

!DEAS

Conference • July 3-5, 2019

Transforming Pedagogies

LEARN - DESIGN - INNOVATE

Hosted by



UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION



The **2019 IDEAS Conference** will be held from July 3 to July 5 at the University of Calgary.

The theme for the conference is “**Transforming Pedagogies: Learn – Design – Innovate,**” which reflects participatory inquiry focused on ensuring curricula and pedagogies fit with and in a rapidly changing world. These new understandings arise from the fields of neurology, psychology, sociology, anthropology, and ecology. While educational organizations are typically slow to respond to knowledge advances, it is imperative that those responsible for optimum learning in a system understand the transformations to pedagogies that support and promote learning throughout the system. Rather than just a matter of policy, a focus on the transformative pedagogies that support optimum learning, calls for transparency in what takes place in learning environments.

These three imperatives serve as the foundation for educational research in the Werklund School of Education.

1. **Learn: Leading the process of learning throughout a school system**
2. **Design: Designing for learning**
3. **Innovate: Cultivating innovative pedagogies in a school**

Conference Co-Chairs

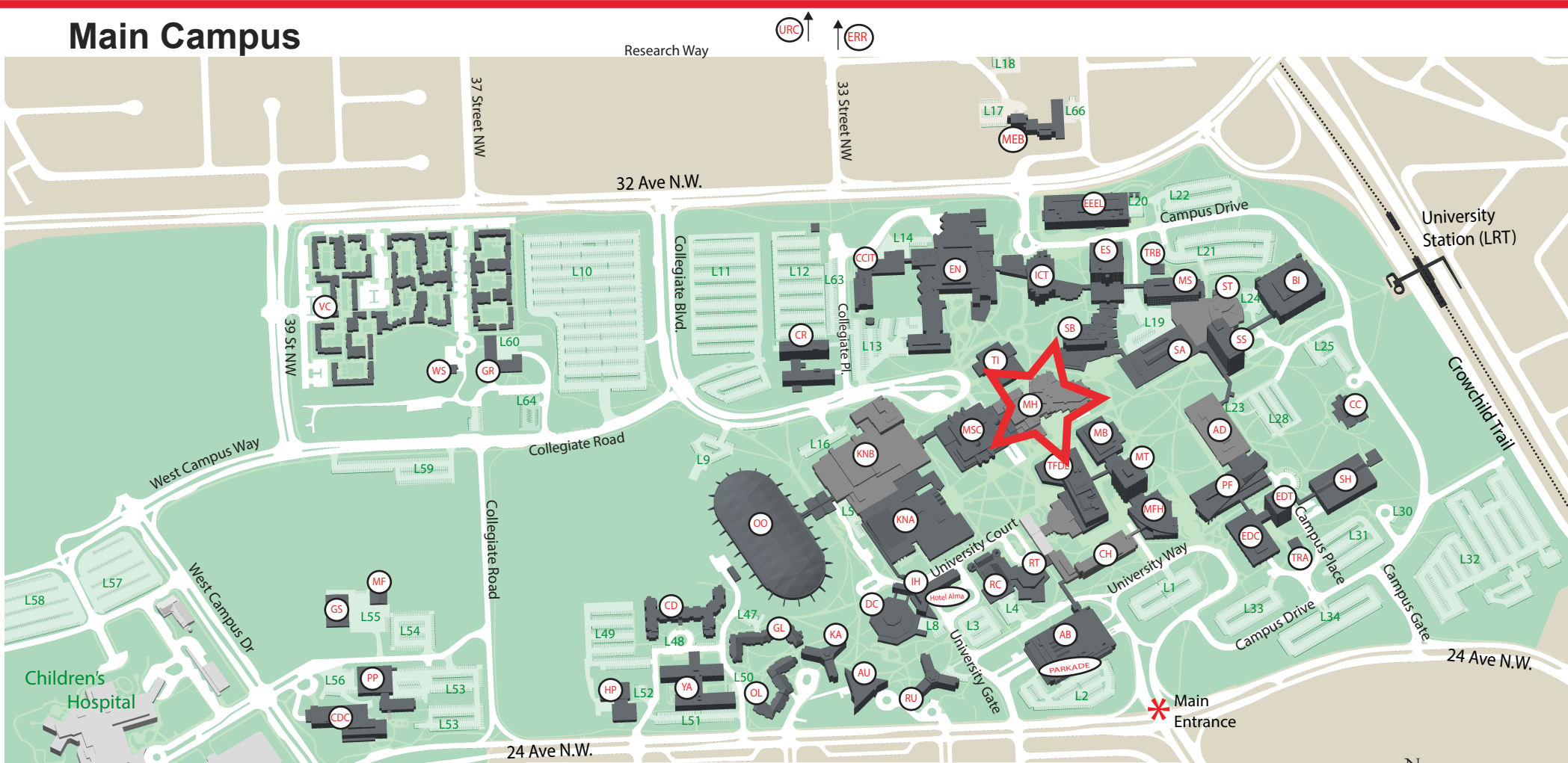


Dr. Sharon Friesen
Professor & President,
Galileo Educational Network
Werklund School of Education, UCalgary

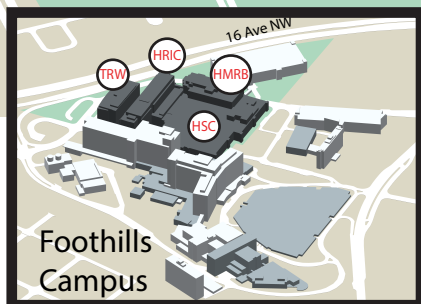


Dr. Jim Brandon
Associate Dean, PACE
Associate Professor
Werklund School of Education, UCalgary

Main Campus



N
ucmaps@ucalgary.ca
Feb 8, 2016



- AD - Administration
- AB - Art Building
- AU - Aurora Hall
- BI - Biological Sciences
- CC - Child Care Centre
- CCIT - Calgary Centre for Innovative Technology
- CD - Cascade Hall
- CDC - Child Development Centre
- CH - Craigie Hall C - G (University Theatre)
- CR - Crowsnest Hall
- DC - Dining Centre
- EDC - Education Classroom Block
- EDT - Education Tower
- EEEL - Energy, Environment, Experiential Learning
- EN - Schulich School of Engineering A - G
- ERR - Energy Resource Research
- ES - Earth Science

- GL - Glacier Hall
- GS - General Service Warehouse
- GR - Grounds
- HMRB - Heritage Medical Research Building
- HP - Central Heating & Cooling Plant
- HRIC - Health Research Innovation Centre
- HSC - Health Science Centre
- ICT - Information & Communications Technologies
- IH - International House & Hotel Alma
- KA - Kananaskis Hall
- KNA - Kinesiology A
- KNB - Kinesiology B- (Jack Simpson Gym)
- MEB - Mechanical Eng Building
- MFH - Murray Fraser Hall
- MH - MacEwan Hall
- MB - MacKimmie Library Block
- MT - MacKimmie Library Tower
- MS - Math Science
- MSC - MacEwan Student Centre
- MF - Materials Handling Facility
- OL - Olympus Hall
- OO - Olympic Oval

OVC - Olympic Volunteer Centre
PF - Professional Faculties
PP - Physical Plant
RC - Rozsa Centre
RT - Reeve Theatre
RU - Rundle Hall
SA - Science A Building
SB - Science B Building
SH - Scurfield Hall
SS - Social Science
ST - Science Theatres
TFDL - Taylor Family Digital Library
TI - Taylor Institute for Teaching & Learning
TRA - Trailer A
TRB - Trailer B
TRW - Teaching Research & Wellness
URC - University Research Centre
VC - Varsity Courts (Family Housing)
WS - Weather Station
YA - Yamnuska Hall



UNIVERSITY OF
CALGARY



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



CONFERENCE TIMETABLE OVERVIEW

Wednesday July 3, 2019				
6:00-7:00 p.m.	Evening Reception & Registration Location: MacEwan Ballroom (located on the 3 rd floor)			
7:00-8:15	Keynote & Panel Discussion Designers of Learning Sharon Friesen (University of Calgary)			
Thursday July 4, 2019				
8:00-9:30 a.m.	Breakfast (light continental) Keynote & Panel Discussion Innovation as Problem for Innovation? Moving Beyond Myths and Grounding a Learning Continuum for Teachers Alejandro Paniagua (OECD) Location: MacEwan Ballroom (located on the 3 rd floor)			
9:30-9:45	Travel Time			
9:45-10:45	Concurrent Session A			
	Bianca	Cassio A	Cassio B	Escalus
	Niitsitapi Learning	Becoming a STEM Teacher	Spaces for LGBTQ Students	Supervision as Teaching Practice
	Reimagining the School Calendar	Conceptions of Number	Social Justice Pedagogy	Teaching Philosophies
10:45-11:00	Travel Time			
11:00-12:00	Concurrent Session B			
	Bianca	Cassio A	Cassio B	Escalus
	Reconciliation Through Education	Teachers as Designers	The Missing Exhibit	Teachers as Researchers
		Re-Designing Games		Learning in Group Assignments
12:00-12:45	Lunch Location: MacEwan Ballroom (located on the 3 rd floor)			



12:45-1:45	Concurrent Session C				
	Ballroom	Bianca	Cassio A	Cassio B	Escalus
	Shared Instructional Leadership	Métis Education	Game Design as a Pedagogy	Task Design	The Learning Studio
	Emerging Research	Gifting and Good Medicine	Green Economy	Arts-Based Engagement	Find the Right Strategies
1:45-2:00	Travel Time				
2:00-3:00	Concurrent Session D				
	Ballroom	Bianca	Cassio A	Cassio B	Escalus
	Improving Student Learning Outcomes	Active Learning in Media Literacy	Teaching Conceptual Understanding	Parent-Teacher Collaboration	What's in a Name
	Professional Learning for School Systems	Play: Strengthening the Foundations	Engaging Students in Engineering	Research Practice Partnerships	Teaching for Global Competency
3:00-3:15	Travel Time				
3:15-4:15	Concurrent Session E				
	Bianca	Cassio A	Cassio B	Escalus	
	Literacy for Life	Immersive Learning	Beyond Multiple Intelligences	Encouraging Innovation	
	Supporting Academic Vocabulary	Interpreting Mathematics	Unpacking the Climate Change Issue	Transformative Learning	
Friday July 5, 2019					
8:00-8:30 a.m.	Breakfast (<i>light continental</i>) Location: MacEwan Ballroom (located on the 3 rd floor)				
8:30-9:30	Concurrent Session F				
	Bianca	Cassio A	Cassio B	Escalus	
	Disruptive Innovation	Translanguaging and Student Knowledge	Making It Real	Skill Development in Makerspaces	
Experiencing the Unseen	Literacy Through the Arts				
9:30-9:45	Travel Time				
9:45-10:45	Concurrent Session G				
	Bianca	Cassio A	Cassio B	Escalus	
	Research-Practice Partnerships	Deep Dive into Design Thinking	Resolving Adolescent Perceptions	Beyond the Classroom Walls	
Gamification of the Geography Classroom		Goal Meditation	Ethics in a Unique Context		



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



10:45-11:00	Travel Time
11:00-12:00	Keynote & Panel Discussion Design Thinking and Reframing: Openness to New Metaphors in Education <i>Doug Clark (University of Calgary)</i> Location: MacEwan Ballroom (located on the 3 rd floor)



Wednesday, July 3

Reception & Opening Keynote 6:00-8:15 p.m.	
Time: 6:00-7:00 p.m.	Evening Reception & Registration Join us for hors d’oeuvres and refreshments to begin the conference festivities!
Room: Ballroom	
Time: 7:00-7:45 p.m.	Designers of Learning <i>Sharon Friesen (University of Calgary)</i>
Room: Ballroom	Design opens opportunities to explore new approaches to leading, teaching, and learning. In many ways, many teachers and school and district leaders have been involved in design before the term became popular in education. “Good designers never start by trying to solve the problem given to them: they start by trying to understand what the real issues are” (Norman, 2013, p. 217). When working in design mode ideas are public improvable objects and feedback loops are created through radical collaboration. The work of continuous idea improvement and radical collaboration develops collective responsibility for advancing the community’s knowledge. This presentation will focus on the ways in which design creates the conditions under which learning advances through active knowledge creation.
7:45-8:00 p.m.	Response – Moderator: Michele Jacobsen <i>Alejandro Paniagua and Doug Clark</i>
8:00-8:15 p.m.	Closing <i>Michele Jacobsen</i>

Thursday, July 4

Keynote 8:30-9:30 a.m.	
Time: 8:30-9:15 a.m.	Innovation as Problem for Innovation? Moving Beyond Myths and Grounding a Learning Continuum for Teachers <i>Alejandro Paniagua (OECD)</i>
Room: Ballroom	Preparing young people to meet new learning goals and skills in a fast-changing world requires teachers to review and update their understanding of how pedagogy influences learning. However, recognising the key role of innovative pedagogies is not about policy dictating the best teaching methods. Rather, innovation should be looked at as a problem-solving process that teachers use in their constantly changing classrooms. In this presentation the author will build on three recent OECD studies to discuss the definition and content of innovation, the role of early career teachers, and how Initial Teacher Preparation systems in the world are trying to move towards a more integrated professional development. Outstanding questions for discussion include: how pedagogies and teaching practices should be taught and shared in ITP systems and schools networks? How to improve our understanding of innovations at the school and the classroom level? What is the best way to measure pedagogical innovation?
9:00-9:15 a.m.	Response – Moderator: Michele Jacobsen <i>Sharon Friesen and Doug Clark</i>



Session A 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m. Room: Bianca	Investigating the Implementation of the New Early Childhood Educational Program of Niitsitapi Learning Centre <i>Dianne Roulson</i> In this session, participants will learn about Niistitapi li tass ksii nii mat tsoo kop/Niistitapi Learning Centre, Calgary Board of Education(CBE). Niitsitapi opened in September 2016 and offers early learning programming for Indigenous children ages 3-8. The research study, lead by Drs. Jacqueline Ottman and Dustin Louie in collaboration with the CBE, focused on the impact of the learning program on the achievement and holistic well-being of students and their families. The research design and questions were created by community in March 2016 and the research began in ceremony in May 2017 and ended in ceremony in September 2018. The study followed a community-based participatory research approach and the Indigenous methodology of Dr. Jo-Ann Archibald's Storyworks. The presenters will share the research methodology, design, questions and findings of the research project. They will also share a short video about the program.
	Reimagining the School Calendar for Anishnaabe Schools: A Modest Proposal <i>Gregory Wilson</i> This session, after a quick review of the Anishnaabe creation story, proposes a new way of structuring the education calendar for band run schools located, within Anishnaabe communities. The proposal is based on using the traditional calendar of the Ansihnaabe, and organizing the school calendar to copy the structure of the moon cycle used to track time within Anishnaabe communities. This suggestion is then examined to determine how it might affect other components of education such as curriculum, assessment and even teaching certification and professional development. The session ends stating that it would not be feasible to integrate for all grades at one time, but that it would be prudent to scaffold into schools over time.

Session A 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m. Room: Cassio A	Becoming a STEM Teacher: How Making Shapes Pedagogy <i>Michele Jacobsen, Natalie Major, Sandra Becker</i> In this design-based research study with a grade six teacher and her class of 27 elementary students, the research team explored the potential for enacting inclusive and interdisciplinary curricular designs in a makerspace setting. In solving design challenges through the construction of physical and digital prototypes, students were able to develop understandings and competencies related to interdisciplinary curriculum topics, along with developing a growth mindset that promotes risk-taking and leads to engaged learning. The presentation reports on the pedagogical designs and findings from the study. The teacher came to develop an ontological sense of what it means to be a STEM teacher. Transformed pedagogical designs for learning within a makerspace, and within the context of design-based research, a participatory methodology, nudged the teacher, the students and the research team to exploring STEM topics in wholistic, multidisciplinary, and inquiry driven ways.
	Transforming Conceptions of Number for the Learning of Students, Teachers and CBE <i>Paulino Preciado, Ronna Mosher, Krista Francis, Sharon Friesen</i> This presentation describes the project Examining Student Learning in Mathematics through Design-based Research, sponsored by Alberta Education as part of its focus on improving mathematics instruction. Fifty teachers participated in a professional learning series focused on number representations and their implications in supporting or limiting mathematics learning. Research data include tasks implemented in the classroom, student samples, teachers’ reflections, classroom observations, and products from the learning series. Results indicate that participant teachers collaborated with peers at their schools, impacting at the system level. However, a lack of attention to critical representations of numbers and operations was notorious in the tasks teachers implemented in their classrooms. This issue is consistent with the program of studies and resources such as textbooks and online material. The presentation concludes with suggestions for further work in this direction.



Session A 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m.	Alberta Educators’ Views on Optimizing Safe and Inclusive Spaces for LGBTQ Students: Results from an Exploratory Mixed Methods Study <i>Tom Strong, Sharon Robertson, Vanessa Vegter, Andrew Luceno, Jac Andrews</i>
	Recent Alberta legislation (Bill 24) formalizes government support for the inclusion and safety of LGBTQ students in Alberta Schools. After historicizing and contextualizing the experiences and issues relevant to LGBTQ students’ safety and inclusion, as well as educators’ involvement in promoting safe and inclusive spaces, we will briefly describe our research planning process that resulted in the presented study and its associated findings. Next, we will share the research design and findings of our recently completed exploratory study that surveyed (n= 107) and interviewed self-selecting Alberta educators, administrators, school psychologists and counsellors (n = 24) regarding their views and regarding their views and practices with respect to optimizing the inclusion and safety for LGBTQ students. We relate our thematic analysis findings to the roles that current educators can play in optimizing the safety and inclusion of LGBTQ students within Alberta schools.
Room: Cassio B	Scholarship of Teaching and Learning Research in Social Justice Pedagogy: An Inter-Disciplinary, Reflexive Conversation <i>Ashlee Kitchenham, Shelly Russell-Mayhew, Anusha Kassan, Tanya Mudry, Kaori Wada, David Marula, Julie Cohene, José Domene</i>
	The counselling psychology program (EDCP) in the Werklund School of Education (WSE) has recently implemented a social justice orientation as its signature pedagogy. To assess its implementation, we are conducting Scholarship of Teaching and Learning (SoTL) research to examine students' learning experiences related to social justice pedagogy. More specially, we are using Stake's (1995) case study approach to examine and improve students' learning of social justice ideas and practices. In this interactive workshop, we will present preliminary findings from this research with the aim of critically discussing the concept of social justice pedagogy with multiple, inter-disciplinary, educational stakeholders.

Session A 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m.	Supervision as Teaching Practice: Lessons from the Field to Enhance the Efficacy of the Supervision <i>Greg Ogilvie, Dawn Burleigh</i>
	Teacher education literature clearly demonstrates the importance of practical field experiences in pre-service professional development (Beck & Kosnik, 2002; Ogilvie & Dunn, 2010). Two of the key elements determining the professional growth experienced by students during practicums are the manner in which supervision is undertaken and the professional relationships established. This paper will report on a longitudinal research study that sought to better understand the dynamics between the supervision triad and its influence on students’ experience as they are inducted into the teaching profession. The case study research (Stake, 1995) involving regular written reflections and a post-practicum interview was conducted over two years involving 26 university supervisors, 51 student teachers, and five mentor teachers. The findings of the research highlight the importance of treating supervision as an extension of teaching requiring ongoing reflection and strategic decision-making.
Room: Escalus	Understanding Preservice Teaching Philosophies: Building Bridges to Transformative Pedagogies <i>Amy Burns, Chris Ostrowski, Kirsten Varsek-Ison, Michael Holden, Dianne Gereluk, Devika Pandey, Lena Shulyakovskaya</i>
	Teaching philosophies are both inherent yet elusive aspects of teaching practices. They dictate how people teach, what people believe teaching and learning to be, and what it means to be a teacher. At the same time, when pressed, many teachers struggle to articulate their teaching philosophies or how they influence teaching practices. As part of a two-year, Scholarship of Teaching and Learning (SoTL) study, we investigated how students’ teaching philosophies evolved while completing a Bachelor of Education program at a Western Canadian university. We interviewed 15 participants and collected coursework across multiple touch-points throughout the two years. Preliminary findings suggest student teachers do not actively consider teaching philosophies as they enter the program and can even struggle to define what makes up a teaching philosophy. In this presentation we share the arcs of how student teachers expressed their teaching philosophies during the program.



Travel Time	
Time: 10:45-11:00 a.m.	Travel Time Refreshments provided in the Ballroom



Session B 11:00 a.m. - 12:00 p.m.	
Time: 11:00 a.m. - 12:00 p.m.	Reconciliation Through Education: A Case Study on Effective Teaching and Learning <i>Kayla Dally, Amy Park</i>
Room: Bianca	What does reconciliation look like in the classroom? In this session, we will explore how teachers designed an engaging task for students from the Stoney Nakoda First Nation that encouraged them to explore and deepen their understanding of their culture, the land, and personal histories. Through the learning process, students worked alongside Elders from within their community in order to trace their family lineages back several generations. By doing so, students were able to identify family relations who made significant and enduring contributions to the Stoney Nakoda community as a whole. These individuals came alive as Elders recounted oral stories and histories to students. Connecting students with local artists, they were mentored in creating clay sculptures to represent a chosen Hero from their lineage, which were then displayed for public viewing.

Session B 11:00 a.m. - 12:00 p.m.	
Time: 11:00 a.m. - 12:00 p.m.	Professional Learning for Mathematics Teachers: Empowering Teachers as Designers <i>Shauna Pascoe</i>
Room: Cassio A	The growing concern about falling mathematics scores has prompted debates in media and within the field of education about the most effective teaching approaches to support students’ mathematical success and development of 21st century competencies. This literature review study investigated whether current literature on professional learning and professional learning for mathematics teaching supports the use of a design thinking model to engage K-12 teachers in designing their own professional learning for mathematics teaching. The methodological approach was a hermeneutic literature review guided by a conceptual framework that highlights the intersections of design thinking, professional learning and professional learning for mathematics teaching. Common themes emerged as a result of the literature review in support of a model of professional learning in which a design thinking process drives teachers’ mathematics professional learning journey.
	Triominos, Squareominos, Rhombusominos: Exploring Mathematical Concepts in Re-Designing Games <i>Shima Dadkhahfard, Farzan Baradaran Rahimi, Beaumie Kim</i>
	Individuals develop skills and ideas when engaged in design practices. This forms a type of literacy that may differ from the traditional ideas of literacy. The study discussed in this session took a qualitative approach to identify set of activities through which a game design project came together. We observed grade three and four students who were re-designing Triominos in a classroom focused on mathematical concepts. Students and the teacher decided to change several aspects of the pre-existing game in terms of aesthetics (e.g., shape and size of the tiles as well as the symbols that appear on each tile), mechanics (e.g., new rules, scoring system, and score-keeping mechanism), and dynamics (i.e., the interactions of the players while playing the game). We collected data through weekly observations of two groups of 20 to 25 students. In this session, we will engage the participants in similar process of playing and brainstorming to re-design the game of Triominos.



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



Session B 11:00 a.m. - 12:00 p.m.	
Time: 11:00 a.m. - 12:00 p.m.	The Missing Exhibit: Designing Human Rights Learning in an Inclusive Education Setting <i>Lori Cooper, Michelle Dow, Matine Sedaghat</i>
Room: Cassio B	How can two Inclusive Education teachers take a group of diverse students, guide them through curricular concepts, build conceptual understanding, create evidence of learning in an interactive way, and successfully participate in a week-long off-site trip to the Canadian Museum of Human Rights? Join teachers from the Deaf and Hard of Hearing Program from Queen Elizabeth High School as they share with you how they designed authentic learning for their grade 8 and 9 students, and built connections between learning about human rights and living the human rights experience within the context of the Program of Studies. The teachers will share with you their pedagogical moves, student responses, cycles of formative assessment, and learning evidence in order to come to the culminating project: The Missing Exhibit. Participants will have the opportunity to engage in small group conversation as they explore exhibit materials and reflect and plan how this learning could live in their own context.

Session B 11:00 a.m. - 12:00 p.m.	
Time: 11:00 a.m. - 12:00 p.m.	Teachers as Researchers: How Conducting Meaningful Research Influences Practice <i>Mairi McDermott, Marlon Simmons, Michele Jacobsen, Sarah Elaine Eaton, Sandra Becker, Barb Brown</i>
	Researchers examined the experience of practitioner-scholars engaged in a research-active program and the evidence of impact on their classroom practice. Data were gathered through surveys, interviews and qualitative documents. Participants described the impact of their research-based learning experiences on their classroom practice and provided evidence of their learning and development as stewards of the profession. Through narratives and artifacts offered by our participants, we will share how research experiences can impact and transform classroom practice and in turn how professional experiences can inform research activities. Professional graduate programs serve to strengthen students’ research-based skills and develop scholars of the profession. Results from this study serve to inform practitioners contemplating graduate studies, school districts supporting practitioner-scholars in cohort-based learning, and scholars interested in practitioner-oriented and research programs.
Room: Escalus	Improving Student Learning in Group Assignments through Instructional Design <i>Joshua Hill, Christy Thomas, Barb Brown</i>
	In this session, presenters will share findings from a two-year study exploring how instructional design can improve student learning in group assignments. In both years of the study, approximately 400 undergraduate students (pre-service teachers) in an interdisciplinary course worked in groups to design unit plans. The researchers are part of a team of instructors teaching these students and intentionally designing the course to support the group work that it entails. Findings from year one of the study were analyzed and used to inform the research, instructional design and course re-design for Fall 2018. Preliminary findings from year two of the study will also be shared and highlight the aspects of instructional design aimed at improving the student experience in group assignments and show how instructors are scaffolding for student success. Recommendations from year two for the next iteration will also be discussed.

Lunch	
Time: 12:00-12:45 p.m.	Lunch
Room: Ballroom	Join us in the Ballroom for lunch!

July 4, 2019



Session C 12:45-1:45 p.m.	
Time: 12:45-1:45 p.m.	Mobilizing Evidence-Based Shared Instructional Leadership in Canadian Rockies Public Schools <i>Violet Parsons-Pack, Jim Brandon, Candace Saar, Sharon Friesen, Chris MacPhee</i>
	Design-based professional learning and collaborative inquiry have mobilized shared instructional leadership to advance pedagogical practices that support the success of all students in Canadian Rockies Public Schools (CRPS) through the Nurturing Excellence in Instruction and Leadership (NEIL) initiative. This instrumental case study reports on the ways that school leaders are enacting, extending, and embedding four key professional practice competencies required of Alberta school leaders within a manageably coherent and research-informed approach to overall instructional leadership. The study examined the ways through which school and district leaders supported teacher learning through the creation of school and system conditions that strengthen relational trust and enable collaborative engagement with attention to reflective questioning based on classroom and school evidence.
Room: Ballroom	Emerging Research: Design-Based Professional Learning for New Teachers <i>Jaime Beck, Verena Roberts, Barb Brown</i>
	The induction years have a significant impact for a teacher’s career, and subsequently, for student learning. This paper reports on a theme that is emerging in the context of a design-based research study documenting a design-based professional learning program supporting teachers new to a large urban school district in Alberta. During the iterative cycles of data analysis completed in this project so far, researchers have found that the beginning teachers taking part in the professional learning program are expressing multiple kinds of needs. While design-based professional learning addresses some of these needs, others might be better addressed at the site (school) level. This paper employs a “matrix of needs” framework to the emerging data in order to fully explore the range of beginning teacher professional learning needs, and to then offer considerations for those designing beginning teacher supports.

Session C 12:45-1:45 p.m.	
Time: 12:45-1:45 p.m.	Métis Education by Métis educators <i>Yvonne Poitras Pratt, Aubrey Hanson, Billie-Jo Grant</i>
	With the new Teaching Quality Standards that calls for integration of Indigenous perspectives on the near horizon, educators are seeking ways and resources to accomplish this mandate. As teacher educators, we realize that many of the current efforts to meet this mandate are exclusive of the Métis perspective. As Métis educators, we have been working to meet this significant need by developing foundational knowledge of the Métis, by the Métis. This session presents the work of the Alberta Métis Education Council as realized through the dedicated staff at Rupertsland Institute (affiliate of Métis Nation of Alberta), alongside Werklund faculty members.
Room: Bianca	A Reconciliatory Model of Gifting and Good Medicine <i>Yvonne Poitras Pratt, Patricia Danyluk</i>
	Education is seen as key to unlocking societal responses to the Truth and Reconciliation Commission’s 94 Calls to Action. Since the “Indigenous education: A call to action” graduate program was launched in 2016, our graduate students have not only learned why the work of reconciliation is essential but they have also enacted their own reconciliatory responses through a variety of capstone projects. As teacher educators, we have worked alongside our students to develop a model of reconciliation within a traditional tobacco image to portray the complexities, and unexpected ways, in which a tradition of gifting good medicine has been shared.



Session C 12:45-1:45 p.m.	
Time: 12:45-1:45 p.m. Room: Cassio A	Game Design as a Pedagogy to Develop Mathematical Literacy in Kindergarten Students <i>Beaumie Kim, Anna Shyleyko-Kostas, Miwa Aoki Takeuchi, Wilian Gatti Junior</i> In this session, we will present how kindergarten students learn mathematical concepts when they are engaged in game play and game design. In our proposed pedagogy, a group of kindergarten students from a school located in Southwest Calgary were invited to play and redesign the game Connect 4. Using paper and coloured pencils, the students developed and experimented their ideas for new game rules based on the game that they played. During the design activity, they learned about mathematical concepts such as number and shapes while they developed, expressed and shared their games ideas and new rules.
	Green Economy: A Game Design Approach to Support Systems Thinking and Social Interactions <i>Wilian Gatti Junior, Liping Liu, Xingru Lai, Beaumie Kim</i> In this session, we explore how a board game design could support both systems thinking and social interactions of learners. We designed a board game called Green Economy whose game mechanisms provide a flexible space for the emergent social interactions, and helps students think, act, and engage as a part of the game and social system. We report two-day gameplay observations in a Master of Education course. During the gameplay sessions, we observed and took notes about players observations, reactions, and the strategies employed in the game. We also collected photos from two days of the observations. We observed that players were engaged in systems thinking and anticipatory analyses by interacting with the various game design elements mainly the rule system. We argue that both the playtime and the reflective discussion are essential in engaging learners as part of the emergent social and complex system.

Session C 12:45-1:45 p.m.	
Time: 12:45-1:45 p.m. Room: Cassio B	Task Design: Making learning Meaningful in a Second Language Classroom <i>Domitila Riera, Sandra Alonso, Yasmina Rivas</i> Teaching in a bilingual classroom can be as rewarding as it is challenging. Although students enter the program with a variety of language skills in their first language, most have little or no previous exposure to the target language. A critically important role of the teacher is to design tasks that engage students in meaningful language learning experiences. In this session the presenters will share their teaching practice using a constructivist approach to design tasks and discuss its feasibility in engaging students in learning a second language. The tasks and examples are presented in Spanish; however, they are also suitable for other second language classes. Practical templates will be provided.
	Identity Texts and Arts-Based Engagement Ethnography: Educational Interventions to Foster Culturally Responsive Pedagogies <i>Anusha Kassin, Rahat Zaidi</i> In this workshop, we will discuss the manner in which the concept of identity has been conceptualized and studied in creative ways in educational research. Specially, we will overview two approaches that we have used to study identity in meaningful, culturally sensitive ways. First, participants will be introduced to the concept of ‘Identity Texts’ and how it has been used with practitioners and students to promote a safe environment where culture and identity can be discussed and can foster learning and understanding. Second, we will present an arts-based engagement ethnography, which has been employed to elicit rich, multi-layered data in a relatively short time with newcomer youth who are integrating into a new school system in Canada.



Session C 12:45-1:45 p.m.	
Time: 12:45-1:45 p.m. Room: Escalus	The Learning Studio - An Educators Twist on a Chef’s Test Kitchen <i>Irfaan Sorathia, Lisa Corbett, John Long, Jo Briggs</i> Imagine your classroom was like your lesson plan - a blank canvas that you could design to fit your pedagogical style and meet the needs of your learners. We realized that we needed to leapfrog ourselves from our current traditional classrooms and develop flexible, active, learning environments for students and teachers. At Rundle we built what we call the Learning Studio. Teachers volunteered to go through various education, research and design seminars, and participated in several iterative processes in designing their rooms. The focus for them was to create a space and embrace new technology that braids the needs of specific learners and the pedagogical style of the teacher. We used each teacher’s iterations as a case study, with qualitative and anecdotal pre and post data collected. We feel that our process is one that we would like to share and get feedback from others in the K-12 community.
	Don’t Be Afraid to Take Charge and Find the Right Strategies that Fit You and Your Students Now <i>Hoda Kilani</i> A unique combination of lecture with an interactive component. Presenter will share findings of research that explored the impact of linguistic strategies and personal traits on vocabulary development (VD) among academically successful gifted ESL students. The study proposes a VD Model that promotes a focus on students’ needs and interests to increase motivation for second language learning which leads students to persist to expand their vocabulary. An interactive reflection on daily practices through sharing personal perspectives follows. Attendees will be invited to discuss the relationship between theory and practice through focus group discussions. They will discuss the different resulting themes, reflect on the proposed model, and share personal experiences. Finally, they will be invited to share the strategies recalled and the issues raised. In short, it is a collaborative effort that engages attendees to learn, compare experiences, and develop actionable strategies.
Travel Time	
Time: 1:45-2:00 p.m.	Travel Time Refreshments provided in the Ballroom



Session D 2:00-3:00 p.m.	
Time: 2:00-3:00 p.m. Room: Ballroom	How Might School Leadership Teams Effectively Work Towards Improving Student Learning Outcomes? <i>Joshua Hill, Sharon Friesen, Barb Brown</i> In this interactive design thinking session, you will develop a design-based leadership plan focused on improving student learning outcomes in your context. You will engage with findings from a study that explored how leadership teams in schools build collective capacity to work towards strengthening and improving teaching practices directed towards improving student learning outcomes. These findings emerged from a design based research partnership in a large urban school district through the analysis of surveys, interviews, observations of learning and leadership, and artifacts. You will select a design question that emerged from our research findings and connects to your leadership context. You will collaborate with other attendees to ideate possible solutions and identify opportunities to learn more through prototyping. The goal of this session is to support you to use design thinking and empirical research findings in your leadership practice to improve student learning outcomes.
	Leading Collaborative Professional Learning for School Systems <i>Shan Jorgenson-Adam, Rita Marler, Jim Brandon, Christy Thomas, Sharon Friesen, Jeff Turner</i> In this session, presenters will share preliminary findings from year one of a study designed to examine a collaborative professional learning model implemented by Battle River School Division and targeted to support district and school leaders in addressing Alberta’s new Leadership Quality Standard (LQS). The work that has been undertaken by central office leadership, to learn alongside, support, and coach district and school-based leaders, will be shared. Preliminary findings from data collected from pre-survey conducted in September 2018 along with analysis of the survey instrument to assess for internal consistency and reliability will be shared. This session holds potential for researchers and school and system leaders interested in leading learning in building leadership capacity at system levels and to learn from the collaborative professional learning model to promote a similar culture and collaborative work in their own school systems.

Session D 2:00-3:00 p.m.	
Time: 2:00-3:00 p.m. Room: Bianca	The Great War in Translation: The Role Of Active Learning in Media Literacy and Understanding <i>Farzan Baradaran Rahimi, Jason Nisenson, Christena McCain, Jerremie Clyde</i> Studies show that active learning is facilitated when opportunities for participation exist. The proposed study aims to explore how designing and creating new content about WWI based on a virtual exhibit of original WWI propaganda material, The Great War in Translation, can support media literacy, active learning, and understanding of complex topics. To reach this goal a qualitative approach is applied to incorporate opportunities for participation and active learning by designing doing mini-projects. Participants of this study will have access to a rich and rare collection of primary sources of propaganda relating to WWI. They will make new content in relation to the topic of propaganda using these primary sources. Application of the methods used in this study within the formal educational spaces (e.g. schools) might help students understand complex topics such as the workings of propaganda, the history of WWI, and how to engage with primary source material.
	Play: Strengthening the Foundations for Literacy Development in Early Childhood <i>Jeena Dhanaraj, Hetty Roessingh</i> Evolving data from the Early Development Instrument of early childhood ‘readiness’ indicators for kindergarten reflect an uptick in the numbers of youngsters arriving under-prepared for the demands of more formal instruction in early literacy development. We have designed a play-based intervention to promote the fine motor skills that underlie literacy learning. This includes both f-m manipulation and f-m literacy engagement aimed at preparing youngsters for working with the tools of literacy -- erasers, crayons and pencils, scissors; as well as to establish cognitive structures for recognition of shape, size, space, sequence, and patterns that are foundational to alphabet recognition.



Session D 2:00-3:00 p.m.	
Time: 2:00-3:00 p.m. Room: Cassio A	Teaching Conceptual Understanding - Distributed Practice without the Tricks! <i>Ryan MacLeod</i> Being a mathematics student is about critical thinking, justification and using tools of past experiences to solve new problems. Students who approach every topic as a series of steps to memorize are not learning math. They may learn Rules that Expire as they develop more sophisticated knowledge, such as Addition Makes Bigger and Subtraction Makes Smaller. Traditional teaching of units in Mathematics also artificially breaks up concepts and connections, causing further confusion. In this session we will explore how to replace some popular rules and tricks with teaching for understanding and how to distribute instruction to maximize connections and conceptual understanding. Concepts explored will include number sense and place value, basic operations, order of operations, fractions, equations and more. Math Makes Sense!
	Engaging Students in Engineering: One School’s Success in Creating A Culture <i>Moe Rachid, Ben Strand, Sarah Drake</i> Using video documentation, this session will take participants into 9 different classrooms in our school. We will discuss how our Leadership Team used intentional structures and protocols to enable a collaborative approach to task design and assessment, which resulted in strong pedagogical practices in each classroom. We will explore the learning culture we created in our school for leaders, teachers and students, how colleagues used strong assessment practices to gather evidence of learning, and how intentional pedagogical moves were used to meet the needs of all students.

Session D 2:00-3:00 p.m.	
Time: 2:00-3:00 p.m. Room: Cassio B	Optimizing Parent-Teacher Collaboration in Syrian Refugee Children's Learning <i>Tom Strong, Dania El Chaar, Hanan Alwarraq, Rahat Zaidi, Regine King, Patti Trussler, Christine Oliver, Noreen Mahmood</i> In our Alberta Education funded study, we engaged Syrian refugee parents and Calgary LEAD program educational program staff in a collaborative process of optimizing the parent-teacher relationship to support children’s learning. With the help of Arabic speaking researchers on our team, we met in focus groups involving parents and educators. We then translated and transcribed the discussions with parents (mothers interviewed separately from fathers) and transcribed the discussions with educators for our subsequent qualitative (thematic) analyses. Specifically, we report on preliminary outcomes from two stages of the project: 1) discussions with parents and educators involved with the first cohort of Syrian refugee students as they concluded their time with LEAD, and and 2) early stage discussions with parents, teachers and education support personnel that will inform later stages of the collaborative study. We will share details of our research process, and practice implications.
	Teacher Professional Learning, Agency, and Identity in Research Practice Partnerships <i>Kirk Linton</i> Research Practice Partnerships (RPPs) are an emerging practice in Alberta, Canada, and internationally. By employing design-based research (DBR) methods, researchers and teachers in RPPs collaborate to address messy problems of practice in naturalized settings. Ideally, the design and enactment of partner research initiatives leads to a reciprocal and mutually-beneficial learning process for researchers and participants leading to improved practice and informed theory. However, there can be challenges to creating effective research partnerships. This session will examine how an RPP between a university and school district was initiated, enacted, and assessed at the school level, the resulting impact on teacher learning and practice, and how learning was shared and supported at the school level. It will examine the challenges and benefits to teachers and schools participating in the RPP and how teacher agency and professional identity in their school community was impacted.



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



Session D 2:00-3:00 p.m.	
Time: 2:00-3:00 p.m. Room: Escalus	What's in a Name? Fostering a Sense of Community Through the Wonder of Names <i>Katelyn Jardine</i> What happens when the first time a teacher and her students meet there is no exchange of names, no about me speeches, and no question and answer dialogue? Instead, students are met by a pleasant smile, a story, and are asked not to share their names for the next few days. This presentation will focus on the presenters’ experiences and pedagogical approach to tackling social studies curricula while inquiring into the tradition of name giving. Questions that emerged during the inquiry process and the culminating project of creating a paper star quilt will be deconstructed to show how embracing the topic of names fostered a sense of community that allowed students and teachers to understand identity as fluid and complex; a collection of living experiences that requires autobiographical investigation. Practical guiding steps to encourage student engagement and wonderments to emerge.
	Teaching for Global Competency: The Challenges and Possibilities of Learning to Read the World <i>Roswita Dressler, Mark Lockwood, Roger Nippard, Kandace Jordan, Lynette Shultz</i> Teachers are increasingly expected to educate their students to not only live and work within their local communities but to understand the local, global and intercultural aspects of events and issues around them. Global competencies are being embedded into education policies but what supports do teachers need as they engage their students in our complex and diverse world? Our research examines teachers working with the “Global Competency Aptitude Assessment” tool to increase their own knowledge of the world. Session attendees will explore their own global competencies to better position their global education efforts in leadership, policy and curriculum development.
Travel Time	
Time: 3:00-3:15 p.m.	Travel Time Refreshments provided in the Ballroom



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



Session E 3:15-4:15 p.m.	
Time: 3:15-4:15 p.m. Room: Bianca	Literacy for Life: An adaptive Co-teaching Model <i>Carol Bartel Nickel, Erinn Esau</i> The purpose of this inquiry was to answer the question, “Will targeted vocabulary and comprehension strategies increase student reading scores and student engagement in a grade eight Language Arts class?” A program of interventions included direct instruction, discourse and debate, word games, explicit vocabulary instruction, and flexible groupings, adopted from Marchand-Martella, Martella, Modderman, Petersen, and Pan (2013). The intent of the literacy program was to increase vocabulary, reading comprehension, and fluency. This mixed methods study collected data from normed reading tests, student engagement surveys, and teacher observations. Quantitative Data used a Pretest-Posttest design. Posttest results showed a positive increase in comprehension and engagement. Two themes emerged from Qualitative data: Meeting Student Needs and Efficacy in Vocabulary Learning. In five months, 49% of student increased reading scores by one year.
	Supporting Academic Vocabulary through a Multilingual and Multimodal Lens <i>Theodora Kapoyannis</i> This session will focus on sharing findings from a larger design based doctoral study (DBR) where I collaborated with 11 pre- service teachers and 28 young students in grades two and three who are learning English as an Additional Language (ELLs) to design a literacy intervention to support students' academic vocabulary. I will share the process we used during the intervention and the design principles that we created to develop vocabulary through a multilingual and multimodal lens. Participants will have an opportunity to share their ideas on how to design learning tasks to support the vocabulary development of their ELLs.

Session E 3:15-4:15 p.m.	
Time: 3:15-4:15 p.m. Room: Cassio A	Immersive Learning to Explore Real World Phenomena in Science <i>Sabina Bauer- Lewis, Kiran Sandhu</i> Powerful learning begins with innovative pedagogies that allow the student to be the explorer of knowledge and be totally immersed in their discovery of new concepts. In this session, through hands on experiences, participants will discover various strategies to create a K-12 science classroom environment that incorporates immersive learning. Attendees will explore how to use augmented reality, virtual reality, digital resources, and role playing to support student understanding of phenomena. By the conclusion of this session, participants will understand the benefits of immersive learning and be able to apply this pedagogical approach to design unique learning experiences for their students.
	Interpreting Mathematics Teacher Professional Learning in Professional Learning Networks <i>Xiong Wang</i> An increasing number of mathematics teachers have extended their professional learning by engaging themselves in Professional Learning Networks (PLNs). However, few studies have been conducted on what the online conversations among participants look like and what could emerge from their conversations. This study is intended to address the gap by investigating mathematics teachers’ participation in a PLN with interpretive inquiry as methodology and complexity theory as theoretical framework. One targeted PLN is used to collect three types of triangulated data: archived documents (e.g. logs, posts, comments, or responses), participants’ reflections through their blogging, and my own reflections. The results presented the diverse conversation patterns from which emerged both the knowledge of mathematics-for-teaching and these types of knowledge such as social interactions for building up social relationships, blog sharing for benefiting others, and experience sharing for reflection.



Session E 3:15-4:15 p.m.	
Time: 3:15-4:15 p.m. Room: Cassio B	Beyond Multiple Intelligences - An Introduction to the Integral Map <i>Dave Carlgren</i> Howard Gardner's Multiple Intelligences theory rocked the world of education when it was adopted and changed to become synonymous with "learning styles". Gardner himself has rejected this claim in publication, yet it persists in educational pedagogy and practice. Using another lens, that of Integral Theory by Ken Wilber, the concept of Multiple Intelligence, along with other developmental characteristics, learning modes, perspectives and ways of being in the world, can be seen as co-enacted aspects of individual learners and teachers. In this session we will begin to explore Integral Theory as it pertains to the teacher and learner and find where Multiple Intelligences, personal experiences, emotional intelligence and many other teaching buzzwords can be found nesting within the broader theoretical framework. We will also see what is missing from each teacher's and student's view of the world and how to begin to progress it forward.
	Unpacking the Climate Change Issue: A Golden Opportunity to Practice Critical Thinking in the Classroom <i>Marie Tremblay</i> Climate change education is part of the Alberta curriculum yet, many teachers are reluctant to ‘go there’ with their students, citing a lack of support from colleagues and administrators, potential complaints from parents, and the challenge of telling fact from fiction in this era of ‘fake news’. In this session, we will use climate change as an example to review, practice, and discuss strategies for engaging students in critical thinking around complex and polarizing issues through an interactive exploration of the scientific evidence AND social dimensions underlying different perspectives.

Session E 3:15-4:15 p.m.	
Time: 3:15-4:15 p.m. Room: Escalus	Encouraging Innovation – How School-Based Leaders can Encourage Innovative Practice <i>Melanie Guglielmin</i> This session will examine the ways that school-based leaders can encourage innovative practice. Academic definitions of the words creativity and innovation will be considered. Current research regarding leadership themes that encourage innovation, primarily taken from the world of business, will be examined. Finally, results from my research regarding how principals in Alberta Charter schools encourage innovative practice will be discussed.
	A Reflective Scale to Facilitate Transformative Learning: Experiential Explorations of an International Doctoral Seminar <i>Jingzhou (Jo) Liu, Sylvie Roy, Jennifer MacDonald, Jody Dennis, Stefan Rothschuh, Marlon Simmons</i> Critical self-reflection has been described as a key to transformative learning (e.g., Mezirow, 1998, 2000). We argue that a facilitated reflective process can effectively create awareness for transformative experiences. Bain et al.’s (1999) 5 Point Level Scale exposes learners to iterative self-reflection while gradually advancing more abstract levels of understanding. A deeper, transformative comprehension of lived experiences can be achieved. Our group participated in reflective sessions that incorporated Bain et al.’s (1999) model during a week-long international doctoral forum in China. The facilitated process helped us to develop our scattered, individual impressions on international teacher education, transnational experiences and our own identity as future scholars into focused, critical reflective accounts, and thus advance deeper, transformative learning.



Friday, July 5

Session F 8:30-9:30 a.m.	
Time: 8:30-9:30 a.m.	Disruptive Innovation: Using Lean Design-Thinking to Explore, Envision, Prototype and Co-Create New Approaches to Pedagogy for Post-Secondary Learners <i>Rita Egizii</i>
Room: Bianca	<p>Disruptive innovation is a term coined by thought leader Clayton Christensen (2011), often referred to as ‘the innovator’s dilemma’. In today’s educational milieu, the ‘disrupter’ is the student – the adult learner seeking new ways of learning through a format that meets both individual learning style and the need to participate in highly experiential ‘real-world’ application that contributes to finding his or her place in society. “Lean” design-thinking is a methodology which allows the teacher to test hypothesis and assumptions, weigh risks and develop small but effective ‘tests’ of new pedagogy that keeps the instructor ‘in-charge’ but allows co-creation of learning outcomes.</p>
	<p>Experiencing the Unseen in Nursing Practice Through Drama: A Pilot Project <i>Annabelle Layden, Gabrielle Gonzalez, Georgina Bagstad, Carla Ferreira, Harbir Kaur</i></p> <p>Understanding the patient experience is often discussed in terms of signs and symptoms of particular diseases. However there are the unseen experiences that ought to be talked about and understood by those entering the health care field. During a weekly nursing lab experience, three students were asked to enact patient scenarios related to the lab themes. The purpose of the project was to engage students in active learning through drama. The goal was to help students focus not only on the obvious but also on the unseen. In addition, develop critical reasoning and quick thinking skills required by health practitioners.</p>

Session F 8:30-9:30 a.m.	
Time: 8:30-9:30 a.m.	Translanguaging and Student Funds of Knowledge as a Teacher Resource <i>M Joy Pablo-Wrzosek</i>
Room: Cassio A	<p>Alberta classrooms are changing. Students present as more culturally and linguistically diverse, creating new social realities in schools today. This session illuminates the need for a reconceptualization of the role of language as a response to the progressively heterogeneous nature of the student body and the increased use of home languages in classrooms. Using a translanguaging framework (Garcia & Li Wei, 2014), this session will discuss the study of a monolingual teacher’s present-day teaching practices as he implemented the use of his students’ home language and their funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) as a teacher resource. Its’ intent is to further current understandings of the pedagogical implications when a monolingual teacher changes his practice to utilize emergent bilingual students’ multiple languages and rich experiences.</p>



Session F 8:30-9:30 a.m.	
Time: 8:30-9:30 a.m. Room: Cassio B	Making It Real: Planning for Conceptual Understanding in the Classroom <i>Sally Rudakoff, Christie Jensen, Catherine Coyne</i> As new curriculum approaches, St. Albert Public Schools is engaging in a process of aligning planning, instruction and assessment with a cohort of school lead teachers. Our work focuses on leveraging strong pedagogical practices to support developing conceptual understanding for students. We designed an interactive learning process for our school-based lead teachers that models alignment through all aspects of the teaching and learning endeavour, supported by evidence informed practices. In this session, we will recreate our learning processes, share guiding documents and reflect on our process. *Please note this session will be applicable regardless if new curriculum moves forward or not; we will adjust our samples to reflect current curriculum, if necessary.
	Literacy Through the Arts: Increasing Student Agency, Authorship, and Identity Through Arts Immersion <i>Harrison Campbell</i> This presentation showcases a completed study examining the experience of literacy within a specialized arts immersion junior high school and how the innovation of that pedagogy can increase student agency, authorship, and identity. Embracing multimodality and contextual responsiveness to the learning environment (New London Group, 1994) this study created a theatrical space in which students communicated their experiences of literacy through song, dance, monologues, and art. Presenting literacy as encompassing freedom, unveiling, ambition, connection, understanding, hope, trust, and speech. Such re-conceptualizations of literacy demonstrate that students' practices of identification, and embodiment of literacy experiences can help to cultivate innovative pedagogies.

Session F 8:30-9:30 a.m.	
Time: 8:30-9:30 a.m. Room: Escalus	Learning to Assess Skill Development in Makerspaces <i>Jennifer Lock, Leane Hua, Kelly Pattison, Lucy Denton, Laurie Androsoff, Sandra Becker</i> Many educational institutions are establishing makerspaces as supplementary learning environments in their schools. A makerspace is a gathering place that is equipped with materials and tools to support hands-on learning and innovative thinking. Makerspaces by design encourage curiosity and collaboration. Within such a learning space, it is expected that skill development will be encouraged and developed as students problem solve, innovate, and collaborate. The purpose of our presentation is to report on the findings from a single case study testing the implementation of various components of the Makerspace Assessment Framework (Lock, Redmond, & Becker, n.d.) that occurred in a K-6 school context. An overview of the study will be provided. The teachers will share their experiences and insights in using the framework to support their assessment of learning through making. The session will conclude with a discussion of recommendations for assessing skill development through making.



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



Session G 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m.	Research-Practice Partnerships: A Collaborative and Mutually Beneficial Approach <i>Rita Egizii</i>
Room: Bianca	Partnerships can be mutually beneficial relationships and professional learning communities where teachers, school leaders, district personnel university faculty, community members and the ministry can share each other’s expertise and alternative perspectives. Researcher-practitioner partnerships are becoming increasingly popular as an approach to collaboratively exploring problems of practice in the field. Recent developments in the field of SoTL indicates this is best done through co-creation of different ways to test the application and implementation of theory to practice. A continuing challenge in establishing, building and maintaining such partnerships includes lack of human resources – in particular, assigning an on-the-ground researcher who has the expertise and time required to manage a rigorous research process. This workshop will present the advantages of utilizing doctoral candidates as key members of research-practitioner teams including the win-win for all stakeholders.

Session G 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m.	Deep Dive into Design Thinking <i>Jason Eliuk, Lindsay Adrian, Regena Mitzel</i>
Room: Cassio A	Ready to roll up your sleeves and dive into some hands-on design thinking? This session will introduce you to the design thinking process, a human-centered approach to solving real-world problems. You will be guided through the design thinking process and learn how to apply it to your work, whether that be in the classroom with your students or in your organization with your colleagues.
	Inquiry Based Learning Through Gamification of the Geography Classroom <i>Joanna Thompson-Anselm</i> Want to engage learners in authentic inquiry based learning tasks with a role playing component? Do you have hesitation to implement inquiry methods due to difficulty of evaluation or navigating how to align curriculum expectations? Fear no more! This seminar allows participants to explore the value of using a problem based learning approach in a geography classroom to create engagement and deep cross-curricular learning for students. Participants will be exposed to how a geography classroom may be gamified to inspire student creativity, critical use of inquiry skills and to offer ideas on how to evaluate student learning outcomes.



Session G 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m.	Resolving Adolescent Perceptions of Learner Identity and Wellness <i>Nadia Delanoy, Erin Spring</i>
Room: Cassio B	This presentation draws on our current research in a rural Alberta middle-school context. We are interested in the ways in which young people conceptualize wellness in relation to their identities within a literacy classroom. A key finding that emerged was student perceptions around their overall performance and acuity within a learning context and how this impacted their sense of wellness as a learner. We would like to work through an innovative process wherein we share our context and ideate using a learning protocol on how best to support adolescent students and their development of wellness through pedagogical examination and action. It is our hope that sharing our students' narratives will spark conversations about mental health literacy, inclusive practice, and pedagogy. As wellness is a proliferating focus in curriculum and research, our study can lead to a renewed focus on adolescent experiences of the world.
	Role of Goal Meditation on Self-Efficacy and Well-Being in Students <i>Abha Singh</i>
	This present study focuses on ancient Indian system of philosophy. In this study we focus on training the students in a particular way so that they could concentrate their energy and creativity on their goal. It is a pre and post intervention study. The objective of the study is to analyse pre and post effect of Goal Meditation as intervention on self-efficacy and well-being of students. Total 16 postgraduate students aged 22 to 24 years have participated. Purposive sampling has been used for data collection. Wilcoxon signed rank test was applied for the analysis. Results showed that goal meditation intervention is affecting self-efficacy and well- being of the students. After six months data was collected again and it was inferred from results that self-efficacy and well-being are significantly linked to intervention. Through Goal Meditation results clearly indicated that self-efficacy and well-being can be enhanced by practice goal meditation everyday.

Session G 9:45-10:45 a.m.	
Time: 9:45-10:45 a.m.	Expanding Learning in High School Beyond the Classroom Walls Using Open Educational Practices (OEP) <i>Michele Jacobsen, Verena Roberts</i>
Room: Escalus	In contemporary k-12 educational environments, designs are called for that expand learning opportunities beyond formal learning structures and firewalls into open digital networks that enable all learners to freely access and interact with people, content and ideas. This collaborative study with teachers and grade 10 students in the Building Futures program used a design-based research approach to study the expansion of learning experiences from the classroom to outside networks. The research team used the open learning design intervention (OLDI) framework as a guide to evaluate the extent to which open educational practices expanded learning opportunities and enhanced learner engagement.
	Ethics in a Unique Context: The Establishment of a Research Ethics Committee in an Independent School <i>Dana Braunberger, Sarah Hamilton</i>
	The continued pursuit of improved knowledge and understanding of all aspects of education is vital for learners. Suzanne Wilson (1995) asserts that research and teaching are not two different roles, but a relationship. As teacher-researchers, we use our skills and knowledge to advance the learning of our students. In doing so, it is imperative we act with the highest degree of ethical integrity. The establishment of a Research Ethics Committee at Calgary Academy ensures that these ethical standards are upheld, and the well-being of participants is maintained at all times during research studies. How might we design action research protocols and practices that support high ethical standards in school settings?



Transforming Pedagogies
LEARN - DESIGN - INNOVATE



Keynote 11:00 a.m. -12:00 p.m.	
Time: 11:00 a.m. - 11:45 p.m. Room: Ballroom	Design Thinking and Reframing: Openness to New Metaphors in Education <i>Doug Clark (University of Calgary)</i> What metaphors typically inform educational design? The factory model is one obvious dominant metaphor, but what other metaphors guide our designs? This talk first considers current metaphors driving educational design and then considers how openness to other metaphors might change educational design. The talk then explores the design thinking process and considers which aspects of divergent and convergent thinking are currently typical in educational design. Little is likely to change in education without a purposeful and explicit openness to other metaphors in our designs because we are so deeply apprenticed across our own educational experiences. Lessons from research on urban design and digital games will be considered.
11:45 a.m.- 12:00 p.m..	Response – Moderator: Michele Jacobsen <i>Alejandro Paniagua and Sharon Friesen</i>
12:00 p.m.	Wrap Up <i>Jim Brandon and Sharon Friesen</i>