

# Education News

Faculty of Education | University of Regina | Spring/Summer 2015



4<sup>th</sup>-year preservice teachers attended Internship Seminar  
with cooperating teachers







## DEAN'S REFLECTIONS

By Jennifer Tupper



Dr. Jennifer Tupper, Dean

In this issue, the achievements of faculty, students, community members, and alumni are highlighted, from convocation to Rider Nation and from the completion of a dissertation to the creation of a mural in the Teaching Preparation Centre. What I am most struck by are the persistent

themes of vision, innovation, creativity, commitment, learning, and growth—all integral to creating positive and transformative educational experiences in classrooms and elsewhere. Each of the stories in this issue reminds me of the amazing work that is happening here, of how privileged I am to be Dean of such an extraordinary Faculty, and how hopeful I am for the future of education.

While I could write at length about each of the stories highlighted in *Education News* and how each embodies teaching for a better world, I want to take a moment to focus on the Summer Symposium, Public Engagement and Politics of Evidence that Dr. Mark Spooner, Dr. James McNinch and many others envisioned and actualized this past July (see pg 16). It was an incredible three days of learning, dialoguing, and grappling with the complexities of the work that we do in education. That so many educational 'rock stars' came to our campus





Dr. Nick Forsberg celebrating with some B.Ed. graduates (Physical Education majors) at Spring Convocation 2015

## In This Issue

to share their time and insights is indicative of what this Faculty of Education is all about.

Yvonna Lincoln, the first presenter, gave a call to return to the important language of citizenship, social responsibility, and communitarian values. Marie Battiste reminded us that soul wounds are inflicted by cognitive imperialism that privileges only certain knowledge, research, and scholarship. Budd Hall called us to transgress more and to worry about transgressing less, particularly as we confront the dominance of Western ways of knowing in schools and elsewhere. Leigh Patel argued that schools of education must protect learning that challenges racism and colonialism. Maori scholar Linda Tuhiwai Smith talked with us about the urgency of research in the midst of historical denial of the harms done to Indigenous peoples around the world. Michelle Fine described how evidence is being used for punitive

accountability and that the collusion around fear and silence needs to be broken. Indigenous scholar Eve Tuck argued for education that is not flattened through a process of only raising awareness and documenting damage. In his talk, Joel Westheimer called us to be attentive to our mission statement and what it might say about radical teaching, learning, and thinking. Sandy Grande, author of *Red Pedagogy*, compelled us to consider how we might take up Indigenous justice in our teaching, research, and scholarship, and Charlene Bearhead spoke about the Truth and Reconciliation Commission's calls to action, reminding us that how we respond to these calls will define us as Canadians.

As a community of educators, we are well positioned to tackle each one of these challenges head on, creating meaningful education and social change, and this is exemplified through the stories in this issue.

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# STUDENT AWARDS CEREMONY

Photo Credit: Shuana Niessen



An award ceremony took place on April 10, 2015 to honour the academic achievements of education students. The following undergraduate education students received their Awards for Outstanding Academic Achievement in their 2014 studies: Kaela Baudu, David Brown, Lindsey Chow, Kari Davis,

Chantelle Delorme, Meagan Dobson, Angela Edmunds, Kara Fidelack, Katherine Flaman, Rheanne Gerwing, Kourtney Gorham, Melonie Gryschuk, Kylie Harder, Emily Holmes, Beth Kelln, Amanda Koskie, Brittany Lam Ma, Sydney Lemieux, Kristen Lowe, Daniela Machuca, Amanda Moisuk, Stephanie Montpetit, Deandra

Mutch, Alvine Ngaa Tchoua, Christina Oberlin, Cara Owens, Twila Riffel, Zachary Sellers, Chelsie Sinclair, Michael Slobodian, Jenaya Taylor, and Carly Weisbeck. Below are a selection of photos from the website: <http://www2.uregina.ca/education/news/?p=746>



Students and families



David Brown receives his award



Chelsea Sinclair receives her award



Bac program recipients Stephanie Montpetit, Katherine Flaman, and Alvine Ngaa Tchoua with faculty

# CONVOCATION AWARDS

## BACHELOR OF EDUCATION AFTER DEGREE (BEAD) PRIZE RECIPIENT



Karyn Booy was awarded the spring 2015 Bachelor of Education After Degree Prize

The Bachelor of Education After Degree (BEAD) Convocation Prize was established by the Faculty of Education in March 2014 to encourage and recognize BEAD students. The BEAD Convocation

prize is awarded to the most distinguished graduate with an overall internship rating of “outstanding” and the highest grade point average in the program.

The Faculty of Education was pleased to present the After Degree Convocation Prize to Karyn Booy. Karyn graduated with a Bachelor of Education (Secondary) with Great Distinction. She majored in Biology Education with a minor in Chemistry Education. Her first degree is a Bachelor’s of Natural Sciences from King’s University. During her studies at the University of Regina, Karyn was the recipient of an Academic Silver scholarship (fall 2014).

While part of the Faculty of Education, Karyn found the Faculty’s focus on social justice

helpful in transforming the way she views and interacts with students within the classroom and the broader community. This commitment to social justice was reflected in Karyn’s work with the Sonlight Christian Reformed Church and the Indian Metis Christian Fellowship in Regina.

In the fall, Karyn begins a Master’s degree in Biological Sciences at the University of Manitoba, where she has been awarded a 2015 NSERC grant to study the impacts of noise pollution on the resident Arctic beluga population. She is confident this research will enhance the science education she provides in future classrooms.

The Faculty of Education wishes Karyn success in her future endeavours.

## SASKATCHEWAN TEACHERS’ FEDERATION PRIZE RECIPIENT



Janelle Zborowski was awarded the spring 2015 Saskatchewan Teachers’ Federation Prize

At each University of Regina convocation ceremony, the most distinguished student of the graduating class in the Faculty of Education who does not hold another degree is awarded the Saskatchewan Teachers’

Federation (STF) Prize. At the 2015 Spring Convocation, the Faculty of Education was pleased to present the STF prize to Janelle Zborowski.

Janelle graduated with a Bachelor of Education in Elementary Education with Great Distinction. During her studies, she was the recipient of the Academic Silver Scholarship (Fall 2012) and Academic Gold Scholarships (Fall 2013 and 2014). She was also on the Dean’s Honours List in two consecutive semesters (Fall 2013 & Winter 2014).

During her years as a preservice teacher, it was evident that Janelle had a passion for teaching and that she cared deeply for her students and the communities from which they came. While a student, Janelle has volunteered at the Student Energy in Action for Regina Community Health (SEARCH) initiative and and at

Mother Teresa Middle School. While on internship, Janelle sat on an Adopt-a-Family committee, and she integrated Indigenous perspectives into the curriculum by inviting an Aboriginal storyteller and artist into her classroom, and by engaging in a sharing circle each day with her students. Janelle is grateful for the preparation and support she received from the Faculty of Education for her internship experience.

Janelle attributes her student success to the compassion and understanding of her family. This support has convinced her of the value of holism, which she sees as the most powerful tool that educators can employ to ensure the success and well-being of students. The Faculty of Education wishes Janelle success on her future endeavours.



# AWARD-WINNING DISSERTATION:

Photo Credit: Shuana Niessen



On April 1, 2014, **Dr. Darryl Hunter** successfully defended his PhD thesis, entitled, “About Average: A Pragmatic Inquiry into School Principals’ Meanings for a Statistical Concept in Instructional Leadership.” While researching, he was awarded several scholarships and fellowships: University of Regina Graduate Scholarships, Dean’s Scholarship Program, SSHRC Doctoral Fellowship, Killam Trust Pre-doctoral Fellowship, Saskatchewan Innovation and Opportunity Scholarship, Jack and John Spencer Middleton Scholarship, League of Saskatchewan Educational Administrators, Directors and Superintendents Award. Since finishing his dissertation he has been awarded the University of Regina President’s Award, the Thomas B. Greenfield Award, and the Governor General’s Academic Gold Medal. Dr. Hunter is now serving as an Assistant professor in Educational Policy Studies at the University of Alberta.

## **An Interview with Dr. Darryl Hunter**

### **1. Briefly summarize the topic of your research:**

I am interested in the manifold ways that school principals-administrators (and adults in general) interpret numeric information in their quotidian practices. My mixed methods dissertation revolved around the ways that Saskatchewan school

administrators construe the "average" in the phrase "average student achievement"---the average as both a quality and a quantity.

### **2. What circumstances/situation led you to research the topic of your dissertation?**

Research topics are often inspired by direct experiences which point out the absence/inadequacy of existing theory. From my experience working with educators and policy makers as a civil servant over many years, it was plain to me that mathematics pedagogy and statistical textbooks and cognitive science could not explain the ways that well-educated, conscientious leaders actually reason and behave with numbers in the workplace. Moreover, I was dissatisfied with a massive research literature that makes sweeping, omnibus claims about "data use", without looking in micro detail at the preliminary reading processes with numbers.

### **3. How has your research enhanced your professional life?**

My dissertation has led me to approach questions of instructional leadership, both by school administrators and by teachers, in very different

# A STUDENT SUCCESS STORY

ways—less coloured by the assumptions that statisticians (as authors) and ideologues (as those who superimpose their ideas on both the author and reader) bring to these inanimate squiggles on a page. What was missing was the perspective of the reader, who wants to/has to make practical sense of things numeric without having the time or background or inclination to accomplish detailed calculations. Now, I start all teaching/research/scholarship/class discussion/lectures with a) a well-formulated question and b) clarity of purpose which seem central to interpreting both prose and numeric text.

## **4. What aspirations do you have regarding what your research might accomplish in the field of education?**

I have several goals: a) to open up the field of numeracy without making impossible demands on the reader, analogous to the way we now foster literacy without demanding that students first become experts in literature b) to point out recognized and influential North American philosophers in education, without continually recycling Eurocentric ideas which originate from socio-educational milieux very different than those surrounding North American schools; b) to foster a better informed, healthier and saner discussion about assessment and evaluation matters in educational and academic circles

## **5. Was it difficult to achieve your research goals? How did you overcome obstacles (if any), whether personal or professional?**

The Faculty of Education at the University of Regina has unfailingly, always flexibly, and often enthusiastically supported my academic excursions into less-explored and sometimes controversial territory. As always in research matters, the primary barriers are insufficient time and over-generalized stereotypes. Over the 18 years I was a public servant, I oscillated (some might say ricocheted) back and forth from daytime positions in the Ministry of Education to evening classes, teaching at the university--that is back and forth between actual administrative practice to the home of theory. My committee members recognized that assessment processes and research methods are complementary, one serving decision-making and the other satisfying curiosity. Both are forms of inquiry, with different audiences.

In many ways, I found my doctoral research to be less onerous than my Master's thesis--primarily

because I could concentrate full time on research. At the same time, I knew what I was looking for before I designed and carried out my research: what is the actual link between thought and action with numbers? My supervisor, Dr. Rod Dolmage, was absolutely committed and key to removing blockages on the road to inquiry.

## **6. Abstract/Excerpt:**

"Whatever else it produces," Kahneman (2011) has declared, "an organization is a factory that manufactures judgements and decisions" (p. 418). In Canadian schools, thousands of such professional judgements are routinely made during a school year by teachers with direction from school principals—when appraising student performances, when constructing assignments and marking student work, and when preparing reports for multiple audiences. To manage the meaning of these statistics, school administrators consider average student achievement not with the inferential patterns assumed within contemporary cognitive science's notions of heuristic irrationality, but rather as a reasoned form of inquisitive thinking and behaviour which has been formalized and comprehensively described in North American philosophy for over 100 years. To adequately understand the meaning of the statistical average, we must avoid succumbing to what William James (1890) called the "great snare" of the psychologist's fallacy: "the confusion of his own standpoint with that of the mental fact about which he is making his report" (p. 290)—superimposing our own categories on those of others.

Committee:

Dr. Rod Dolmage (Supervisor), Dr. Larry Steeves,  
Dr. Ron Martin, and  
Dr. Katherine Arbuthnott (External Examiner)



Dr. Darryl Hunter receiving the Governor General's Award at the University of Regina 2015 Spring Convocation. Photo credit: U of R Photography



# FACULTY AWARDS & RECOGNITION

## 2015 CENTRE FOR TEACHING AND LEARNING AWARD FOR INNOVATION IN TEACHING



**Dr. Alec Couros** was a recipient of the Centre for Teaching and Learning Award for Innovation in Teaching, which recognizes excellence in pedagogical innovation and effective leadership. Congratulations.

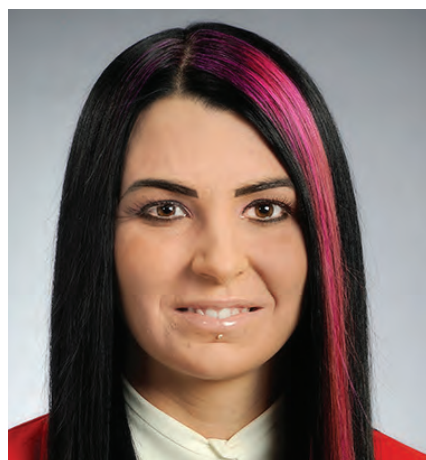
## SUCCESSFUL DEFENCE



Congratulations to **Dr. Fadila Boutouchent**, a lecturer in the Faculty of Education's Programme du baccalauréat en éducation, who successfully defended her dissertation titled "Apprentissage et maintien du français langue seconde ou additionnelle: Une étude auprès des jeunes Canadiens anglophones."

Dr. Boutouchent completed her doctoral work at the Université de Moncton (NB) where she was supervised by Dr. Rodrigue Landry and Dr. Réal Allard, professeurs émérites en éducation. The external examiner, Dr. Richard Clément, Director of the Official Language and Bilingualism Institute / Institut des langues officielles et du bilinguisme OLBI / ILOB, University of Ottawa / Université d'Ottawa outlined the excellent contribution of Fadila's research to knowledge regarding bilingualism.

## SUCCESSFUL DEFENCE



Congratulations to **Dr. Angela Snowshoe**, a lecturer in Educational Psychology with the Faculty of Education, who successfully defended her PhD on August 19, 2015. Angela completed her doctoral program at Western University where she was supervised by Dr. Riley Hinson.

Angela's dissertation, The Cultural Connectedness Scale and its Relation to Positive Mental Health Among First Nations Youth was examined by Dr. Debra Pepler (York University) and passed with no revisions required! Dean Jennifer Tupper says, "This is a tremendous accomplishment that exemplifies the quality of Angela's research and scholarship. Her dissertation will no doubt be widely read and cited."

## 2015 YWCA WOMEN OF DISTINCTION AWARD FOR EDUCATION AND MENTORSHIP



The 2015 Regina YWCA Women of Distinction Award in education and mentorship went to

**Dr. Fatima Pirbhai-Illich**, an Associate Professor. As an award recipient, Dr. Pirbhai-Illich met four criteria: She is a woman of widespread and ongoing influence, who is recognized as a leader; a woman of exceptional accomplishment; a woman of exemplary character, showing a commitment to the highest values; and a woman of endurance, overcoming barriers and exhibiting long-term courage and perseverance. As the recipient of the award for education and mentorship, Dr. Pirbhai-Illich is an educator in many avenues of her life, inspiring a passion for lifelong learning in those around her through the education system and the development of community and alternative education programs. She demonstrates innovation in meeting the special needs of learners, and in building a strong rapport with students, parents, colleagues, and the community to foster learning in a broader sense. Congratulations.



# ALUMNUS SUCCESS STORY

## ALUMNUS JIM HOPSON, B.ED. '75, RECIPIENT OF THE 2015 UNIVERSITY OF REGINA ALUMNI LIFETIME ACHIEVEMENT AWARD

When most people think about the accomplishments of Jim Hopson, they think about his 10-year tenure as president and CEO of the Saskatchewan Roughriders and how he revitalized the Canadian Football League (CFL) franchise. Fewer people know about his distinguished 30-year career in education. For his contributions in both fields, Hopson is the recipient of the 2015 Alumni Crowning Achievement—Lifetime Achievement Award.

The award is given annually to the University of Regina graduate who exemplifies a lifetime of contributions in one or more fields, gives back to society, is a recognized leader, and is an inspiration to members of the University's family.

Hopson grew up in North Annex, a rough-and-tumble neighbourhood that sat on the most northwesterly section of Regina at the time. He started playing football in Grade 10 and after graduating from Thom Collegiate in 1969, he joined the Regina Rams coached by Gord Currie, a teacher and principal who would convince the young Hopson to pursue an education degree. Aided by a Rams' scholarship, Hopson enrolled in the 2-year teaching certificate program at the University of Saskatchewan, Regina Campus. His first teaching job was in 1972 in the southern border town of Ceylon where he taught for one year, all the

while playing for the Rams and earning distinction as the best offensive lineman in the league.

"Sports played a huge role in shaping who I am. High school and junior football helped me to develop confidence, self discipline, understanding the importance of teamwork and cooperation. Perhaps most importantly are the roles that dedication and perseverance play in success. Sports are a great metaphor for life and prepare you to deal with the challenges and disappointments you encounter," says Hopson.

In 1973, Hopson made the roster of the Saskatchewan Roughriders and would play for the Green and White for the next four seasons. After appearing in the 1976 Grey Cup game, he retired from football to devote himself full-time to his education career.

His career in education spanned more than 30 years. During that time, Hopson taught, became a principal in Lumsden and Pilot Butte, and eventually was the director of education for the Buffalo Plains and Qu'Appelle Valley School Divisions. In 2004, about the time he was going to retire, the new position of president and CEO of the Saskatchewan Roughriders came up. Hopson jumped at the chance to work for the Roughriders again after three decades.

Hopson was at the helm of the Roughriders during their most successful era, both on and off the field. Under his watchful eye, the team has appeared in four Grey Cup games, winning two and very nearly winning all four. He has changed the culture of the organization and instilled a winning attitude that permeates the entire club. During his term, a Code of Conduct was introduced that sets standards of behaviour for players, personnel and volunteers, and holds them accountable for their actions. He was also a driving force behind the building of a new \$278-million state-of-the-art stadium that will be the new home of the team at the start of the 2017 season.

"My fondest memory is the end of the 2013 Grey Cup Game and seeing the absolute joy on the faces of fans, players and staff," Hopson recalls.

*Reprinted from U of R Alumni Relations, External Relations*



Photo Credit: U of R Photography



# INTERNATIONAL STUDY TOUR TO MEXICO

By Shuana Niessen



EFDN 498 students who took part in an International Study Tour to Mexico, and instructor Martin Lopez. (L-R) Front Row: Martin Lopez, Natasha Knobel, Kyla Matechuk, Francisco Ramirez (the president of UNIVA), Robin Cooper, Stephanie Carteri, Megan Good; Back Row: Tyrone Lavallee, Brooklyn Orban, Carly Weisbeck, Eilysh Fitzpatrick, Mike Zylak, Mackenzie Raedeke

From May 8 - 28, a group of students took part in a 3-week study tour to Mexico (EFDN 498) under the direction of Martin Lopez, Academic Program Development Consultant, Office of Resource Planning and a sessional in the Faculty of Education. This 3-credit course was held in Guadalajara, Mexico at the University of the Valley of Atemajac (Univa). Through this course, students explored the history of education in Mexico, and compared and contrasted features of Mexican and Canadian education systems and practices, while experiencing Mexican culture and historic sites.

Students spent the mornings teaching in either a private high school, located inside the Univa campus secured gates, or in the public middle school located across the street. "This gave them opportunity to observe and work with students from two settings,"

says Lopez. For 3<sup>rd</sup>-year students Natasha Knobel and Mike Zylak, the time spent in classrooms was the highlight of the tour. "We were all beaming about how great a time we had with kids...Everyone was talking about what they did and what they talked about with the students," says Zylak. Knobel adds, "We were so trusted! When I was speaking, they were listening to every word, every syllable...It was such a privilege for them to hear English spoken. They kept asking, 'How do I say this?'" Zylak and Knobel were impressed by how highly regarded teachers were by the students, who were affectionate, engaged, and enthusiastic. Zylak notes, "Even though we were with the students such a short time, they were in tears when we left. They presented us with gifts and a formal dance." Knobel adds, "This was more so in the middle school than the high school. They felt so honoured and special that we came."

In the afternoons, the students attended class at Univa. They covered three modules with three different instructors from Univa: the history of education in Mexico, contemporary Mexican education, and the history of Mexico. Fourth-year student Brooklyn Orban says, "It was amazing to be able to compare our educational system to that of Guadalajara, and to see the vast differences in school structure and classroom instruction. It was important to realize, however, that the essence of education was very similar to that here in Canada." Knobel says, "We had the opportunity to talk about our Aboriginal history. History happened here, too. I found out the same thing happened to Aboriginal peoples in Mexico." Zylak was impressed that the Mexican professors "asked us what ideas we had to make Mexican education better."





Students in Guanajuato, Janis I, Mexico

On weekends, students travelled to a variety of locations within the city and to five other cities, referred to as the Mexican Independence Route. The course module about the history of Mexico helped them to understand the significance of the sites they were viewing. Knobel says, "Learning about Mexican history in class helped me understand the sites." Orban says, "The copious cultural activities and trips we participated in helped me to gain an understanding of the culture but also be able to empathize with my students back in Canada."



When Mike Zylak and Natasha Knobel first met their host "Madre," they instantly felt at home

The rest of the time was spent with students' host families and in the communities where they were living. Living with host families provided a rich cultural immersion experience. For Knobel, living with a host family "really made it a cultural experience...I learned quite a bit of Spanish."

She adds, "I tell people I lived in Mexico; I wasn't a tourist in a resort; I really experienced living in Mexico." Zylak enjoyed the warmth of his host Madre, whose warm hugs from the very first meeting helped him to feel at home. Their host mom wanted to learn English and this gave them focussed time together. "At supper, we would discuss our day with our host families. Our 'Madre' would teach us Spanish and we would teach her English," says Knobel. The design of the trip allowed the students to be immersed. Orban says, for her "the highlight of the trip to Mexico was being immersed in their culture." Lopez says, "I was pleased with my students; they would order and eat as if they were Mexicans...I was surprised by how willing they were to try new things."

Students were able to offset the costs of this trip through the U of R travel fund, which offers \$1000 grants for international study to students with 30 credit hours and at least a 70% GPA. Some students were able to obtain other funding, such as funds through the Education Students' Society. Knobel says, "With the funding we were able to secure, the course didn't end up costing much more than a 3-credit course on campus would."

The study tour gave students broader perspectives, which according to Lopez is one of the course outcomes: "These kids are future educators; if they see people from other countries with new eyes, they will be better teachers. They will learn how to better interact with students." Orban, who is currently interning at Bert Fox Community High School, says, "As a current intern, I have been able to use this knowledge to create culturally diverse lessons and units in various subjects. As well, I feel better prepared to analyze cultural perspectives and



Martin Lopez developed the Mexico Study Tour as his Master's project

use my experience as a direct comparison to our colonial past in Canada, as the two histories have almost paralleled." Even Lopez, who grew up in Mexico, developed a new perspective, "I got to see my own culture with a different set of eyes; I discovered new things, new colours, and got to see it all through the eyes of my Canadian students." Knobel saw a bigger world than the one she had grown up in, and gained new understanding of her own interests: "I learned that I really like languages. I now have the ambition to travel and to teach English as a second language. I got to see a different culture, and see that the world is bigger than Regina; there are different attitudes towards everything, different outlooks." Because of his experience in Mexico, Zylak, who was impressed by the personal warmth between teachers and students in Mexico, plans to develop relationships that are more personal with students. "We have so many policies here—don't touch students, or be careful about what you say to students—I want to use the students' first names, to be personal with kids. If students know you as a person, they can trust you more, and you can get to know more about what they understand and what they don't understand."

### How did EFDN 498 develop?

In 2013, Lopez had just begun his Masters' in Human

*Story continues on page 23*





Photo Credit: Shuana Niessen

Front (L-R) Jerry Orban, Manager, Student Placements and Field Experiences and Dr. Xia Ji, newly appointed Director of Professional Development and Field Experiences, and Louise Laverdiere, Assistant to the Director.

# PROFESSIONAL DEVELOPMENT AND FIELD EXPERIENCES

By Shuana Niessen



## Internship Seminars

One of seven internship seminars was held August 18 - 20 at the Faculty of Education for a group of fourth-year students who are interning in schools for 16 weeks in the fall term. Internship seminar is where students and cooperating teachers meet, usually for the first time. The seminar facilitates the development of a collaborative and respectful working relationship between students and their cooperating teachers..

At the seminar assembly, a variety of scenes were role played to show how issues can arise during the internship: the overworked, exploited intern; the intern who

isn't quite taking their internship seriously, and so on.

Dr. Xia Ji, the newly appointed Director of Student Placements and Field Experiences participated in the seminar this year. She replaces Dr. Twyla Salm, who has diligently directed the Professional Development and Field Experiences (PD&FE) office over the past 7 years. Manager, Jerry Orban and Assistant to the Director, Louise Laverdiere, also work throughout the year to ensure all students have placements.

## Working Out Expectations at Internship Seminar

During the seminar, interns and cooperating teachers could be found in every nook and cranny of the Faculty of Education. As Teacher Cathy Truong discusses plans with Intern Kristen Lowe, she comments, "This seminar is really helpful and valuable." Intern Kristen Lowe agrees, "I feel really lucky to be participating in this seminar."



Intern Kristen Lowe and Cooperating Teacher, Cathy Truong

As interns and cooperating teachers work together, some of their discussions are focused around the Internship Placement Profile (IPP) evaluation sheet, which lists qualities, skills, and competencies necessary for preservice teachers to develop personally and professionally throughout their internship and program. Further, Lowe says, "Going through this list helps to establish expectations for the internship."

Using a template, interns and cooperating teachers also develop a contract together. Orban says,

## ***The Faculty of Education places a strong emphasis on field experiences, which help students to integrate the theory they are learning in their programs with practical applications.***

“The contract details the working relationship between the interns and the cooperating teachers, everything from where to park to what each will be doing, in which classes, and what dates to expect. It’s a work in progress and each contract will be different.” The understanding that interns and cooperating teachers reach during internship seminar supports the working relationship throughout the internship.

The internship seminar provides a 3-day block of focused time for interns and cooperating teachers to establish working relationships and to discuss their expectations before the busy school year begins. The fourth-year internship is one way that the Faculty of Education demonstrates its commitment to assisting preservice teachers in becoming knowledgeable, competent, and caring teachers.

### **The Professional Development and Field Experiences (PD&FE) Office**

The Faculty of Education places a strong emphasis on field experiences, which help students to integrate the theory they are learning in their programs with practical applications.

The PD&FE office organizes internship seminars and internships along with placements for other student field experiences that occur in each level of 4-year education programs.

### **An Interview With the New Director**

#### ***1. What is the scope of your work as Director?***

After almost three months into the PD&FE office, I am still feeling its scope and boundaries. What I have learned is that there seems to be much room for our collective



Dr. Xia Ji, Director

(re)imagining of the roles and responsibilities of the PD&FE office. I am grateful for such trust and openness.

#### ***2. What do you see as being of value about the work of the PD&FE office?***

Field experience is the living laboratory for someone learning to become a teacher. This office plays a crucial role in facilitating the integration of field experiences in every year of our mostly four-year teacher education programs. We do this in consultation and collaboration with our various partners. *It takes a village to raise a child.* It takes a whole city and province to educate a teacher. The team of the PD&FE office, namely Louise Laverdiere, Jerry Orban and myself, continue to build upon and strengthen the relationships we have with various communities and partners in Saskatchewan. Both Louise and Jerry have accumulated years of experiences, knowledge, and insights regarding the work related to the PD&FE office. I am truly grateful to be working alongside of them. I am also thankful for the support from our educational partners.

A unique feature of our teacher education program is the 3-day internship seminars where “teaching for social justice and for a better world” is valued and modeled, and where interns and their mentor teachers develop close relationships, and learn to work together to set goals, to plan, and to problem solve. The

PD&FE office works with a team of dedicated seminar leaders to ensure these seminars run successfully. Finally, as our Faculty and University continue to evolve and transform, I hope the value of the work of the PD&FE office will also evolve and transform.

#### ***3. What is your vision for the future direction of this office?***

With the launching of our University’s new Strategic Plan (2015-2020), *peyak aski kikawinaw*—Cree for “We are one with Mother Earth,”—I anticipate the PD&FE office will play an important role both within our Faculty and in inter-Faculty, university-wide collaborations in supporting student success, research impact, and commitment to communities. I see civic discourse as a tool to invigorate life at work places. The PD&FE office is positioned to support wide engagement within and beyond our own Faculty so as to imagine possibilities for our services and programs. We will continue to maintain and strengthen the relationships we have with our various partners locally and internationally. By working with other offices and programs in the Faculty and with our education partners in Saskatchewan, we hope to support the recruitment and retention of teacher candidates from more diverse backgrounds. The strong links we have with partner Aboriginal teacher education programs could lead to further conversations and sharing of ideas and practices in regards to professional development and field experiences for people drawn to our Faculty. There is also much to learn from one another regarding the concepts, values, and practices around Indigenization and sustainability.



# COMMUNITY-BASED RESEARCH: WHERE THE MAGIC HAPPENS

By Shuana Niessen



(L-R) Researchers Brian Lewis, Dr. Lee Schaefer, and Dr. Sean Lessard with Quinton, a Growing Young Mover

Community-based research is unique because it is not just research—It's about developing relationships and transforming lives. Commitments are long-term and indefinite, and the research must be a secondary concern. Such is the case for three researchers, Brian Lewis, Dr. Sean Lessard, and Dr. Lee Schaefer, who are involved in the development of and research with Growing Young Movers (GYM), an after school program dedicated to the social, emotional, and physical development of children and youth from North Central Regina.

Brian Lewis, a doctoral candidate in the Faculty of Education, and a past Physical Education/Health Consultant for Regina Catholic School Division, had a vision for after school programming for youth around movement, wellness, and physical education. "I was trying to run programs that looked different than the typical sport programs, than the ones I had seen as an educator," he says. When Lewis first met Schaefer and Lessard, professors in the Faculty of Education, he was looking to do further research. The three began informally discussing the need they saw for after school programming that would reach students who may have less access

to competitive sports, and who may not have the opportunity to participate in such a program. "We began talking about the possibility of creating a space where we could connect with a community and research alongside that community," says Lessard

"There was good symmetry between us," says Lessard. "I was new to Regina, and had acquired funding that could be directed towards a new program. Brian is unbelievably skilled in terms of working within programming... as soon as Brian started asking, 'What about all the other kids that don't get a chance to participate?', I was 100% in," says Lessard.

Lessard's strength is in working with communities and Aboriginal youth as well as advocating for funding, and Schaefer offers his expertise in the research process. "Lee is our methodologist; he keeps us on track; he works on data collection and administering the project," says Lessard. Schaefer's interest in movement and physical literacy complements Lewis's interest. Schaefer also brings to the program his connection to the Faculty of Education's Health Outdoor Physical Education (HOPE) student association for

which he is faculty liaison. Through this connection, GYM has access to university students who are interested in volunteering their time to work with the program. HOPE students have also assisted the GYM program through a variety of fundraisers, which have provided equipment and resources to the program, including the purchase of running shoes for each of the students in GYM.

"We could also agree on the methodology for the research," says Lessard. The research methods are a mix of indigenous methodology and narrative inquiry, qualitative methods that allow the research to grow slowly out of relationship with the participants. "We do not study kids; we listen to them tell their stories, sharing experiences about life in this space we've created with them," says Lessard. However, when applying for a grant or ethics approval, researchers are required to plan their research in a prescriptive manner. It is necessary to be specific: to say for instance "I'm interviewing three students." In fact, says Lewis, "the students pick the researcher—it's the reverse."

Out of these discussions, the Growing Young Movers (GYM) after school program began. GYM

has adopted parts of the Teaching Personal and Social Responsibility model for delivering the Saskatchewan physical education curriculum. The program focuses on “movement” rather than sports, not only to reach kids who are not in competitive sports, but also because movement is a concept that extends into all aspects of life. In thinking about movement and wellness, “think healing,” says Lessard. “Wellness is a huge piece for us.” Schaefer adds, “Physical Education (PE) programming at the U of R promotes teaching PE conceptually because it allows for a transfer into a variety of activities, not just a specific sport.” Moving well together is what the team hopes youth will learn from the program. For example, whenever the youth have an excursion, they ask themselves, “How are we doing?” Moving well on an excursion means, for example, moving well as they line up for and board the bus. GYM meets every Wednesday after school from September to June, usually in the gymnasium of Kitchener Community School. The youth participate in wellness and physical activities, which promote the idea of moving well together. “One of the games we do not play is dodge ball,” says Lewis. “Our activities are thought through,” says Lessard; “they promote personal and social responsibility.” Lewis adds, “I know when new youth come to the program and ask to play dodge ball and the other kids respond, ‘We don’t play dodge ball,’ that we are doing things differently.” Lessard highlights one of Lewis’s points regarding gymnasiums as “spaces where some of the best things happen and some of the worst.” Lessard continues, “In this program, through the space of a gymnasium, we learn to move in healthy ways—it’s a metaphor—learning to move in a different way in the community—moving well with one another.”

Mentors are an important part of GYM programming, especially as the researchers consider the

future of the program. Schaefer says, “The intergenerational piece is part of the program; we involve Grade 8 and high school students who participate in the program, but are also responsible for mentoring the younger students and facilitating activities. We also include university student mentors, many of whom are a part of the Faculty of Education.” Developing junior high, high school, and university student mentors, “is the capacity building piece,” says Lessard. Because of their involvement, mentors have become fully capable of running the program. “We now have five high school mentors that once attended Kitchener School and our program; we also have Grades 3 and 4 students coming back to us as junior high mentors...they are dynamic in working with each other,” says Lewis. In the spirit of moving well, mentors are paid well through funding, and for some of them, it is their first job experience.

Community-based research is not for the faint of heart. “It’s messy,” says Lessard. “It is much more than research; it means a long-term, indefinite commitment.” Lewis agrees, “This was not going to be a fly in, drop in, leave research model...We wanted to take the time to get to know the needs of the community...You can’t build relationships with a one-day-a-week-for-six-weeks type model.” Lessard adds, “We are letting the needs define the research.” Schaefer explains, “It is not about us identifying needs of the community as researchers, but about building relationships with community so that they have autonomy over identifying what they think is needed. So it’s not that the researchers have the answers; it’s much more about gaining an understanding together.” This can make the formal research process complicated. Lessard points out that ethics approval for research and grant proposals for funding are incongruent with community-based research, “They

have a prescriptive approach that narrows down the research,” he says. But when working with the GYM program, they make research a secondary concern, and because the youth are shaping the research, it is emerging and growing organically.

Now in Year 3 of the project, the researchers are seeing the results of their efforts blossoming, with some mentors ready to take on facilitation of the program, research conversations ongoing, charts of future articles and topics for research developing, and attendance in the GYM program growing. “We know there is this magic happening,” says Lessard. One of the aspects the researchers are interested in is the liminal space within which GYM operates. “This space is not a school institution or home... We are asking how does this in-between space shape both worlds: home and school,” says Lessard.

There are connections and partnerships developing out of this program. Lessard says, “We try to surround ourselves with good people...such as the File Hills Qu’Appelle Tribal Council and Treaty 4 Urban Aboriginal Youth who have taken care of us. The program just keeps evolving.”

“We are being asked by places across Western Canada to talk about [the program]. We are invited to different places to demonstrate healing through movement with their students. New relationships have started to grow, such as with Changemakers and Indspire Institute,” says Lessard.

With new connections developing, the researchers are aware that new opportunities are also taking shape. Still, with all of these interesting developments, what matters most is the work with the Growing Young Movers, and the transformations that they are seeing as the youth learn to move well together.



# CAMPUS EVENTS

## SCIEMATICS '15: EMBRACING CHANGE



(L-R) At Sciematics '15, U of R Science Instructor, John MacDonald and Leah Hermanson of Agriculture in the Classroom Saskatchewan stand by their booth, which promotes science in the classroom and the biotechnology tool kits developed by John.



Sciematics '15 was held at the Faculty of Education, University of Regina from May 7 – 9. This event is primarily professional development for science and math teachers, but aspiring teachers can also attend. "In fact, a student presented at the event this year," says Instructor, John MacDonald, who was instrumental in organizing this event. The keynote theme was Contemporary Research in Science in Saskatchewan. For more information about Sciematics, visit their website: [www.sciematics.com](http://www.sciematics.com)

## GRAPHICON 2015: SHOWCASING GRAPHIC NOVEL TRAILERS AND FLIP BOOKS



GRAPHICON 2015 was held April 6, organized by 4<sup>th</sup>-year Arts Education students. This event showcases graphic novels along with original trailers and flip books about their graphic novels, created by the Arts Education students as course work



## PIMOSAYTA NARRATIVE PERFORMANCE AND BOOK LAUNCH



Kellie Garret at the book table

The Pimossayta Narrative Performance and Book Launch took place July 20, 2015 and included poetry readings by Sessional Instructor Karen Wallace, emerging out of her experiences as an art therapist (and extracted from her new book, *Poetic Inquiry from the Art Therapy Studio*); stories and songs by Singer/Song Writer and Storyteller Joseph Naytowhow, from his experiences as a residential school survivor; and historical and context readings by associate professor, Dr. Patrick Lewis.



(L-R) Joseph Naytowhow, Karen Wallace, and Dr. Patrick Lewis

Photo Credit: Shuana Niessen

## SASKATCHEWAN BUSINESS TEACHERS' ASSOCIATION CASE COMPETITION



Photos Compliments of SBTFA

The Annual Case Competition was held on Friday, May 1, 2015 at the University of Regina. Business Ed high school students from across Saskatchewan participate in the competition. This year, Campbell Collegiate Business Education students won first place. The University of Regina, Faculty of Education, Business Education Students Association (BESS) created the competition four years ago, and it continues to grow.



# CAMPUS EVENTS

## PUBLIC ENGAGEMENT AND THE POLITICS OF EVIDENCE SYMPOSIUM



Photo Credit: Shuana Niessen

Group of Speakers (L-R) Front Row: Marie Battiste, Joel Westheimer, Yvonna Lincoln, Rosalind Gill, Sandy Grande, Leigh Patel, Michelle Fine, Marcia McKenzie; Back Row: Peter McLaren, Marc Spooner, Charlene Bearhead, Christopher Meyers, Budd Hall, Eve Tuck, Linda Tuhiwai Smith, Chad Gaffield



Dr. Marc Spooner, Co-organizer, U of R



Dr. James McNinch, Co-organizer, U of R



Dr. Linda Tuhiwai Smith, University of Waikato



Dr. Eve Tuck, OISE, University of Toronto



Dr. Yvonna Lincoln, Texas A&M



Dr. Budd Hall, University of Victoria

July 23-25 brought a host of critical theorists to our campus, who presented at the Public Engagement and the Politics of Evidence Symposium organized by Drs. Marc Spooner and James McNinch. The following blog post summarizes the symposium. It is written by Dr. Budd Hall, a presenter at the symposium.

*Blog Post written by Dr. Budd L. Hall  
July 27, 2015  
Printed with permission*

Marc Spooner and James McNinch of the Faculty of Education at the University of Regina were the co-chairs of a recent symposium held in the heartland of Western Canada [July 23-25]. The symposium brought together some of the best known critical participatory research, Indigenous, decolonising, knowledge democracy and higher education scholars in North America with the notable international addition of Dr. Linda Tuhiwai Smith, Maori scholar and Pro-Vice Chancellor of the University of Waikato, Aotearoa. Other speakers included: Marie Battiste, Yvonna Lincoln, Leigh Patel, Chad Gaffield, Michelle Fine, Eve Tuck, Joel Westheimer, Rosalind Gill, Peter McLaren, Christopher Meyers, Sandy Grande, Charlene Bearhead, Marcia McKenzie, and Nick Carleton. Notably Vianne Timmons, the President of the University of Regina and five other heads of Canadian universities were also in attendance.

Of importance to those of us alarmed by the misfit of the Western settler colonial knowledge dominated model of the modern university to the needs of the majority in the global South and the excluded North, is that some of the most respected critical scholars of the 'West' are also alarmed at the impact of neoliberalism on higher education. What is encouraging is that the

nature of the critique is being strongly articulated and the call for a new narrative for higher education announced loudly.

The complicity of higher education in the epistemicide, the killing of the knowledge systems of the Indigenous Peoples around the world took prominent place in discussions led by Indigenous scholars Battiste, Tuhiwai Smith, Tuck, Pete, Grande and Bearhead. Lincoln, Fine, Westheimer, Myers, McKenzie and Carleton... illuminated the punitive role of accountability and audit culture in crushing critical and transformative thought. Linda Tuhiwai Smith importantly reminded us that for Indigenous peoples the pre-neoliberal university was in fact much worse!

Chad Gaffield, former President of Canada's Social Sciences and Higher Education Research Council, the funding body that has supported so much community based research in recent years called for a new narrative for higher education that would transform a 'mediaeval institution' into a 21st century university. My own contribution framed as 'Beyond Epistemicide: Knowledge Democracy and Higher Education' documents how white male European knowledge through conquest and epistemological silencing has risen to global dominance and a misleading association with concepts of modernity and progress.

One could easily think that this was yet another academic conference that was long on critique but short on ideas for change. The call for us to both critique and create was strong in all of the papers and discussions. The symposium itself was a creation of a space to re-imagine higher education in terms of social justice and hope. The symposium was up lifting. Why? First because of the

quality of the critical analysis presented. Secondly because of the strong contributions of Indigenous women scholars, many of them young. Third because of the dozens of stories of higher education, knowledge democracy and action being taken in what some of us used to call 'the belly of the beast.' And finally, because of the spirit of mutual support, quality listening and hope that persists. This was a meeting that is a contribution to the idea that we are living in a time of a great turning...a transformation towards something else.

All of the talks have been video recorded and [have been] posted to the [www.politicsofevidence.ca](http://www.politicsofevidence.ca) website. Plans are also underway for an open access book.



Knowledge Keeper Noel Starblanket



Participants and Presenters



Registration



# RESEARCH FUNDING

Photo Credit: Shuana Niessen



Cliff Dubois, Artist

## IAC INDIGENIZATION GRANT

**Keith Adolph**, Student Program Centre Coordinator, received a \$2500 Indigenization Grant from the Indigenous Advisory Circle (IAC), which was used to hire Cliff Dubois to paint a mural entitled "Spiritual Journey" in the Student Program Centre.

## SSHRC PARTNERSHIP GRANT

**Wanda Lyons and Scott Thompson** are co-investigators in a SSHRC Partnership Grant with researchers across Canada through the Canadian Research Centre on Inclusive Education housed at the University of Western Ontario. Under the leadership of the principle investigator Jacqueline Specht, they have been successful in securing \$488,800 over five years for the project entitled *The Development of Inclusive Educational Practices for Beginning Teachers*. The project includes researchers from Faculties of Education in 15 universities across Canada.

## STIRLING MACDOWELL FOUNDATION RESEARCH GRANT

**Jenn de Lugt**, a lecturer with the Faculty of Education, received a \$7000 Stirling MacDowell Foundation Research Grant for the project: *Their Voices: What High School Students are Saying about School-Related Anxiety*

De Lugt will be working alongside a classroom teacher throughout the research to gain deeper understanding of and insight into students' experiences with anxiety. This is a timely and important focus given the increasing prevalence of anxiety-related issues in young people.

## INSTITUT FRANCAIS' CENTRE DE RECHERCHE SUR LES FRANCOPHONIES EN MILIEU MINORITAIRE (CRFM)

**Lace Marie Brogden** received a \$4,857 grant for her research project entitled "Beyond the Classroom: Career Paths of French language teachers in English-dominant environment."

**Laurie Carlson Berg** received a grant of \$2,000 for her publishing project: *The Canadian Francophonie in all its Colors and the Challenge of Inclusive Education: Practical Approaches in the Classroom* (Presses de l'Université Laval).

## NSERC GRANT

**Karyn Booy**, who graduated from the Faculty of Education's Bachelor of Education After Degree (BEAD) program in spring, received a renewable \$17,500 NSERC grant to study the impacts of noise pollution on the resident Arctic beluga population through the University of Manitoba.

Booy heard about this grant in her undergraduate program at King's University where students were taught how to apply for and draft proposals as part of their course work. Booy says, "I had always wanted to pursue my Master's of Science in Biological Sciences and knew that being awarded an NSERC would put me in a favourable position for acceptance into one of these programs, making me a highly competitive candidate."

With her passion for science and teaching, Booy hopes to return to Saskatchewan to begin teaching once she finishes her master's degree. Of her experience with the U of R, Booy says, "I felt that I was fully equipped to enter the teaching field. I have learned so much from the various professors I've had over my two years there and was fortunate enough to experience an amazing internship semester, largely due to my co-operating teacher, Corey Ziegler (who actually happened to be my Grade 12 biology teacher from high school, and who sparked a love of science in me and inspired me to go into the field). Through the BEAD program, my love for teaching has grown even more! Ultimately, a great experience."

# NEW FACULTY AND STAFF



**Pamela Osmond-Johnson** joined the Faculty of Education in July of 2015 as an Assistant Professor of Educational

Administration. She recently completed her Ph.D. in Educational Leadership and Policy with the Ontario Institute for Studies in Education (OISE) at the University of Toronto, where she was the recipient of an Ontario Graduate Scholarship as well as a SSHRC Doctoral Award.

Pamela's research largely focuses on teacher leadership, teacher professional development, teacher unions, and conceptions of teacher professionalism and the work of teachers. Recent projects have included collaborations with Linda Darling-Hammond (Stanford) on an international comparative case study exploring policies to support high quality teaching and teacher development in high achieving countries, a survey study on member engagement with the Alberta Teachers' Association, and a number of collaborations with Nina Bascia (OISE) around the reform efforts of teacher unions in varied international contexts. She will partner with Carol Campbell (OISE) on her next large-scale multi-methods project that explores the state of professional learning for teachers across Canada (funded by Learning Forward).

Prior to beginning her studies at OISE, Pamela was a high school chemistry teacher and vice principal for almost 10 years on Fogo Island, a small island off the coast of Newfoundland. A result of her east-coast heritage, Pamela enjoys the outdoors and is looking

forward to spending time walking around Wascana Park and taking in the beauty of all this province has to offer. She is excited to join the Faculty of Education at U of R and welcomes learning more about the educational context of Saskatchewan.



**Christine Massing** joined the Faculty in July 2015. She brings diverse experience teaching in schools internationally (Guatemala,

Japan, Colombia, Mexico) and in Canada, including First Nations communities in Alberta and Ontario. Christine has instructed and developed curriculum in early childhood education programs at NorQuest College and MacEwan University, and she has also co-taught graduate courses at the University of Alberta. These experiences have informed her research, teaching, and community service work with immigrant and refugee children, families, and educators. Christine completed a B.A. (Honours) and M.A. in History at University of Alberta and her B.Ed. at OISE/University of Toronto, before eventually undertaking her doctoral studies in the Department of Elementary Education at the University of Alberta. Her doctoral dissertation, to be defended this fall, explores the experiences of immigrant and refugee women studying in an early childhood education program. She has a particular interest in how newcomers to Canada construct understandings of the dominant Western early childhood theories and practices in relation to their personal and cultural understandings of how to teach and care for young

children. She has presented her work at both national and international conferences, and has authored or co-authored numerous peer reviewed articles and book chapters. She is currently part of a team of researchers working on a SSHRC-funded comparative study of early childhood teacher education in Canada, Colombia, and Namibia. Christine has moved to Regina with her husband, son, and golden retriever; all of whom enjoy exploring the city.



**Zhengzheng (Carol) Shi** joined the Student Program Centre in early June as the Assistant to the Associate Dean of Student Services

and Undergraduate Programs.

Carol's first position was in the Registrar's Office, working closely with students in special off-campus programs. She is familiar with student admissions, registration and convocation. Carol has over 10 years of client service experience from previous positions in China and is fluent in both Chinese and English. She has a diploma in Foreign Trade from Suchow University.

Carol is looking forward to new challenges as she works with the Student Program Centre.



For up-to-date news and events, visit our website: [www2.uregina.ca/education/news](http://www2.uregina.ca/education/news)



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# RETIREMENT



In June, Karen Lind retired after a 24-year career with the University of Regina. Throughout her career, Karen sustained her passion for teaching with a commitment to innovation and collaboration. She seized opportunities to go beyond her comfort zone in subject and level familiarity, teaching at all levels (elementary, middle, secondary and graduate classes). Collaboration with colleagues was a highlight for Karen, especially this spring, when she was a co-presenter with Val Mulholland at the European Association for Teachers of Academic Writing, which she says “was a stellar moment” in her career.

Throughout her career, Karen maintained a hectic schedule, teaching at First Nations University, SUNTEP, community-based programs at Cumberland College and NORTEP, and in the Faculty. Kathy Nolan, a colleague and friend, commented in her farewell speech, “Frequently, I would spend almost the entire semester just trying to learn Karen’s teaching schedule.”

Karen’s first teaching assignment was with SUNTEP, which she says, “sparked my enthusiasm and commitment to continue in a part time, albeit satisfying, role as a sessional lecturer.” After being appointed as an Instructor III, Karen had ongoing opportunities to teach a variety of courses in reading and writing methodology as well as children’s literature.

Karen believes the significance of the work of the Faculty of Education is that it “goes beyond the building and the Regina setting in establishing roots in communities with Bachelor’s and Master’s programs such as the

Teacher Education Program in Nunavut.” She also appreciates the Faculty’s work with Campus for All. Karen says, “Inclusion is a ‘lived in’ experience of faculty and students within the Faculty of Education.”

As part of her retirement plan, Karen has relocated to Cochrane, Alberta to be closer to extended family and lifelong friends from her home town of High River, Alberta. She has, in her words, “assumed a coveted role as librarian” for a ‘Free Little Library’ on the banks of the Bow River (see photo).

Another retirement plan includes achieving life balance, which means Karen has more time for yoga and a seasonal return trip to her Saskatchewan roots at Last Mountain Lake.

As advice to her colleagues, Karen quotes musician Tom Wilson, “You have to stay young to get old,” which she says applies to both her career aspirations and her retirement goals for purpose and longevity.

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## *International Study Tour to Mexico continued from page 11*

Resources through the Faculty of Education. Lopez also took on a TA role, working with Dr. Douglas Brown, Director of the Centre for International Education and Training (CIET), and Associate Professor with the Faculty of Education. Lopez says, “In our first meeting, Dr. Brown said that he had been thinking about a study tour to Mexico with education students, and was there anything I could contribute to this?” Lopez immediately contacted the university from which he had graduated: Univa. However, it had been 28 years since he had graduated from this university, so he had to develop new connections there. Lopez realized that this could be his master’s project, so after meeting with the appropriate people, including the CIET board,

this course development became his graduate project. “It took over a year to complete the project, and there was significant planning. There was an MOU signed by both universities, a necessary part of the development. It was unusual in that the project would eventually result in a course that would happen.” Now that Lopez has completed one study tour, he is revising some aspects for the next study tour. For instance, he plans to offer basic Spanish lessons to give students more ability to communicate with their host families and in their communities.

Plans are under way for a future study tour, provided it is supported by the appropriate decision makers. Dr. Douglas Brown, Director of CIET, who initially asked

Lopez to develop the Mexican study tour and who has a vision for future international study tours, says “EFDN 498 advances the Faculty of Education’s mandate towards internationalization in responding to increasing levels of complexity in the educational field...EFDN 498 is a cooperative project between CIET and the Dean’s Office; the intension is to provide meaningful academic experiences for undergraduate education students. The Mexico Study Tour is just one example. Other locations have been considered for future tours. For example, Northeast Normal University (Changchun, China) has expressed interest in hosting such a tour. This venue is currently being reviewed for May, 2016.”



# FALL 2015 THEORY AND METHOD SEMINAR SERIES

WEDNESDAYS, 12:00 P.M. — 1:00 P.M.

EDUCATION BUILDING, RM 341, UNIVERSITY OF REGINA

- OCTOBER 7** ..... **MAPPING, NOT TRACING: EXPLORING ISSUES OF REPRESENTATION  
IN EDUCATIONAL RESEARCH**  
PAUL HART AND CATHERINE HART, FACULTY OF EDUCATION, UNIVERSITY OF REGINA
- OCTOBER 14** ..... **AUTOETHNOGRAPHY: SIDE BY SIDE BY SIDE...**  
XIA JI AND LACE MARIE BROGDEN, FACULTY OF EDUCATION, UNIVERSITY OF REGINA
- OCTOBER 21** ..... **INTRODUCING BOURDIEU-INFORMED DISCOURSE ANALYSIS (BIDA)  
FOR TEACHER EDUCATION**  
KATHLEEN NOLAN, FACULTY OF EDUCATION, UNIVERSITY OF REGINA
- OCTOBER 28** ..... **HABERMAS—MAKING SENSE OF COMMUNITY LEADERSHIP**  
PAUL KOLENICK, FACULTY OF EDUCATION, UNIVERSITY OF REGINA
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