalists use media to educate, explore, and explain problems and solutions to their audiences. While still in the development stage, Autumn's project in Guatemala considers how members of a Q'eqchi' Maya community view the limits and possibilities of political change through micropractices of education and resistance in the wake of a 36 year armed conflict. Angela's work looks at how citizenship — and the policing of who belongs and how they belong in Canada — is taught to migrant workers by frontline workers through public legal education and information (PLEI).

EDST Research Day April 19, 2013 - Session 4 - 1:30-3:00pm

4.1 Frameworks for Addressing Diversity in and through Education in (Post)Multicultural Societies

Handel Wright – Faculty/Organizer/Discussant
Lilach Marom and Yao Xiao - PhD Students
Nadia Mallay - MEd Student, Alice Jeon - MA Student

**Session: WMAX 110
Multi-paper**

This panel addresses the problematic of diversity education at a time when multiculturalism and multicultural education have not only extended well beyond their presumed originary North American context but have become passé. Lilach Marom calls for a specific version, namely critical multiculturalism to be employed in combination with critical race theory and Bourdieu's notions of habitus and cultural capital to gain a social justice based understanding and operationalization of Recertification programs of internationally educated teachers in Greater Vancouver. Conversely, Nadia Mallay eschews multiculturalism for critical race theory (and intersectionality theory) as a potential new praxis framework for Canadian public education to address the marginalization of racialized students. Employing Foucauldian governmentality, Yao Xiao explains that in China the rigid distinction between rural and urban populations ends up reproducing rural persons as bodies out of place in urban cities, divisible by their various reactions to displacement as good, bad and ugly migrants. Alice Aeu Jeon points out that in South Korea, the perennial national self-concept as a decidedly homogenous society is being revealed to be threatened imagined community by the (absent) presence of a highly diverse global society and resulting creeping conception of national multicultural and cosmopolitan citizenship.

4.2 Multiple Sites of Visual Research: Engaging the Visual in Working with Marginalized Groups and Youth

Amy Metcalfe, Faculty/Discussant
Omer Aijazi, Masayuki Iwase, Gabriella Maestrini, Paulina
Semanec & Roselynn Verwood-PhD Students, Amy Clausen-MA Student

**Session: WMAX 150
Panel Discussion**

We provide examples of visual research methods pertaining to: (i) political engagement of marginalized groups and (ii) youth in school contexts. Omer uses non-linear visual narratives exploring the lives of migrant workers in the slums of Islamabad, Pakistan reconfiguring the 'everyday' as political. Roselynn explores how visuals can support an understanding of lived realities of youth in slums of Delhi, India while providing counter-narratives. Gabriella reflects on problematics of humorous political cartoons as a visual elicitation method in multinational classrooms. Masayuki draws on findings of youth-centred participatory visual research to uncover lack of affective and sensory experiences as weaknesses for visual research. Paulina reflects on the challenges of a film-based project and discusses some of the implications of video production with youth. Amy shares her recent arts-based project with youth, revealing a space where art, design and emerging feminisms meet. Dr. Metcalfe will pose generative questions, highlighting intersectionalities and exploring how our research offers new perspectives for the field of visual research.

4.3 A Collaborative Mapping of the Current EDST Research Areas and Connections

Cindy Underhill-CTLT, Ee-Seul Yoon-PhD Candidate - Facilitators
Dwayne Cover - PhD Student, Jay Penner & Mali Bain – MA Students

**Session: WMAX 216
Participatory**

Concept mapping is a useful technique for visually communicating complex structures of ideas, as well as adding new concepts and propositions into existing structures. Using this tool, this participatory workshop session aims to unpack and find connections between research clusters – to help people see that the research they are doing in one area, might have interesting links to another. This session will offer an introduction to concept mapping, and then, building upon the existing information of EDST Research Clusters, session participants will draw together a map of current research in EDST. The process of mapping connections between research clusters will likely be messy and process oriented, yet it has the potential to help students and faculty see connections among their research.