

# WestCAST 2012 Program Schedule

## Wednesday

- 12:00 – 4:00 p.m. Directors/Coordinators of Field Experiences meeting at Village Park Inn
- 6:00 – 7:00 PM Registration at Village Park Inn
- 7:00 – 9:00 PM Reception at Village Park Inn

## Thursday

**Thursday: 7:30 a.m. – 8:30 a.m.**

Registration and Coffee at Murray Fraser Hall, Room 162

**Thursday: 8:30 a.m. – 10:00 a.m.**

Welcome

<b>Title:</b>	<b>Great Teachers are Not Born – They're Taught</b>
<b>Keynote:</b>	Dr. Deborah Loewenberg Ball
<b>Abstract:</b>	This presentation will challenge the widespread belief that teaching is an art that has to be figured out individually, and that it is primarily a matter of personal style. If teaching is individual and must be figured out by each person on the job, then there is little hope of ensuring that all young people receive skillful instruction. Moreover, when great teachers say things like, "I learned everything I know on the job," or "I do what works for me," they may unwittingly undermine the claim to professionalism. Teaching responsibly is highly skilled and unnatural work. Leaving its development to chance puts learners at risk and reduces the profession to little more than commonsense. Instead, what is needed is to articulate the capabilities fundamental to responsible teaching and to develop strong infrastructure for their development.
<b>Location:</b>	Murray Fraser Hall, Room 162

**Thursday: 10:00 – 10:30 a.m.**

Nutrition Break

**Thursday: 10:30 - 11:20 a.m.**

<b>Title:</b>	<b>Hands-on, Minds-on: Engaging Youth with Classroom Fun</b>
<b>Presenters:</b>	Natalia Rincon and Amy Webster: University of Calgary
<b>Abstract:</b>	Do you want some fresh new ideas for hands-on fun in the classroom? Come and test out a variety of adaptable activity ideas for a range of ages and subject areas. Let's Talk Science staff and volunteers will lead you through multiple science-based experiences and provide you with take-home instruction sheets. Find out what else Let's Talk Science has to offer you in your classroom. Join us as we exercise our creativity and mess up our (garbage bag covered) tables!
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 370A

<b>Title:</b>	<b>Not Another Boring Spelling Worksheet!</b>
<b>Presenters:</b>	Barb English and Liz Beingssner: University of Calgary
<b>Abstract:</b>	We want you to rethink the focus and practice of spelling instruction in an elementary school classroom. In many classrooms, intentional spelling instruction is either absent or involves pointless drill, rote memorization, and endless worksheet activities with words that have no meaningful context for a student in their writing. Spelling is important for literacy education and as emerging teachers we need to design a word study and spelling program that is individualized, cuts across the curriculum and is connected to a student's own reading and writing. Come and learn about what the current research says about spelling instruction in an elementary school classroom and participate in some games and hands on activities that you can take away to use with your students.
<b>Type:</b>	Workshop
<b>Location:</b>	TERA, EDT830

<b>Title:</b>	<b>Wikis Work: Promoting Collaborative Learning</b>
<b>Presenters:</b>	Dr. Jennifer Lock, Noha Altowairiki, Luciano da Rosa dos Santos and Yang Lui: University of Calgary
<b>Abstract:</b>	How can you make your classroom a more collaborative and engaging learning environment? Have you considered how to use wikis in learning and teaching? If you are eager to discover the answers, then this interactive workshop is for you. You will learn how to use wikis to support collaborative learning.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 374

<b>Title:</b>	<b>When Science and Outdoor Education Collide</b>
<b>Presenters:</b>	Jennifer Koch and Tai Munroe: University of Alberta
<b>Abstract:</b>	Outdoor education can foster two separate disciplines; science and physical education. This active presentation will offer suggestions to help infuse the two areas, and offer an enhanced curriculum in an alternative environment' Teaching and assessment strategies will be specifically addressed.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>The Importance of Play: Methods to Incorporate the Fine and Performing Arts in K-12 Education</b>
<b>Presenters:</b>	Harrison Michael Campbell and Sarah Marcella Congdon: University of Alberta
<b>Abstract:</b>	We will be modeling how to structure interactive activities incorporating the fine and performing arts, into each of the core disciplines. By experimenting with a number of activities to show you how to better 'integrate play' into your classrooms, we hope to show you learning from a child friendly perspective.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>Creating Intercultural Understandings of Teaching and Learning</b>
<b>Presenters:</b>	Dr. Gail Jardine: University of Calgary and Participants in the Bridge to Teaching Program at the University of Calgary
<b>Abstract:</b>	Foreign-qualified teachers studying to certify to teach in Alberta, along with their coordinator, will facilitate simulations of what it could be like to teach in a foreign country. Then, we will analyze how insights from these simulated experiences can help teacher educators to design programs for foreign-education teachers and also help teachers to use these insights to understand more about issues their students may be dealing with.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 354

<b>Title:</b>	<b>Suppressing Memory and Knowledge: A Self-taught Pedagogy</b>
<b>Presenter:</b>	Wisam Khalid Abdul Jabbar: University of Alberta
<b>Abstract:</b>	I examine a pedagogy of resistance by focusing on the experiences of Zainab Salbi, president of Washington-based Women for Women International, who speaks of her school and childhood experience in Iraq's Saddam in her memoir <i>Between Two Worlds</i> (2006). I will consider the implications of suppressed memory and knowledge for pedagogical practices worldwide.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Just Breathe: Contemplation and Meditation for Student Teacher</b>
<b>Presenters:</b>	Dr. Janet Groen: University of Calgary
<b>Abstract:</b>	Out of concern for the frenetic pace my second year student teachers experience in their placements, I introduced a weekly contemplation exercise as part of their on-campus class agenda. In this presentation, I will guide participants through this contemplative weekly exercise and situate this against the background of emerging research on the value of contemplative pedagogy for teachers and students in our Kindergarten to Twelve classrooms.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>The Mood of Moodle: The Lived Space of a Learning Management System</b>
<b>Presenter:</b>	Catherine Adams: University of Alberta
<b>Abstract:</b>	Learning Management Systems (LMSs) such as Moodle and Blackboard are now integral components of today's educational support infrastructure. Yet despite their prevalence, we know little of how students and teachers actually experience LMS worlds. In this paper, I highlight some preliminary findings from a phenomenological study of LMS use in two post-secondary settings.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>The E-advisor Project: Exploring the Role of Technology in Secondary Mathematics Pre-service Teacher Field Experience</b>
<b>Presenters:</b>	Kathleen Nolan and Sara Thibeault: University of Regina
<b>Abstract:</b>	This presentation reports on a research project studying the role of technology (desktop video conferencing, video flip-cameras, etc.) in creating and sustaining a mentorship relationship between a faculty advisor and secondary mathematics pre-service teachers (interns) during field experience. The faculty advisor and an intern will present perspectives on the experience.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Roots of Inquiry Teaching &amp; Learning in Traditional Aboriginal Pedagogy</b>
<b>Presenters:</b>	Dr. John W. Friesen: University of Calgary
<b>Abstract:</b>	A unique feature of the traditional Aboriginal approach to inquiry teaching & learning was through four specific categories of storytelling. It is significant that learners could always count on elder input and counsel as they journeyed through the medium of storytelling to discover their unique role in their local community and in the universe' The approach was holistic in every sense of the word, including four domains--spiritual, social, psychological (mental), and physical. This session will inform participants by citing and illustrating a variety of First Nations legends.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Transforming Principal Preparation: A University-School District Partnership</b>
<b>Presenters:</b>	Dr. Diane Purvey and Dr. Pat Neufeld: Thompson Rivers University
<b>Abstract:</b>	This study analyses the change process in leadership development from a school district-based program (SD 73 Kamloops/Thompson in BC) to a joint venture between the school district and the local university (Thompson Rivers University). The uniqueness of this partnership is the district's vision and commitment to the development of emerging leaders through bridging practical experiences in the district with theoretical academic coursework.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Self-authorship and Becoming a Teacher</b>
<b>Presenters:</b>	Awneet Sivia: University of the Fraser Valley
<b>Abstract:</b>	The paper explores teacher identity development using Baxter-Magolda's three dimensions of professional growth, namely intra-relational, inter-relational and epistemological. Collectively these dimensions support teacher development as a process referred to as self-authorship. The paper suggests recommendations for teacher education curriculum based on this exploration.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Exploring the Needs of Teachers: Interrupting Idealism</b>
<b>Presenters:</b>	Kimberley A. Grant: University of Calgary
<b>Abstract:</b>	While trying to explore what teachers need from schools, I found myself drawn from a quantitative to a qualitative and, ultimately, to an interpretive approach in order to better understand the question as well as why it is so difficult to answer.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Restorative Practices: A Teaching Approach for the Contemporary Classroom</b>
<b>Presenter:</b>	Andrew Gamby: University of Manitoba
<b>Abstract:</b>	This presentation will examine restorative practices, which are intended to promote positive student behaviours and appropriate teacher response' included within the presentation will be a number of demonstrations displaying effective and ineffective use of restorative practices, and an interactive question and answer period.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Sustainability: Using Core Subjects to Understand Community Relations through Composting</b>
<b>Presenter:</b>	Christine Hollingshead: University of Manitoba
<b>Abstract:</b>	Recent research has shown an integrated curriculum is a benefit to student engagement. The Province of Manitoba is supporting an integrated curriculum with suggestions of student-centered learning projects. With many educators, and society in general, focusing on a sustainable future, integrating the provincial curriculum with a complete sustainable development project makes a good learning experience for students.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>The New Teacher and Self-Harm: Exploring Youth Anxiety Disorders and Self-Harm</b>
<b>Presenters:</b>	Philip Bird: University of Calgary
<b>Abstract:</b>	The New Teacher and Self-Harm: Exploring Youth Anxiety Disorders and Self-Harm in junior and senior high school settings. How do we as teachers compassionately and ethically deal with these kinds of situations? What resources are available to you as teachers?
<b>Type:</b>	Paper
<b>Location:</b>	EDT 802

<b>Title:</b>	<b>Engagement: We All Know It's Important, But What the Heck Is It?</b>
<b>Presenter:</b>	Elliot Macdonald: University of Manitoba
<b>Abstract:</b>	This presentation is designed to build a better appreciation of Engagement by exploring its definitions within academic literature. Through interactive discussion the presenter will work with participants to develop a better understanding of the concept and run through its practical applications for the classroom.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 802

**Thursday: 11:30 a.m. – 12:20 p.m.**

<b>Title:</b>	<b>Using POEs with K-12 Students to Develop Scientific Concepts</b>
<b>Presenters:</b>	Dr. Warren Wessel, Dr. John MacDonald and Michael McCoy: University of Regina
<b>Abstract:</b>	A number of POE (Predict-Observe-Explain) inquiry activities will be presented by science education students in a workshop setting. Each POE is a hands-on activity and attendees will work through each one. Be prepared to learn some new things. Instructions for each will be provided at the end of the workshop.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 370A

<b>Title:</b>	<b>Putting the TECH back in your TEaChing</b>
<b>Presenters:</b>	Jennifer Koch and David Chorney: University of Alberta
<b>Abstract:</b>	This session will discuss various uses of technology for instructional and motivational techniques to enable and encourage learning. Web sources, resources, and applicable web based tools will be presented for use in any discipline/curricular area. Assessment tools will be addressed and universal design for learning (UDL) strategies will also be discussed.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 374

<b>Title:</b>	<b>Finding Your Voice</b>
<b>Presenters:</b>	Adrienne Fossheim: University of Calgary
<b>Abstract:</b>	'Finding Your Voice': What voice do your students hear? What voice do you want them to hear? Many teachers mis-use their voices and wear them thin with poor vocal technique. This workshop will explain the mechanics of how our voices work, offer techniques for good vocal practice and preservation, and conclude with a section on finding your voice as an educator.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>What to Include in Your Inclusive Classroom</b>
<b>Presenters:</b>	Courtney Cann, Ashley Lepage and Gina Loog: University of Lethbridge
<b>Abstract:</b>	Teachers face interesting challenges in inclusive classrooms such as the development of a classroom community fostering acceptance of individuality and differences. All three presenters are specializing in inclusive education at the University of Lethbridge. The workshop will include practical strategies participants may utilize in building their inclusive classrooms.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>Addressing the Needs of ELLs: Mobilizing Immigrant Parent Knowledge in Teacher Education</b>
<b>Presenters:</b>	Dr. Yan Guo: University of Calgary
<b>Abstract:</b>	Based on interviews of parents from 15 countries, this study examined what constituted immigrant parent knowledge and how pre-service teachers integrated parent knowledge into teaching. The pre-service teachers internalized their monolingual ideology, demonstrated a lack of understanding of the transcultural flows, and questioned the feasibility of accommodating everyone's religious needs.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Multimodal Literacies in Alberta Schools Using a Critical-Inquiry-Service Based Model</b>
<b>Presenters:</b>	Michael Pinvidic, Allison Clark, Elise Janz and Ryan Garon: University of Calgary
<b>Abstract:</b>	The use of multimodal literacies in classrooms is emerging front and center in Alberta schools. Using multimodal literacies in teaching practices, allows students to apply critical thinking. In turn, multimodal teaching creates a space for students to relate learning in a broader social and global context.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Positive Psychology Applications in Canadian Schools</b>
<b>Presenters:</b>	Colin Saby, University of Alberta
<b>Abstract:</b>	Serious mental health issues affect 1.1-million Canadian children and youth. Very few programs based on principles of positive psychology have been applied in school settings. This presentation examines research on school intervention programs designed to improve students' mental health and school engagement levels.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Utilizing Minority Language Learners Funds of Knowledge to Reshape School Literacy Practices</b>
<b>Presenter:</b>	Dr. Lynne Wiltse: University of Alberta
<b>Abstract:</b>	This research study utilized a diversity as a resource perspective to improve literacy learning for Aboriginal minority language learners. Students funds of knowledge from home and community networks reshaped school literacy practices in a school university collaborative study which considered ways to merge the out-of-school literacy resources of students with school literacies.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Teaching to Support Students Development of Geometric Habit of Mind</b>
<b>Presenter:</b>	Lydia Oladosu: University of Calgary
<b>Abstract:</b>	This presentation highlights what preservice teachers need to know about geometric habits-of-mind to teach the geometry component of the mathematics curriculum effectively and confidently. It discusses what geometric habits-of-mind involve, how they are related to students' learning and the Alberta mathematics curriculum, and strategies to support students development of them.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Teacher Interventions: Speech Impairment and Childhood Cancer</b>
<b>Presenters:</b>	Kaitlin Pasishnik, Spencer Janicki, Darci Instance and Laura Sokal: University of Winnipeg
<b>Abstract:</b>	Teaching children with issues that affect their learning needs is seen across the globe and will continue to be an important aspect in keeping these children's futures bright. As future teachers we need to be educated about special learning needs, and how these kids best cope with the classroom environment.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Bridging Theory and Practice: Stories from the Field</b>
<b>Presenters:</b>	Patricia Clancy-Novosel, Rich Angus, David Case and Alison Clements: University of Alberta
<b>Abstract:</b>	In this interactive session, we will examine the dialectic nature of the role of seconded teachers as they merge university curriculum with practical field experience. Panelists will discuss the lived identity of both new and experienced faculty associates with rich stories highlighting their troubles and triumphs.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 354

<b>Title:</b>	<b>140 Characters of Learning</b>
<b>Presenter:</b>	Katie Williams: University of Manitoba
<b>Abstract:</b>	Attendees will be guided through recent research on the efficacy of Twitter in the classroom and its relationship with language and literacy. Facilitated by a displayed website resource for educators, a brief tutorial will be provided on the mechanics of Twitter and its relationship to the social sciences, and beyond.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Coming to Know Through Stories: Narrative Inquiry and its Place in Pre-Service Second Language Teacher Education</b>
<b>Presenter:</b>	Dr. Yi Li: University of Manitoba
<b>Abstract:</b>	In this paper, I will explore a narrative reflective practice approach (Clandinin et al. 2007) and its place in pre-service language teacher education. I will also discuss the purposes of this kind of narrative inquiry for knowledge-making in the field of second language teacher education.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>School Supplies Supporting Sustainable Development</b>
<b>Presenters:</b>	Nicole Hughes and Chelsea Wilkins: University of Manitoba
<b>Abstract:</b>	The focus of the presentation addresses the issues of school supply lists, their high costs and the impact they have on poverty and education for sustainable development. The study is primarily focused on Western Canada and highlights some of the recent progress of these provinces.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 802

<b>Title:</b>	<b>Pedagogical Content Knowledge (PCK): A Tool to Analyze Science Teacher's Knowledge of Teaching Science</b>
<b>Presenters:</b>	Saiqa Azam and Dr. Bonnie Shapiro: University of Calgary
<b>Abstract:</b>	The paper describes application of a tool developed to analyze the pedagogical content knowledge (PCK) of science teachers. Cases of science teachers are discussed in which the tool was applied to analyze its value in understanding the knowledge structures of science teachers, and hence to use it for professional development of science teachers.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 802

**Thursday: 12:20 p.m. to 1:30 p.m.**

Lunch (On your own)

**Thursday: 1:30 p.m. - 3:20 p.m.**

<b>Title:</b>	<b>A Passion for Research in Environmental Education – What Our Work Means for Teaching, Learning and Teacher Education</b>
<b>Presenters:</b>	Dr. Bonnie Shapiro, Faye Bres, Don Carruthers Den Hoed, Polly L. Knowlton Cockett, Dr. Gail Jardine and Ugur Parlar: University of Calgary Alla Guelber: Waterlution
<b>Abstract:</b>	Using the lively approach, "Lightning Talks" we share how our deep concern for the environment has led each of us to a path of engagement in environmental education research. We want to inspire you to consider research in environmental education and conversations about how we might work together to support environmental education in teacher education programs. We are: FAYE- A former environmental management consultant; DON: An Inclusion Team Leader for Alberta Parks; POLLY: A K-12 educator and local community activist; ALLA: Co-creator of the Meaningful Work Project; UGAR: A doctoral student studying the human relationship with Nature; BONNIE AND GAIL: Professors teaching and writing in the field of environmental education. Learn about new U of C Certificate/Diploma/MED courses EDUCATION FOR THE ENVIRONMENT.
<b>Type:</b>	Workshop (90 minute workshop)
<b>Location:</b>	EDB 370A

<b>Title:</b>	<b>Do We Know Our New Student? Social Justice, Global Citizenship and the Dignity of Difference</b>
<b>Presenters:</b>	Fiona Purton, Dr. Ali Abdi and Dr. Lynette Shultz: University of Alberta
<b>Abstract:</b>	This workshop, by the Centre for Global Citizenship Education and Research, will bring a social justice and global citizenship education approach to the need for understanding and appreciating difference as the most fundamental trait of humanity. This practice-based workshop will bring a social justice and global citizenship education approach to the need for understanding and appreciating difference as the most fundamental trait of humanity.
<b>Type:</b>	Workshop (90 minute workshop)
<b>Location:</b>	TERA, EDT 830

<b>Title:</b>	<b>Engaging the Visual Arts as Personal Metaphors in Teaching and Learning</b>
<b>Presenters:</b>	Robyn Shewchuk: University of Alberta
<b>Abstract:</b>	As an alternate way of knowing, an arts-informed approach for self-study and critical reflection will be used to explore the construct of teacher identity. Participants will be led through a hands-on workshop to produce a visual representation connected to a teaching/learning issue or question. Participants do not need an art background.
<b>Type:</b>	Workshop (90 minute workshop)
<b>Location:</b>	EDB 354

**Thursday: 1:30 p.m. – 2:20 p.m.**

<b>Title:</b>	<b>Engaged Learning in Science and Math for All Learners</b>
<b>Presenters:</b>	Selena (Soh Young) Choi, Esha Kumar and Jacob Botta: University of Calgary
<b>Abstract:</b>	Your abstract should be suitable for inclusion in the Conference Program Booklet.: Our workshop will be dedicated to discovering different techniques that are required to make learning enjoyable and meaningful for students. We want to learn about the educational research of teaching science and math topics while incorporating the arts. The audience will be able to participate in games and hands-on group activities.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>What Motivates a New Generation of Teachers?</b>
<b>Presenters:</b>	Dr. Jerome Cranston: University of Manitoba
<b>Abstract:</b>	This presentation highlights some of the preliminary findings of a research study that demonstrates what prospective teachers (n=154 year one Teachers Candidates) believe are the opportunities that motivated them to consider a career, in, teaching and highlights some of the challenges they perceive are drawbacks to their choice.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Flipping Math Upside Down</b>
<b>Presenter:</b>	Kyle Webb: University of Regina
<b>Abstract:</b>	Recently, there has been significant buzz about flipping the classroom; changing the classroom dynamic such that students learn at home and complete homework tasks collaboratively in class. The pros and cons of flipping a high school math class will be discussed. Technological tools that increase math engagement will also be shared.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Linking Literacy to Science Education in Reggio Emilia Inspired Early Years Classrooms</b>
<b>Presenter:</b>	Bela Luis: University of Manitoba
<b>Abstract:</b>	Reading, writing and oral-discourse are not only essential literacy skills, but also critical to science inquiry and to obtaining a deeper understanding of science concepts. Adapting literacy to the front end is a great beginning, but as the lesson continues, literacy can also assist children in better articulating their learning.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Nature's Risks and Benefits</b>
<b>Presenter:</b>	Gavin Peat: University of Calgary
<b>Abstract:</b>	Today, children are less engaged with nature but have more knowledge about nature given their access to technology (e.g., the Internet and TV). As a result, children know <i>about</i> nature but do not know how to live <i>within</i> nature. The presenter will explore ways in which children can better engage in living and playing in the greater outdoors through opportunities for home and school.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Incorporating Aboriginal Perspectives into the Science Curriculum</b>
<b>Presenter:</b>	Jenna Forslund: University of Winnipeg
<b>Abstract:</b>	This presentation will discuss the necessity to link Aboriginal perspectives into the science curriculum to help improve the under representation of Aboriginal people entering a science related field. A collection of resources from across the country will be reviewed that teachers can use to help benefit all cultures in the classrooms.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Holistic Fracturing: Engaging the Classroom and Beyond</b>
<b>Presenter:</b>	Colleen Hemsing: University of Calgary
<b>Abstract:</b>	Theories of how we teach to learn can be understood as methods of “holistic fracturing” wherein classroom concepts are blasted open to become whole. While it may sound abstract, holistic fracturing becomes a tangible tool when confronted by a teacher keen to use art to cement their instruction.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Reimagining Teacher Education in the Digital Age</b>
<b>Presenters:</b>	Ann Chinnery, Robin Brayne, Paul Neufeld and Kelly Kitchen: Simon Fraser University
<b>Abstract:</b>	As members of a task force charged with reimagining teacher education for the 21st century at SFU, the presenters will focus on the ways in which advancements in information and communications technology (ICT) might impact public education, and hence teacher education, in the diverse context of BC schools.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Mutual Gifts: What Schools and Partner Teachers Receive from Mentoring Student Teachers</b>
<b>Presenters:</b>	Jackie Seidel, Jim Field and Joanne Steinmann: University of Calgary Barbara Bannon: Calgary Board of Education (CBE) Valerie Murdoff and Justina Law: Rocky View Schools
<b>Abstract:</b>	This discussion focuses on the ways that inviting student teachers into schools might be experienced as a mutual and creative learning and growing engagement for the school and partner teachers. Panel members will share diverse experiences and perspectives from working with student teachers in a variety of settings.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Minecraft: Building Lessons for All Learners</b>
<b>Presenters:</b>	Kristopher Drohomereski, Jordan K. Watson and Antony J. Brouwer: University of Manitoba
<b>Abstract:</b>	The presentation is centred on understanding the applications of Minecraft in the classroom. Minecraft is software that allows a user to build environments and structures using digital building blocks. The presentation will address the benefits of educational gaming, while providing teachers with the tools for classroom implementation.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Opening Calgary's Only Public Boys' School: Observation and Reflections</b>
<b>Presenter:</b>	Dr. Garry Jones: Calgary Board of Education (CBE)
<b>Abstract:</b>	The Calgary Board of Education opened Calgary's only public all-boys school September 2011 with 80 boys and 4 teachers. Dr. Garry Jones, principal, will provide an overview of the students, the families, staff and the initial program. He will discuss early observations and reflections. How can teacher education programs discuss learning needs of boys (and girls) without simplifying or returning to old paradigms?
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Learning Through Teaching Rather than Learning About Teaching</b>
<b>Presenters:</b>	Wendy Klassen, Leyton Schnellert, Emily Bradford, Andrew Brown, Michael, Proctor and Tarla-Rae Sayenchuk: The University of British Columbia - Okanagan
<b>Abstract:</b>	Two Bachelor of Education professors and their students will describe, reflect on and initiate discussion about methods courses where student teachers learn through working with students in situ rather than learn about methods at the university. Strengths, challenges and potential impacts of this approach will be explored.
<b>Type:</b>	Panel
<b>Location:</b>	EDT 802 (45 minutes)

**Thursday: 2:30 p.m. – 3:20 p.m.**

<b>Title:</b>	<b>Social Justice and Teacher Education: Dissonance, Deliberation and Direction</b>
<b>Presenter:</b>	Awneet Sivia: University of the Fraser Valley
<b>Abstract:</b>	The workshop addresses social justice both as a topic and as a curriculum framework in teacher education' Participants engage in activities and discussions designed to enhance understanding about Social Justice. Social Justice is also explored in the context of teacher education curriculum and the development of teacher beliefs and identity.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>Implementing an Inquiry-based Professional Learning Model</b>
<b>Presenters:</b>	Dr. Pamela Adams: University of Lethbridge Lisa Ziebart: University of Lethbridge/Lethbridge School District #5
<b>Abstract:</b>	In this interactive workshop, educators will be introduced to an inquiry-based model for engaging with their professional learning that is differentiated, sustainable, and collaborative. During this session, educators will learn about the literature supporting this specific model of professional learning; as well as examine exemplars demonstrating how current educators are implementing an inquiry-based process. Participants will have opportunities to explore, question, and develop their identities as reflective practitioners. To accommodate this, teachers are asked to bring their current professional growth plans; during the workshop, they will be provided time to develop and transfer their current goals into an inquiry-based Professional Learning Guide template.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>What Do They Really Think? An Inquiry into the Changing Beliefs of Today's Education Undergraduates</b>
<b>Presenter:</b>	Dr. David Chorney: University of Alberta
<b>Abstract:</b>	This research focuses on data collected over the past five years that highlight PE undergraduates' responses to questions that pertain to field experience as part of their respective education programs. Specifically, this session will report findings as to why PE majors' opinions and attitudes change regarding teaching PE as they gain experience during their field placements and are able to synthesize their learned theory with their lived practice.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>The Language of Industrial Efficiency</b>
<b>Presenters:</b>	Michael Whittington: University of Calgary
<b>Abstract:</b>	Did you know that something as simple as telling a student they are smart can negatively affect their ability to learn? This impact stems from our fundamental beliefs about people and what they are capable of, and many of these beliefs ultimately stem from the language of industrialism.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Teacher Education: How Children in Guatemala Taught Me What Teaching is All About</b>
<b>Presenters:</b>	Mandy Krahn: University of Alberta
<b>Abstract:</b>	During 2011, Mandy Krahn went to Guatemala to teach and help children in need. As an educator aiming to help her students live humanely, this foreign situation positively challenged her both in and out of the classroom. This presentation encourages all teachers, both practicing and pre-service, to be open to learning from their students in any context.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Cultural Awareness: Providing Awareness of Aboriginal Academic and Socio-economic Misconceptions</b>
<b>Presenters:</b>	Holly Linski and Brittney Ferland: University College of the North
<b>Abstract:</b>	The intent of this workshop is to explore the identities and cultures of the Aboriginal persons which are flourishing today, while paying mind to the fragile implications of the past to become fully aware and responsive to the academic and socio-economical needs of current and future Aboriginal students
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Creating Contexts for Sustainability Teaching</b>
<b>Presenters:</b>	Natalie Swayze and Dr. Dawn Sutherland: University of Winnipeg
<b>Abstract:</b>	The academic and professional education literature yields very little in the way of description, verification and analysis of methods for measuring educator self-efficacy in teaching for sustainability. For these reasons, this study sought to gain better understanding of the role of teacher identity, and self efficacy, in teaching for sustainability, without seeking to determine causal relationships or direct correlations between variables. Rather, by collecting and analyzing relevant qualitative and quantitative data, this study endeavored to provide a more comprehensive understanding of the issues involved. Aimed at improving understanding, this study provides direction for future research.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Using the Indigenous Science Model as an Evaluative Tool in Programming for Indigenous Youth</b>
<b>Presenters:</b>	Natalie Swayze and Dr. Dawn Sutherland: University of Winnipeg
<b>Abstract:</b>	This study uses a newly created model to help evaluate programming already in existence in Indigenous settings. The model helped examine programming according to some learning outcomes developed through consultation with Indigenous educators. The model, as an evaluative tool, will help others develop science programming that covers ideas important to Indigenous People.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Me, a Teacher? With ACCESS Education...Maybe!</b>
<b>Presenters:</b>	Karen Jonasson, Clairissa Kelly and Marcia Takahashi: University of Winnipeg
<b>Abstract:</b>	Three students from the University of Winnipeg's Education Centre, all from diverse backgrounds, will share their experiences and perspectives on how attending WEC for their education degree has helped them get to the final term of their studies. They will also share the secrets of WEC and how such a diverse program can boast a 70% average success rate in its students since its transfer to the University of Winnipeg in 1998.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Applying Universal Design for Learning to Create an Inclusive Classroom</b>
<b>Presenters:</b>	Caitlin Kearns and Kerry Collins: University of Calgary
<b>Abstract:</b>	Is technology in the classroom friend or foe? The focus of this workshop is to develop an understanding of how technology can be used to create an inclusive classroom. The Principles of Universal Design for Learning accompanied by current and upcoming technologies will be examined during the presentation.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>The Entitled Teacher Candidate: Considering Identity through Discursive Constructions</b>
<b>Presenter:</b>	Melanie Janzen: University of Manitoba
<b>Abstract:</b>	University students today are being called the entitled generation, “the most spoiled, pampered, self-absorbed” (Coates & Morrison, 2011). This session will consider the entitled university student, specifically Teacher Candidates and their relationship with the practicum placement office, the social construction of such an identity label, and the discourses that contribute to such identity constructions.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>A Story of The Power of Fine Arts in Learning</b>
<b>Presenter:</b>	Allyson Mary Wagner: University of Calgary
<b>Abstract:</b>	The importance of Fine Arts in schools as it relates to teachers' abilities to access students with social/emotional (and ESL) challenges, and therefore support their ability to be properly assessed academically. An example of my own artwork helps to represent all that I am learning in this B.Ed. Program, as well as, the current curriculum and the development of the education system over time.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>The B.Ed. Program at Ambrose University</b>
<b>Presenter:</b>	Dr. Bernie Potvin: Ambrose University College
<b>Abstract:</b>	This presentation will highlight the unique features of Ambrose’s newly approved and currently implemented B.Ed. Program. These features include a mentorship program, an internship (post graduation), competency based teacher education program, integrated program design and emphasis on inclusion and technology integration.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 802

**Thursday: 3:30 p.m. – 4:20 p.m.**

<b>Title:</b>	<b>The Four Directions of Learning</b>
<b>Presenters:</b>	Beth Hazendonk and Brett Farnsworth: University College of the North
<b>Abstract:</b>	Learn how we can change our education system from a factory-style one to a more organic one that promotes and celebrates all four aspects of self; physical, mental, emotional and spiritual. This workshop embraces non-traditional education styles that will complement and enhance your current style.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 370A

<b>Title:</b>	<b>Arts-based Teacher Inquiry as Professional Development</b>
<b>Presenters:</b>	Dr. Leyton Schnellert: The University of British Columbia – Okanagan Dr. Pamela Richardon: The Conservatorium
<b>Abstract:</b>	In this workshop, we will share and discuss a range of approaches to arts-based inquiry, which we have successfully used with teachers as part of both pre-service and in-service professional development programs. Arts-based inquiry refers to a range of art-centric approaches to qualitative research and reflective practice in which artistic techniques and aesthetic lenses are brought to bear on lived experiences (Cole & Knowles, 2000; Denzin & Lincoln, 2006).
<b>Type:</b>	Workshop
<b>Location:</b>	TERA, EDT 830

<b>Title:</b>	<b>Are there Jobs in Alberta for Teachers?</b>
<b>Presenters:</b>	Mark Bevan and Karen Shipka: Alberta Education
<b>Abstract:</b>	The presenters will share student demographics of Alberta and what that means in terms of future teaching jobs in this province. They will examine the challenges when a teacher only wants to find a teaching position within an urban setting.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>Teacher Presence - Skills for the New Teacher</b>
<b>Presenter:</b>	Sandy Hill: University of the Fraser Valley
<b>Abstract:</b>	Participants will practice learning new skills to build in both themselves and their relationships with their students.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>Design It: Implementing Design Process in Sumer Bridging and After School Programs for Inner City Students</b>
<b>Presenters:</b>	Dr. Dawn Sutherland and Pamela Friesen: University of Winnipeg
<b>Abstract:</b>	The proposed workshop will first explain the design process and describe how design process activities were implemented in two settings. The first setting was a summer bridging program held at 13 different inner-city schools, the second was an after school literacy program held in 10 different inner city schools. Pre-service teachers will lead the workshop participants through a design-based lesson. Finally the pre-service teachers will provide some reflections on how their experiences in the workshops have impacted their science teaching philosophies.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB354

<b>Title:</b>	<b>Let's Get Graphic</b>
<b>Presenters:</b>	Robert David Sanderson: University of Calgary
<b>Abstract:</b>	Let's Get Graphic is more than a list of recommended graphic novels; it is a study of the potential of teaching comics. Graphic texts are not books, plays, or films for a reason; find out how and why you should teach comic books as comic books.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>The Creation of Graphic Novels as a Learning Tool – In Any Subject or Grade!</b>
<b>Presenters:</b>	Hayleigh Bird: University of Calgary
<b>Abstract:</b>	The creation of graphic novels in the classroom allows students a new means to demonstrate what they know, while developing some of the new literacy skills expected of students today. This session will encourage teachers of all subject areas and grade levels to create graphic novels in the classroom.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>The Experiences of Alberta's Aboriginal Teacher Education Program Graduates</b>
<b>Presenters:</b>	Dr. Randolph Wimmer and Dr. Evelyn Steinhauer: University of Alberta
<b>Abstract:</b>	There is a compelling need for higher education, and especially teacher education, to become better informed about and more responsive to the educational needs of Indigenous peoples. With this in mind, we are working with research projects that explore the experiences of Indigenous people studying in higher education and those who are beginning careers as teachers in Saskatchewan and Alberta. Our conversations with participants reflect on their university experience and the beginning years as teachers in band controlled and provincial schools. We identify issues and challenges faced by Indigenous people in higher education and Indigenous teachers in making the transition from the academy to the classroom and in applying theory to practice. We explore implications for policy and practice and will make program recommendations for Aboriginal teacher education, teacher education more generally, higher education, and teacher induction in both band controlled and provincial schools. This session will share what we've been learning and invite an exchange of ideas and experiences of the session participants.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>SPARK for Learning: Effects of Daily Physical Activity on the Learning, Behaviour, and Attention of Children with ADHD</b>
<b>Presenters:</b>	Michelle Deen and Emma A. Climie: University of Calgary Marya Jarvey: Calgary Separate School District (CSSD)
<b>Abstract:</b>	Children with ADHD often experience negative outcomes that may impair their academic success. Recent research suggests that regular physical activity can alter brain functions, improving potential for academic learning. The current study examines the effectiveness of the “SPARK for Learning” physical activity program on enhancing children’s well-being within a school setting.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Designing Learning to Engage Students in the Global Classroom</b>
<b>Presenter:</b>	Dr. Jennifer Lock: University of Calgary
<b>Abstract:</b>	Would you like your students to collaborate with other students and/or experts in the global classroom? If so, this session is for you. You will learn of various online opportunities to engage students that moves learning into a digital global classroom. Examples will be shared, along with strategies in how to design authentic learning experiences for the global classroom.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Teacher Candidates and Inquiry: Connecting Learning Experiences to Real World Applications</b>
<b>Presenters:</b>	Krysta Dickson, Michelle McLarty and Dr. Paul Betts: University of Winnipeg
<b>Abstract:</b>	Inquiry based learning nurtures a deeper understanding of curricular content by allowing students the opportunity to investigate, explore, and observe problems in a real-life context. Through a discussion of teaching experiences, this session will outline the benefits and challenges of integrating inquiry-based learning into the middle years classroom.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Intervention strategies for Teachers: Deaf and/or Hard of Hearing &amp; Anxiety Disorders</b>
<b>Presenters:</b>	Molly Schaefer, Anneke Hildebrand, Meghan Da Silva and Laura Sokal: University of Winnipeg
<b>Abstract:</b>	As educators, our common goal is for all of our students to reach their full potential. Occasionally educators need to intervene in order to support students' specific needs. Through the topics of hearing loss and anxiety disorders, we will explore different methods of working towards inclusion within the classroom.
<b>Type:</b>	Panel (45 minute panel)
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Myths, Bandwagons, and Moral Panics in Education: What Every Beginning Teacher Should Know</b>
<b>Presenter:</b>	Dr. David Mandzuk: University of Manitoba
<b>Abstract:</b>	In this presentation, the presenter will discuss how myths, bandwagons and moral panics act as barriers to beginning teachers being able to think critically about educational issues and events. A number of real-life illustrations of each of these barriers will be provided and a lively discussion is expected.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Pre-service Teacher Mentoring as Professional Development: What Does the Literature Tell Us?</b>
<b>Presenters:</b>	Justina Law: Rocky View Schools/University of Calgary
<b>Abstract:</b>	Throughout teacher education, mentoring is part of learning and developing new skills. Traditionally, field experiences is used to help preservice teachers to better understand the theoretical knowledge taught in teacher education programs by linking these to authentic classroom experiences' More recently, researchers contend that engaging in preservice teacher mentoring is also a form of professional development for cooperating teachers.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Valued AND Vulnerable: The Complex Experiences of Male Elementary Teachers</b>
<b>Presenters:</b>	Dr. Garry Jones and Dan Pye: Calgary Board of Education (CBE) Dr. Bernie Potvin: Ambrose University College
<b>Abstract:</b>	The number of men who teach continues to decline. Male elementary teachers are simultaneously valued AND vulnerable. The panel members will provide an overview of the complex lives experienced by men teachers. How might we consider the experience of male elementary teachers in teacher education programs? How might we provide support for men who choose to teach?
<b>Type:</b>	Panel
<b>Location:</b>	EDT 802

## FRIDAY

**Friday: 7:30 a.m. – 8:30 a.m.**

Registration and Coffee at Murray Fraser Hall, Room 162

**Friday: 8:30 a.m. – 10:00 a.m.**

**Welcome**

<b>Title:</b>	<b>Having the Courage to Engage in Social Justice</b>
<b>Keynote:</b>	Dr. Darren Lund
<b>Abstract:</b>	All teachers are correctly being encouraged to attend to diversity issues in their classrooms, but for many, including new teachers, this complex task can seem daunting. The speaker offers a timely reminder that this work is not about “managing diversity,” nor is it simply the feel-good pursuit of harmonious classrooms. Engaging students to bring about social and institutional changes toward social justice requires strategies and facing some resistance. This presentation will help foster enthusiasm, and better prepare all educators to engage in collaborative equity efforts with renewed confidence even in the face of some significant resistance.
<b>Location:</b>	Murray Fraser Hall, Room 162

**Friday: 10:00 – 10:30 a.m.**

Nutrition Break

**Friday: 10:30 a.m. – 12:05 p.m.**

<b>Title:</b>	<b>E-Liability: Protecting Your Career Before It Starts</b>
<b>Presenter:</b>	Cory W Schoffer: The Alberta Teachers' Association
<b>Abstract:</b>	The presentation will focus on topics including: social media, use of employer technology, freedom of speech, teacher liability as it relates to technology, duty of fidelity, and prospective-employer access to teachers' social network profiles. The session will provide for opportunity for questions and dialogue between the speaker and participants.
<b>Type:</b>	Workshop (90 minutes)
<b>Location:</b>	EDB 370A

<b>Title:</b>	<b>Dene Kede: Cross-Cultural Teaching and Learning Through Traditional Dene World Views</b>
<b>Presenter:</b>	Elizabeth Mooney: Aurora College, Thebacha Campus
<b>Abstract:</b>	Dene Kede incorporates Dene worldviews in a curriculum based teaching philosophy supporting the spiritual, mental, physical, and emotional wellbeing of all students and educators. Small group activities will engage participants in subject teaching and learning. These uniquely northern perspectives will bring north and south together through teaching and learning.
<b>Type:</b>	Workshop (90 minutes)
<b>Location:</b>	TERA, EDT 830

**Friday: 10:30 a.m. – 11: 15 a.m.**

<b>Title:</b>	<b>Welcome to the World of Mathopoly</b>
<b>Presenters:</b>	Sandy Margett and Will Penner: Brandon University
<b>Abstract:</b>	Mathopoly offers students the opportunity to learn mathematical concepts and formulas in a fun, relaxed environment. Mathopoly incorporates the mathematical diversity required to ensure success for kids in today's challenging curriculum. It is the newest resource for Grade 5-8 classrooms. Think outside the box. Think Mathopoly.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Education to Create a Sustainable Future: A Proposal to Rethink Teacher Preservice Education</b>
<b>Presenter:</b>	Gareth Thomson: Alberta Council for Environmental Education
<b>Abstract:</b>	We live in a world in which environmental issues are becoming increasingly urgent “and we owe it children to help them deal with this reality. But how well do teacher preparation programs create teachers who are confident environmental educators? Find out what has been done elsewhere” and discuss how your teacher preparation program might evolve to meet the challenge.
<b>Type:</b>	Workshop
<b>Location:</b>	EBB 354

<b>Title:</b>	<b>Digitally Integrated Inquiry</b>
<b>Presenter:</b>	Travis Robertson: University of Lethbridge and Calgary Board of Education (CBE)
<b>Abstract:</b>	Technology can be meaningfully infused into all phases of learning inquiries-planning, retrieving, processing, creating, sharing and evaluating. Through each of the stages of inquiry, this workshop will explore possible 21st century tools and techniques. Strategies will be explored for helping students examine strategies for finding, synthesizing, and sharing information.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 374

<b>Title:</b>	<b>The Connected Educator - Taking the First Steps</b>
<b>Presenters:</b>	Trisa Soroski and Melina Akins: Calgary Separate School District (CSSD)
<b>Abstract:</b>	The first steps in any journey involve taking risks. Join our facilitators in this interactive workshop to explore how you can become a connected educator. Learn how One-to-one laptop computing, social media and online resources support the Alberta Education Program of Studies.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>Environmental Activities for Middle Years Students: Differentiating Our Approach</b>
<b>Presenters:</b>	Melanie Sawatsky and Ashley Warkentin: University of Winnipeg
<b>Abstract:</b>	Many teachers today want to bring an environmental awareness to their middle years classrooms. In this workshop, we will describe our experiences at a special environmental school in Costa Rica and present, with teaching materials, two lessons that use a wide range of activities for middle years students in the Boreal Forest, we compare the similarities and differences between forests in Canada and Costa Rica and engage students with an interactive environmental game. In the Story of Wind, students are given demonstrations on the relationship between electricity and magnetism. Then, students explore different historical windmill designs, and in a design activity, build and test their own wind generators.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>What Happened Next? : After the 1:1 Laptop Project</b>
<b>Presenters:</b>	Patrick Whittleton and Ken Robitaille: Battle River School Division #31
<b>Abstract:</b>	What happens when a provincial pilot project for 1:1 laptop learning comes to an end? This presentation will discuss the lessons learned as well as the possibilities and problems that came out of one school division's participation in Alberta Education's 1:1 Laptop Project (2006-2009).
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 802

<b>Title:</b>	<b>digiART and Human Rights – A New Media, Arts Integrated Presentation</b>
<b>Presenters:</b>	Scott Boyko and Kale Bonham: University of Manitoba
<b>Abstract:</b>	Goals are to (1) model a novel integrated new media curricula, (2) experience new media forms, (3) foster an understanding of visual art history, theory, appreciation, and production, and (4) develop an appreciation of digital multimodal art education studies. This presentation would provide examples of interactive, independent, creative art that can be shared with academics and school community.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>Story Vines: An Interactive Story Telling Process</b>
<b>Presenters:</b>	Julie Ann Kniskern, Jill Penman and Stephanie Friesen: Brandon University
<b>Abstract:</b>	Story Vines are an interactive story telling process. It is simply a story on a “rope”. Originating in East Africa it was brought to Canada by story teller Jamie Olivier. It can be used with all age levels. Everyone has a story to tell and share with others.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Key District-Level Leadership Practices to Support Sustained Student Achievement and Their Impact on Teacher Practices</b>
<b>Presenters:</b>	Dr. George Bedard and Dr. Carmen Mombourquette: University of Lethbridge
<b>Abstract:</b>	This presentation focuses on the shift in division leadership practices and how they are impacting on the practices of principals and teachers in schools. we note how several key practices are changing the relationship between division and school-based educators, their impact on how principals and teachers are working together' and we ponder some of implications of these new practices on how teachers might be prepared differently in faculties to help them understanding the changing culture of teaching and learning'
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>School Leadership Preparation in a Competencies Era</b>
<b>Presenters:</b>	Dr. Carmen Mombourquette and Dr. George Bedard: University of Lethbridge
<b>Abstract:</b>	A 2010/2011 mixed methods study of the University of Lethbridge's Master of Education in Educational Leadership has presented important and significant data in support of the program's unique design. This session will explore the program's design, present the elements of the study, and highlight significant findings from the evidence collected.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>FNMI Curriculum Collection Infusing Indigenous Content Across the Curriculum</b>
<b>Presenters:</b>	Marlo Steed: University of Lethbridge Jayne Simpson: Warner School
<b>Abstract:</b>	This paper describes an initiative by the Faculty of Education at the university of Lethbridge to develop a First Nations, Metis, and Inuit curriculum collection that incorporates FNMI content across subjects and grades levels. This paper/presentation will outline the rationale, creation, and use of the collection.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>English Language Learners as an Asset to the Classroom</b>
<b>Presenters:</b>	Patricia Ryan and Megan Brosseau: University of Calgary
<b>Abstract:</b>	An illustration of how and why ELL students can and should be incorporated into the classroom as a cultural asset. This application will enhance their learning and the education of others leading to an understanding and respect for cultural diversity within the academic community.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

Friday: 11:20 a.m. – 12:05 a.m.

<b>Title:</b>	<b>Understanding the Curriculum</b>
<b>Presenters:</b>	Bobbi Cody, Paul Evans, Andrew Sorensen and Ashley Gaitty: University of Calgary
<b>Abstract:</b>	We will walk students through the vast resources available within the Alberta learning website highlighting some particular resources that leads toward a deeper-understanding of the curriculum. Participants will be engaged in developing deeper-understanding of the process of planning for inquiring through the development of enduring understandings and essential questions.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>Developing a Context for Activities in Environmental Education</b>
<b>Presenters:</b>	Gillian Imrie and Shannon Graustins: University of Winnipeg
<b>Abstract:</b>	Environmental Education naturally lends itself to a contextual approach to teaching. By developing a context, that is a real world situation, students are better able to put their classroom activities into perspective. In this workshop, we will describe our experiences at a special environmental school in Costa Rica and present, with teaching materials, two lessons that integrate a contextual approach with student based learning activities. The two lessons, Ecological Footprints and The Migration of Caribou presents students with the unique challenge of examining their lives and the lives of those around them and the effects they are having on our world today. It pushes students to think critically about environmental sustainability, by presenting them with a real world challenge to overcome, (such as an oil spill) on a small scale.
<b>Type:</b>	Workshop
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>More than Just the ABCs</b>
<b>Presenters:</b>	Kathryn Marinakos: Strathcona Tweedsmuir School
<b>Abstract:</b>	Curriculum documents and standards from provincial ministries are ever growing and changing. How do educators today address all the skills, while managing to teach students the broad concepts, and enduring understandings which stay with them always? This presentation will take educators through the process of creating a concept based lesson series or unit. In a workshop style format, elementary educators are invited to bring a current plan or unit, or one of interest , and collaborate to create a series of lessons or unit which both addresses skills and content. Assessment tools will also be discussed.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>What Does She Mean by "Reflect Deeply"?</b>
<b>Presenter:</b>	Dr. Jodi Nickel: Mount Royal University
<b>Abstract:</b>	Using B.Ed. student journal entries about their school observations, the presentation will identify some differences between deep and shallow reflection. It will also show how peer and instructor feedback and an end of semester synthesis helped students to go deep.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Teacher Learning and Activity Theory: A Case of an Iranian Language School</b>
<b>Presenter:</b>	Shadi Mehrabi: University of Alberta
<b>Abstract:</b>	This study intends to show how activity theory can be useful in analyzing teachers' learning in different learning environments. In order to demonstrate tensions and contradictions occurring in different learning environments (i.e., restrictive/expansive learning environments) the article introduces a case study in an Iranian bilingual school.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Bringing about Change: One Institution's External Review Journey</b>
<b>Presenters:</b>	Dr. Andrew Kitchenham: University of Northern British Columbia
<b>Abstract:</b>	This presentation will discuss UNBC's external with a brief discussion of change theory, followed by the presentation of the British Columbia College of Teachers' standards against which the programs were measured, data collection and analysis procedures, and the challenges encountered.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Thinking Outside the 'Thinking Outside the Box' Box: Explorations in Zen, Jazz, and the Nature of Creativity</b>
<b>Presenter:</b>	Dr. Stefan Sikona: Mount Royal University
<b>Abstract:</b>	This paper investigates the stages and characteristics associated with the nature of creativity. Creativity is regarded as developing in three general stages - primal, 'counterfeit', and mature, all manifest within the socialization process and all having an impact on the intertwined and inextricable processes of memory, language development, thinking, and learning.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Supporting Student Teachers in the Field During Practicum</b>
<b>Presenters:</b>	Dr. Marianne Burgess, Dr. Olive Chapman and Dr. Laurie Hill: University of Calgary
<b>Abstract:</b>	We discuss supporting student teachers during field experiences from the perspective of university advisors. We focus on the nature and roles of specific pedagogical processes (e.g., reflection/noticing/living-cases) to allow student teachers to bridge theory and practice and how an award-winning field advisor used them to effectively support the student teachers.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Journey of the Professional Development of a Science Teacher Through Science Content and Pedagogy</b>
<b>Presenters:</b>	Saiqa Azam: University of Calgary Jill Kos: Calgary Board of Education (CBE)
<b>Abstract:</b>	This paper describes a case study of a science teacher. The analysis of her experiences in her teacher education program and her efforts to teach science content out of her areas of science majors helped us to look at a theory of development of knowledge for science teaching.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Reflecting on Digital Technospaces in Education</b>
<b>Presenters:</b>	Peggy Jubien: University of Alberta Brad McDiarmid: Red Deer College
<b>Abstract:</b>	In this session, we take up Richardson's notion of 'pocket technospaces' and consider the ways that digital technologies influence our teaching and learning. We will examine video games and podcast lectures and consider how the sense of time, space, body and relationship with others are being subtly transformed by these technologies'
<b>Type:</b>	Panel
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>CATEP: Bridging the Gap Between Work Experience &amp; Academic Success</b>
<b>Presenters:</b>	Tara Ewanchuk and Arielle Garand: University of Winnipeg
<b>Abstract:</b>	This presentation will explore the origins of CATEP, and the successes and limitations of this relatively new program. It will include a slide show, video, and personal anecdotes by the panel members. Our goal is to inform and inspire representatives from other provinces to develop similar aboriginal education action plans.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 352

**Friday: 12:10 p.m. – 12:55 p.m.**

<b>Title:</b>	<b>Student Teachers: Top Ten Problems</b>
<b>Presenter:</b>	Dr. John Poulsen: University of Lethbridge
<b>Abstract:</b>	John Poulsen has identified the top ten problems (from his perspective) that student teachers exhibit. The list begins with Class Management but John has peeled apart this large and often heavy subject into bite size bits. This will be a theoretical and active session with time at the end to compare notes.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 370A

<b>Title:</b>	<b>Engaging Youth at Risk in Drama Education</b>
<b>Presenter:</b>	Ryan Beck: University of Alberta
<b>Abstract:</b>	This workshop will explore how to take charge of your education while studying to be a pre-service teacher, as well as how to engage at-risk-youth in meaningful and creative dramatic projects for themselves. Participants should be ready to move around and tap into their creative side.
<b>Type:</b>	Workshop
<b>Location:</b>	TERA, EDT 830

<b>Title:</b>	<b>Preparation, Mentorship and Induction of Student and Beginning Teachers</b>
<b>Presenters:</b>	Dr. Rosemary Foster, Jim Parsons, Jaime Beck and Jeff Kuntz: University of Alberta
<b>Abstract:</b>	This paper presentation will focus on the authors' individual and collaborative research on teacher education and induction. The authors will speak about their shared experiences as instructor and graduate student in the course, EDPS 532 Preparation, Mentorship and Induction of Student and Beginning Teachers, offered through the University of Alberta.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>Seven Factors for Teaching Success</b>
<b>Presenters:</b>	Jim Parsons and Jeff Kuntz: University of Alberta
<b>Abstract:</b>	Based upon their research and work with AISI, Jim Parsons and Jeff Kuntz have identified seven critical factors to experiencing long-term success in teaching. These seven factors will be supported with practical examples and anecdotes and suggestions for establishing a classroom climate built upon inquiry, community and real learning.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 1220A

<b>Title:</b>	<b>The Role of Mobile Devices in Pre-Service Teacher Education Programs</b>
<b>Presenters:</b>	Dr. Norman Vaughan and Kimberley Lawrence: Mount Royal- University
<b>Abstract:</b>	The purpose of this study was to investigate if and how mobile devices could be use to support student learning in a pre-service teacher education program. The rationale being that student ownership of mobile devices is increasing but there is a lack of research about how these devices support learning in higher education.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>Critically Examining the Use of a Blended Learning Approach in a K to 12 Aboriginal Education Context</b>
<b>Presenters:</b>	Dr. Norman Vaughan and Neepin Auger: Mount Royal University
<b>Abstract:</b>	The purpose of this study was to critically examine the use of a blended learning approach in a K to 12 Aboriginal education context. The rationale for this study was to discover if a flexible combination of face-to-face and online instruction enhanced student engagement and success for Aboriginal high school students.
<b>Type:</b>	Paper
<b>Location:</b>	EDT 1220B

<b>Title:</b>	<b>ARROWS - Youth Engagement from Winnipeg's Inner City</b>
<b>Presenters:</b>	Michael Champagne: University of Winnipeg Kale Bonham: University of Manitoba
<b>Abstract:</b>	ARROWS is a strategy designed specifically for urban Indigenous youth, that educators can use as a checklist for their peer to peer relationship development or as a tool for designing an effective and culturally sensitive program. Although designed specifically for urban Indigenous youth, this model can be applied to any situation where young people are involved.
<b>Type:</b>	Workshop
<b>Location:</b>	EDB 357

<b>Title:</b>	<b>"Got a Job Yet??"</b>
<b>Presenters:</b>	Dr. Eugene Kowch: University of Calgary
<b>Abstract:</b>	It's an interactive, challenging look at the coming 'climate' for new teachers as we enter a difficult economic decade' The idea is to get them thinking about career contexts, shifting system demands and capabilities that will allow them to connect and adapt for happiness (not just 'success') in this ecosystem.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Designing to Engage Learners in Discipline Rich, Technology Enhanced Learning Environments</b>
<b>Presenters:</b>	Dr. Michele Jacobsen: University of Calgary
<b>Abstract:</b>	Educational technologists question seriously the role of technology in engaging learners. This session highlights a B.Ed. seminar that provided learners with opportunities to develop and apply technology enhanced learning designs, teaching strategies, products, and or performances they created themselves / or repurposed from the designs and ideas of others.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 350

<b>Title:</b>	<b>Facilitating Narrative Knowing in Prospective Teacher Education</b>
<b>Presenters:</b>	Dr. Olive Chapman: University of Calgary
<b>Abstract:</b>	This presentation focuses on the nature of narrative knowing and the use of stories and storying as pedagogical tools in teacher education. Using actual examples of prospective teachers' stories, it discusses ways of engaging prospective teachers in telling/storying and analyzing stories of teaching and learning based on their personal experiences.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Re-imagining Internship Evaluation Framework and Practice - A Pilot Study</b>
<b>Presenters:</b>	Xia Ji: University of Regina
<b>Abstract:</b>	Want to learn about an innovative way to engage interns, cooperating classroom teachers, and university supervisors in the internship evaluation process? Come to this presentation about the challenges experienced, lessons learned, and suggestion for future possibilities based on a pilot study aiming at re-imagining the internship professional profile (IPP) framework and practice.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 356

<b>Title:</b>	<b>Developing Relationships Through Mentoring -The Revival of Relationship Technology</b>
<b>Presenters:</b>	Alan C. Wiebe, Maggie Henderson and Tatianna Carnevale: University of Winnipeg
<b>Abstract:</b>	Mentorship is a powerful tool that can be implemented when working with at risk youth. As part of their program, final year Education students are working with incarcerated youth about to transition back to the community and newly released youth working in the Auto Theft Unit Literacy Program' Education students learn the art of relationship development through mentoring.
<b>Type:</b>	Panel
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Unpacking Identity in Becoming a Teacher</b>
<b>Presenters:</b>	Dr. Laurie Hill, Dr. Olive Chapman, and Dr. Marianne Burgess: University of Calgary
<b>Abstract:</b>	We highlight what is identity and preservice teachers' development of professional identity with attention to their views about their roles and the ways they reflect on themselves and their teaching. We discuss ways of engaging them in exploring their developing teacher identity and potential impact on their actions as teachers.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 353

<b>Title:</b>	<b>Program Evaluation at the Faculty of Education, University of Lethbridge</b>
<b>Presenters:</b>	Dr. Robert Runte, Dr. Robin Bright, Dr. Nancy Gigg, Dr. Danny Balderson, and Ed Jurkoski: University of Lethbridge
<b>Abstract:</b>	The Faculty of Education at the University of Lethbridge is currently conducting a review of its Undergraduate Program. The presentation covers both the review process and preliminary findings. Periodic program evaluation is necessary to ensure quality instruction and to reexamine/reaffirm the basic principles on which the program operates.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 352

<b>Title:</b>	<b>Exploring the Concept of White Privilege: Why Educators Should be Concerned</b>
<b>Presenter:</b>	Erin MacLachlan: University of Calgary
<b>Abstract:</b>	All educators must become familiar with a very subtle social force known as "white privilege", which has major impact on one's identity, perspectives and varied experiences. Although we have come a long way in creating a more equal society, this phenomenon continues to exist today and maintains society's fundamental system of power. One's race and cultural differences still play a significant role in how one is perceived or perceives others. We ought to explore the implications of white privilege and become aware of the personal biases and attitudes we bring into the classroom. It is important to see how this social force affects us, our students and their families, and how we might go about dismantling it.
<b>Type:</b>	Paper
<b>Location:</b>	EDB 352

**Friday: 1:15 p.m. – 3:15 p.m.**

**Lunch:** Hosted by University of Calgary

**Location:** MacEwan Hall A and B  
Lower level of MacEwan Hall, MacEwan Student Centre

**Program:** Entertainment

**Panel:** Engaging New Ideas in Education for Today and Tomorrow

Dr. Garry Jones – Principal Calgary Board of Education

Dr. Andrew Kitchenham - Associate Professor, UNBC

Mr. Mike Mahoney – Student, Faculty of Education, University of Calgary

Moderator: Ms. Melissa Green- Student, Faculty of Education, University of Calgary

Wrap up and handover to UNBC for WestCAST 2013

## Posters Thursday p.m.

Posters will be on display in Education Block 388 (EDB 388).

On Thursdays, posters can be set up from 12:30 to 2:20 p.m.

Posters will be on display on Thursday from 2:30 to 4:20 p.m. and will remain on display on Friday a.m.

Posters will need to be removed on Friday from 12:10 to 12:50 p.m.

<b>Title: 1</b>	<b>Developing 21st Century Pedagogy</b>
<b>Presenter:</b>	Elise Bakker: University of Calgary
<b>Abstract:</b>	Inquiry is changing the way students and 21st century innovator are thinking and problem solving. The manner in which thinking is cultivated reflects the kinds of innovation and right-brain thinking that is needed to address 21st century issues. The students in the classrooms represent the innovation of the future and this presentation will show some ways in which you can reflect these values in your classroom.

<b>Title: 2</b>	<b>Influence of Home Literacy Environment on English Language Learners</b>
<b>Presenter:</b>	Zihan Shi: University of Victoria
<b>Abstract:</b>	This presentation will examine how home literacy environment influences ELLs' literacy development through both heritage language maintenance and second language acquisition. In addition, it will address how home literacy environment may positively or negatively influence children's literacy development through examples under both heritage language and second language context.

<b>Title: 3</b>	<b>Whose Child is This? The Changing Role of Teacher-Parent Relationships in Education</b>
<b>Presenters:</b>	Kendra Jewer, Amanda Baldwin and Nicole Granger: University of Calgary
<b>Abstract:</b>	Much confusion still exists regarding what positive teacher-parent relationships should look like. Lacking an all-encompassing idea of what meaningful interaction is acts as a barrier to the development of supportive relationships. Our research seeks to uncover the strategies required to build and maintain relationships that foster positive learning environments for students.

<b>Title: 4</b>	<b>Before, During and After Instruction Formative Assessment</b>
<b>Presenters:</b>	Rebecca Hansen and Tyler Low: University of Calgary
<b>Abstract:</b>	A teacher can never get away from assessment in their classroom. Our workshop will focus on formative assessment and how a teacher can use it before, during and after instruction. Incorporating formative assessment activities in daily lessons provides constant knowledge of where students are, where they are going, and how teachers and students can reach learning goals.

<b>Title: 5</b>	<b>Sex? Open for Discussion</b>
<b>Presenters:</b>	Michila Scherger, Tatum Nixon and Alissa Segal: University of Calgary
<b>Abstract:</b>	This poster session will argue that sex education should be a compulsory subject in public schools. Drawing upon recent research we will highlight some of the key reasons in favour of making this subject compulsory.

<b>Title: 6</b>	<b>Taking it Outside --- Outdoor Classrooms Teaching</b>
<b>Presenters:</b>	Sereen Conner, Manny Skead, and Julie Springer: University of Winnipeg
<b>Abstract:</b>	Feel trapped in the classroom? Does your school have an outdoor classroom? We will provide you with ideas on how to get started or what to do in lieu of one. We will move beyond curriculum and show you how to use Aboriginal perspectives and sustainable development to engage learners.

<b>Title: 7</b>	<b>The Changing Face of French Immersion in Alberta</b>
<b>Presenters:</b>	Lasha MacQuarrie, Anita Withers, Bijal Dattani and Silvia De Somma: University of Calgary
<b>Abstract:</b>	As future French Immersion teachers, our poster will discuss the changes in the French Immersion Program in Alberta and their implications on becoming a French Immersion-teacher. Different perspectives will be summarized and analyzed to understand how this will affect us when we start teaching.

<b>Title: 8</b>	<b>Global Citizenship and Social Justice for the Everyday Classroom</b>
<b>Presenters:</b>	Kimberly Layne Godeseth and Dana The: University of Calgary
<b>Abstract:</b>	This presentation will familiarize student teachers with citizenship and social justice education and provide them with ideas, strategies and resources to use in their own classrooms.

<b>Title: 9</b>	<b>Missing the Mark: Courting Controversial Issues</b>
<b>Presenters:</b>	Jesie Salcedo, Rachel Green, Yidan Jiang and Robyn Magill: University of Calgary
<b>Abstract:</b>	We will present three main societal issues: drugs, alcohol, and sex education and their dominance in schools. In examining the current education system's attempts initiated by instructors, we will suggest strategies of improving the teacher's approach to the sensitive topics.

<b>Title: 10</b>	<b>Keeping Balance</b>
<b>Presenters:</b>	Amber Brown, Bernadine Thompson and Pamela Moroz: University of Winnipeg
<b>Abstract:</b>	This presentation explores holistic education through Aboriginal pedagogy and programming. IT will focus on how the programs foster positive relationships, provide to the child as a whole, and build school community. Alongside highlighting programs, the presentation will also explore divisional and student-driven initiatives in effort to keep the balance.

<b>Title: 11</b>	<b>Pre-service Teachers' Emphasis and Focus on the Physics Program-of-Study</b>
<b>Presenter:</b>	Man-Wai Chu: University of Alberta
<b>Abstract:</b>	Using Roberts' seven science curriculum emphases as a framework, an investigation into Alberta's physics program-of-study revealed pre-service teachers tend to focus on different aspects of the program than novice and experience teachers. However, they attended to similar aspects of the program as elucidated by the Alberta Learning curriculum branch.

<b>Title: 12</b>	<b>Are Your Children Part of the Green Solution?</b>
<b>Presenters:</b>	Serena Caunce, Amy Dmytar, Oliver Xi and Rachel Wilkins: University of Calgary
<b>Abstract:</b>	We would like to advocate for ecological place-based education to encourage students to learn more about their environment, as well as to prevent individuals from relying solely on computers, televisions and video games. An environmental school would develop citizens with the ability to create a sustainable and environmentally friendly community.

<b>Title: 13</b>	<b>Education is a Natural Process</b>
<b>Presenters:</b>	Lisa King, Kimberly Hinatsu and Aynsley DeRoo: University College of the North
<b>Abstract:</b>	An introduction to the Kenanow learning model. Discussions of a holistic approach to learning and the different teaching methodologies that we use at the University College of the North. How the Kenanow learning model and its methodologies tie into different theories from numerous educational theorists such as Maria Montessori, Rodolf Steiner, Gregory Cajete and a few more. Our poster/presentation will discuss topics of cooperative learning, education as a natural process and the natural process of learning.

<b>Title: 14</b>	<b>Preservice Science Teachers' Civic Discourse Experiences and Reflections during a Post-Internship Seminar</b>
<b>Presenter:</b>	Xia Ji: University of Regina
<b>Abstract:</b>	Six pre-service secondary science teachers have been working on action research projects based on their internship experience during the fall 2011 Semester. In this poster session, they will identify the challenges they experienced during student teaching, and propose strategies to work with those challenges, as well as critically evaluate and reflect on the effectiveness of their proposed strategies. If the conference poster proposal is accepted we will register as a group of 7 educators.

<b>Title: 15</b>	<b>Student Teaching: Growing Best Practices</b>
<b>Presenters:</b>	Mariana Sanchez, Jacqueline Gough, Stasi Fernandes, Tammy Pfob and Colleen Reilly: University of Calgary
<b>Abstract:</b>	Through our experiences we saw how inquiry can successfully live in the classroom by merging practice with theory. Our poster identifies key themes that student teachers could use to guide them in developing their practice. The descriptions present a deeper understanding of the relationship between our key themes and inquiry.

<b>Title: 16</b>	<b>Different is Disabled</b>
<b>Presenters:</b>	Sherry Rose Ching and Radhika Aggarwal: University of Calgary
<b>Abstract:</b>	Our topic focuses on evaluating methods implemented to engage students, ages five to fourteen, with disabilities in regards to deafness and/or blindness. More specifically, we are intrigued to investigate children who are deaf or blind intrinsically motivated and empowered to learn.

<b>Title: 17</b>	<b>Who Am I as a Learner and Who Am I Becoming as a Teacher?</b>
<b>Presenters:</b>	Pat Tarr and Jennifer Lock: University of Calgary
<b>Abstract:</b>	Who am I as a learner and who am I becoming as a teacher? Students will present their responses to this question through words, metaphors, images, paintings, and other artifacts. Their work reflects their current values and understandings as one who is becoming a professional teacher.

<b>Title: 18</b>	<b>Teaching and Student Teaching Overseas</b>
<b>Presenter:</b>	Michelle Corbett: Brandon University
<b>Abstract:</b>	This presentation is about teaching and student teaching overseas and the unique experience it presents for young teachers. I will share my own experiences teaching in Thailand and give information as to how this sort of placement helps young teachers to learn and grow.

<b>Title: 19</b>	<b>Inventing Character Education</b>
<b>Presenter:</b>	Charlene Wong: University of Calgary
<b>Abstract:</b>	Bullying is an inevitable occurrence in schools, but what can teachers do to lessen attitudes of disrespect and promote more acceptance of diversity? As role models for your students, I think teachers need to take accountability for the character education or lack thereof in their classrooms.

<b>Title: 20</b>	<b>Perceptions and Experiences of Immigrant Adolescents: The Role of Teachers in Intercultural Friendships</b>
<b>Presenter:</b>	Xiaohong Feng: University of Calgary
<b>Abstract:</b>	This case study will be to expand upon current research on adolescent intercultural friendships by exploring the relationship between the role of teachers and the development of cross-cultural friendships between immigrant adolescents and non-immigrant peers in senior high schools in Southern Alberta.

<b>Title: 21</b>	<b>Social Media: What is its Influence on Student Learning?</b>
<b>Presenters:</b>	Olivia Stricker, Kim Hoang, Anna Hu and Annie Hu: University of Calgary
<b>Abstract:</b>	What are the consequences of the integration of social media in the classroom? As we analyze the positive and negative aspects of blogs, Facebook, and YouTube, we will also explore how students and teachers should use this tool effectively for an engaging learning environment.

<b>Title: 22</b>	<b>Diverse School: Welcoming the Differences</b>
<b>Presenters:</b>	Aqil Dhanani, Kathryn Yost, Raven Scott and Lanny Lam: University of Calgary
<b>Abstract:</b>	We contend that secular schools should allow all manner of religious practices. But, school administrations and teachers should not actively promote or refute religious practices. Religion is the choice of the student and should have the right to be expressed if these practices do not infringe upon other students.