

Celebration of Research Program

Registration: Time: 08:00-09:00AM Room: Student Lounge

9:00-9:55AM

Room: 1004

Welcome to presenters and Keynote Speaker

Keynote Speaker presentation:

Introduction: Dr Patrick Renihan, EADM

Dr. Michelle Prytula, EADM, Action Research in Education

Thank you: Catherine Neumann-Boxer

Nutrition Break: 9:55-10:15 AM Student Lounge

First Set of Concurrent Sessions: 10:15-11:05 AM

SESSION A: Roundtable--Conversations about Research in Progress

Chair: Curline Lindo, EFDT

Room 2002

- **Kevin Riffel, ECUR**

Title: Radicle(al) Rigor: Using Narrative Inquiry to (Re)Story a Post-Emergent Constructivistic Inquiry Environment

Saskatchewan is in the process of renewing high school science curricula under an epistemology of constructivistic inquiry. At the same time, current research on assessment is filtering through schools and divisions in an attempt to improve student outcomes. These changes attempt to increase scientific literacy however they often run counter to several grand narratives within modernistic science education. Using narrative inquiry with a group of Science 10 teachers inquiring into inquiry and assessment in the implementation of new curriculum, it is hoped that some light can be shed on the following question: How does an individual's understanding of his or her ontological

and epistemological views – one’s worldview or paradigmatic identity – affect the emergence of a constructivistic inquiry based curriculum?

- **Lynne Driedger-Enns, ECUR**

Title: Beginning Teacher Research

Beginning Teachers find themselves awakening on unsteady ground during the first five years of their career. As I listen to beginning teachers tell their stories through research conversations, I am hearing threads of identity and co-composition of curriculum being storied on the landscape of beginning teacher experience. Implications for this proposed study point to furthering the work of Narrative Inquiry (Connelly & Clandinin, 2000) and Dewey’s (1938) work on experience. I shine light on the experiences of beginning teachers in order to move forward these stories of beginning, which are fraught with tension, into places where an individual can imagine themselves into teacher practice alive with inspiration and creativity in relation to the people and place surrounding them.

- **Anne Naugler, Educational Technology and Design**

Title: Investigation into Factors 12-14 Year olds Consider when Constructing their Online Identities

I would like to prepare a questionnaire for 12-14 old children that will help me to determine what factors they consider when constructing their online identities. I’m concerned that my students become friends with a lot of people on face book that they don’t know and publish information that should not be available to strangers. I don’t think they consider that information they publish could make them targets for predators, or could limit job possibilities when they are older. I will use the information gained to design a unit to teach them on media literacy, and perhaps a website where lesson and unit ideas can be published.

SESSION B: Panel Presentation, Participatory Action Research

Chair: Joy Goldberg, EFDT

Room 2005

Presenters: Vince Anderson, EFDT; Jean Kayira (SENS); Jeff Baker (Visiting Scholar, UBC; Dr Marcia McKenzie (EFDT) Discussant

Title: Participatory action research: Ethical considerations and the need for flexibility

In this session three graduate students will share their experiences of participatory research. Directed toward thinking on socio-ecological justice education, Vince Anderson will discuss a participatory research process aimed at illuminating and engaging participants' past lived-experiences as a vehicle for empowering future learning. Jean Kayira's work involves youth participatory research to learn Indigenous knowledge and sustainability in farming practices. She will share her experiences working with youth, Elders and facilitators in a rural school in (post)colonial Malawi. Jeff Baker will reflect on issues and experiences with ethics, relationship building, and personal change in his research weaving Indigenous knowledge with science education.

Dr Marcia McKenzie is Assistant Professor in the Department of Educational Foundations with wide-ranging expertise including the intersection of social justice and environmental issues. She is leading a critical environmental education graduate cohort beginning in July 2011.

SESSION C Panel Presentation: Environment and Learning Processes

Chair: Dennis Johnson, EADM

Room 2009

Presenter: Dr. Dirk Morrison, Curriculum Studies, Educational Technology and Design,
University of Saskatchewan

Jaymie Koroluk, Curriculum Studies, Educational Technology and Design, University of
Saskatchewan

Greg Soden, Curriculum Studies, Educational Technology and Design, University of
Saskatchewan

Craig Wall, Curriculum Studies, Educational Technology and Design, University of
Saskatchewan

**Title: Exploring the Terrain of Formal, and Non Formal, and Informal Learning
Environments: An update on the Virtual Learning Communities (VLC) Research Project**

This interactive session will provide an update regarding ongoing SSHRC-funded research focused on the exploration of virtual learning communities in non-formal and informal online learning environments. Details regarding theoretical models used for analyses (Virtual Learning Communities model), as well as data analysis methods and tools employed will be described. Preliminary findings comparing formal, non-formal, and informal learner behaviours (e.g., participation patterns) will be presented and discussed. These findings may have implications for educators designing formal online learning environments that wish to harness informal learning

strategies and resources. In addition, the concept of personal learning environments (PLEs) as a potential model for the integration of hitherto disparate modes of learning will be discussed.

SESSION D: Oral Presentations, Student Engagement

Chair: Karol Kryzanowski-Narfason, ECUR

Room 2001

Scott St. Pierre, Educational Technology and Design

Title: The Effect of a Blended Learning Environment on Authentic Student Engagement

Throughout my time in grad school, I have been experimenting with blended learning environments in classes I teach. These pilots have shown blended learning environments to have a positive effect on authentic student engagement. However, many observers question the scalability of blended learning environments. Since I am considered a technology expert and tend to teach courses that are usually computer mediated, comments tend to focus on whether or not a teacher with less computer skills teaching a course that is traditionally not computer mediated would be able to have similar success in a blended learning environment and still meet the learning objectives. There are also questions about at-risk students being successful in such an environment, or would they just take advantage of the lack of direct supervision, even though the research clearly states that this type of autonomy does lead to increased success for at-risk students. The product will be a process for any teacher to develop a unit of work or project within a blended learning environment that will lead to increase authentic student engagement.

Cody Dill, Department of Educational Foundations

Title: Poetry for Social Justice

It would be an oral presentation (15 minutes) consisting of a spoken word poetry performance, as well as some idea-sharing around its applications for social justice education.

Jolee Childs, Educational Psychology and Special Education

Title: Developing Guidelines for Using Personal Music Players in the Classroom: An Action Research Project

This study investigated the problem of how teachers and schools might begin to incorporate Personal Music Players (PMPs) into the classroom in order to engage students and enhance learning. PMPs are extremely popular with secondary school students and researchers have recommended that schools embrace the opportunities provided by the presence of PMPs in order to actualize the benefits associated with music listening. Rather than prohibiting the use of these devices from schools, collaboration with students to increase student responsibility has been recommended. Using educational action research, a research team composed of high school

students moved through three cycles of the action research process in order to develop, reflect on and revise guidelines for using PMPs in their classroom. The research team provided rich information about their thoughts and feelings regarding music listening in their classroom. This study responded to the need for mutually developed guidelines so that schools can capitalize on the benefits accrued with music listening while teaching students to use PMPs appropriately in the classroom setting.

SESSION E: Oral Presentations, Learning On-Line

Chair: Madeline Press, EADM

Room 1004

Presenter: Chantal Ounsworth, Educational Technology and Design, University of Saskatchewan

Title: Designing Proficient Online Teachers: Effective Training for the 21st Century Teacher

Regina Catholic Learning Online is a distance education programme which offers online course options to students in grades 10 through 12. A new initiative for Regina Catholic Schools, effective teacher training has been identified as a crucial component to ensuring a successful student completion rate. This project is a creation of an online professional development experience for secondary teachers delivering course material in an online environment. The instructional design process and its application in the creation of a professional development online course for teacher is the foundation of the project. Using principles of instructional design and founded in research, this project demonstrates the value of instructional design as it applies to the professional development of online teachers.

Presenter: Lesley Walters, Educational Technology and Design, University of Saskatchewan

Title: Foundational Assessment Terminology Course

Assessment conversations are difficult without common language, and educators are at different stages of fluency. An on-line "concepts and terminology introduction" course will allow for approaching the work independently and at-pace. The course asks learners to become familiar with how assessment terminology is defined within their school division, apply that knowledge to activities that demonstrate the concepts, and critique case studies to identify the type of assessment taking place. Learners will be able to address the base of the Bloom's Taxonomy pyramid at their own pace, preparing them to approach group professional development opportunities, and higher order thinking on the subject, with a common set of understandings and competencies.

SESSION F: PAPERS, Making a Living

Chair: Jenn Briere, EPSE

Room 1024

Presenter: Gail Ann MacKay, PhD Student

Interdisciplinary Studies: Curriculum Studies, Native Studies, and Psychology

(Supervisor: Dr. Linda Wason-Ellam)

Title: Pimachesowin and Higher Education

This presentation explains the relationship between the Cree concepts of pimatisiwin, “living a good life” and pimachesowin, “making a living.” Whereas the verb stem of pimatisiwin is intransitive and does not transfer the action to another noun, pimachesowin is transitive. The implication I interpret is that survival; the ability to make a living involves relationships with others that entail action transfer. It calls to mind the relationship between prey and hunter; between medicine plants and the afflicted; between the elements of air, water, and earth and persons. Similarly people’s social relationships and their spiritual relationships are involved in people’s ability to survive/make a living. I consider how Aboriginal access programs in higher education that combine Indigenous survivance with self-determination are promoting pimachesowin. This is an excerpt from a concept paper prepared for Native Studies 898. It provides a theoretical orientation to be operationalized in my proposed doctoral research assessing Aboriginal access programs in Canadian universities.

Presenter: Tricia Wilson (Med Candidate) & Jennifer J. Nicol (PhD, RD Psych, MTA), :
EPSE, School and Counselling Psychology, University of Saskatchewan

Title: Life After Dance: Stories of Women Transitioning to New Careers

Preparing for a professional ballet dance career requires dedication, discipline and single-minded focus. But, as training becomes increasingly competitive, many dancers must give up this aspiration and reinvent themselves for a life after dance. The transition is challenged by identity loss and limited consideration of alternative careers. Although researchers have studied the transition to a post-dance life for professional ballet dancers, the transition of younger dancers remains unstudied. This study will explore the stories of elite female dancers who were unable to achieve a professional dancing career, and must create another life for themselves. An increased understanding about how particular women experience life after dance will help other dancers as well as inform adults involved in the world of elite dancing.

2nd SET OF CONCURRENT SESSIONS

11:10 - NOON

SESSION A2: Panel Presentation, Sustainable Leadership/ Meanings of Place and Nature

Chair: Sarah Turkeli (SENS)

ROOM 2002

Sarah Turkeli, Master of Sustainable Environmental Management Student in School of Environment and Sustainability

Charu Gupta, Master of Sustainable Environmental Management Student in School of Environment and Sustainability

Ranjan Datta, (PhD Student), School of Environment and Sustainability, University of Saskatchewan

Sherry Sansom, EFDT

Title: Critical Ethnographic Narrative and Personal Reflections

Critical Ethnographic Narrative uses critical lens for understanding colonial and post-colonial place, nature, space, time, and culture. The meanings of place, nature, and culture are different, complex, and dynamic. We learnt that human connection we have with place could not be denied and have to be a part of the process in understanding the connections of culture and environment. This ethnographic video is seeking to create spaces that enable us to critically engage with place, nature, and space.

SESSION B2: Oral Presentations, Lifelong Learning

Chair: Kevin Riffel, ECUR

Room 2005

Presenter: Karol Kryzanowski Narfason, ECUR, University of Saskatchewan

Title: Creating a State of Art Grade one Program: a Framework for Teachers Developing their Program after and Ensure success in their Classroom

Interpreting curriculum to ensure that every child learns to his or her potential is to create a “State of the Art” English Language Arts program. The purpose of this project will be to lay the framework of a “learning for all” exemplary program. It will include research based best practices, examples, and curriculum connections on the following topics; learning environments, curriculum planning, differentiated instruction, inclusionary practices, and instructional strategies in the classroom. Upon the completion of this project other teachers will be able to examine the final project and model their classroom programming to ensure learning for all.

Presenter: Glenys Martin, Educational Technology and Design, University of Saskatchewan

Title: Keys for Successful lifelong Online

Abstract: Online Professional Development (PD) varies in the design of the instruction and the participation of the learners. Professional Development is often non-formal, meaning the experience has no formal recognition upon completion. In the traditional face to face PD sessions information is provided, and participants are guided through activities. The participant being in the same room demands a physical presence that cannot be replicated in an online course. Participants in online non-formal learning need to create virtual presence through alternate activities. This is referred to as Social Presence; it helps to build a community of learners who feel connected. Through literature review and the study of online PD interaction, participants in online non-formal PD would benefit in having access to guidelines to improve their online learning experience. A website designed for online learners, contains suggestions for the online learner, information about different online course designs, hints and suggestions to build online connections and actions which may discourage participation will be provided.

Presenter: Laura Friesen, Educational Technology and Design, University of Saskatchewan

Title: Liquid Candy: Instructional Design Aimed at Reducing Teen’s Consumption of Sugary Beverages.

It has been well documented that obesity rates are increasing in our teen population. Students’ consumption of sugary beverages has skyrocketed and exceeds all guidelines for healthy eating. Serious health consequences are associated with obesity and with excess sugar consumption. This study is designed to test the effectiveness of an instructional design product in reducing overall consumption of sugary beverages. The product, a computer based lesson, will be administered to Grade 11 and 12 students in an experimental group. Students use Twitter® technology to track their beverage consumption before and after instruction. Data is compared to a matched control group to test the effectiveness of the product in reducing overall consumption of sugary beverages.

SESSION C2: Oral Presentations, Learning to Learn

Chair: Lynn Dreidger-Enns, ECUR

Room 2060

Presenter: Ola Bakri, Educational Technology and Design, University of Saskatchewan

Title: English Language Learners Motivation to Study English and their Future Prospects to Study English

Abstract: English language is a linguafranka and many learners learn English through different ways. The most common here in Egypt is taking courses in English language centers. Those language centers have specific number of levels for learning English. I get many inquiries from students asking me about their future to continue studying English. How can they keep up the

language and hone their language skills? After a period of not practicing, they forget what they have learnt throughout the English levels. This project will highlight on students' motivation to learn English. It will mainly focus on how they can continue studying English by interviewing students as well as experts in the ESL field. This project will be a 15-minute video. Presenter:

Presenter: Margaret Plunz, ECUR, University of Saskatchewan

Title: Valuing writing experiences in the middle years: Theory and practice

Abstract: Researchers have been studying the broad field of writing for decades. Perspectives on the topic have shifted and changed. New approaches have been developed to help students learn how to write. The purpose of the project is to review current literature in order to gain a deeper understanding of what happens during the act of writing. The focus of the review is on five major areas: (1) the writing processes, (2) the writing-reading interaction, (3) the importance of early intervention for struggling writers, (4) using technology to enable student-writers, and (5) facilitating potential synergies to assist student-writers. A teacher resource book is being prepared to extend knowledge in the field of writing instruction and computer technology.

Presenter: Michele Sambrook, ECUR

Title: A Combined Online/ Face-to-Face Physics 20 Course

This project is a combined face-to-face and online Physics 20 course for both synchronous and asynchronous students. It has been created to be offered to one class face-to-face and two schools online. The majority of the students will take the class synchronously, while a small minority will watch a recording of the lesson asynchronously.

SESSION D2: Oral Presentations, Teaching and Learning Math

Chair: Gale Russell

Room 2001

Presenter: Lindsay Shaw, Curriculum Studies, University of Saskatchewan

Title: Project Based Reform Mathematics in a Grade less Classroom

As teachers we want our students to do more than learn mathematics, we want them to understand mathematics. Understanding is the deeper concept, which includes the application of the learned knowledge to other subjects and concepts. Therefore, the real focus must be an understanding of the math content, such that the students have enough understanding for the next concept, the next grade, and for life? The question continues as to how do we attain understanding? With the removal of marks and a focus on students mastering learning concepts

and constructing knowledge through a project, students can apply content knowledge to real life activities, enjoy school and feel good about themselves.

Presenter: Andrew Baetz, Educational Technology and Design, University of Saskatchewan

Title: Elementary Math Video Tutorials

Teaching math in elementary school is a challenge. In every class there is a wide range of abilities and interest. To assist the teacher and education assistant in the class, math tutorial DVD's were created to explain how to solve math problems. With the assistance of personal DVD players, students are able watch and listen to instructions individually or with partner (s) in order to listen and learn at their own pace. This allows the teacher and EA to be freed up to assist other students in need. The tutorials are screen casts and videos explaining twenty different math objectives. This project will serve as a guide to develop more tutorials to cover the entire curriculum.

Presenter: Dan Schellenberg, Educational Technology and Design

Title: iPod/iPhone Factoring Tutor

Factoring trinomials is a foundational skill required to succeed in high school mathematics, but can be a stumbling block for many students in their grade 10 year. My project is to create an iPhone/iPod application that generates an unlimited number of examples for the student, and walks them through the process of solving each example. The product will be a native iOS app, written in Objective-C using Xcode and Interface Builder

SESSION E2: Papers, Sustaining Values

Chair: Cindy Clarke, ECUR

Room 1024

Presenter: Rosalind Hardie, PhD student, Department of Educational Administration

Title: Sustainable Leadership: How Elementary School Principals Can Create a Legacy

What steps can principals take to create a legacy so that school improvement initiated during their tenure will continue to have a positive impact after their departure from the school? Principals today work in a context of rapid, adaptive change in which there is a growing demand for accountability for student learning. Principals must keep the primary focus in their school on

improving teaching and learning while ensuring the smooth operation of the school on a daily basis. This paper begins to explore some of the main elements of sustainable leadership put forward in current research and how principals can use them to provide leadership that will have a lasting impact on the future development of an elementary school.

Presenter: Michael Chartier, PhD student, Interdisciplinary Studies: Center for the Study of Cooperative & Educational Foundations University of Saskatchewan

Title: The Value of Wisdom: Supporting Co-operative Organizations through Education

Abstract: This paper argues that the foundations of successful co-operative development lie in educational practices which rely on democratic participation and creativity. The education and training which informs and guides co-operative development from grass-roots organization to federation must support and enhance the organization's adherence to the International Co-operative Alliance's seven principles. I argue that the educational theory of Alfred North Whitehead, a notable 20th century philosopher of education and metaphysics, provides a model of learning that meets the specific ideological needs of community-based collective enterprises. Through an examination of Whitehead's Rhythmic Theory of Growth and his concepts of Foresight and Wisdom, I demonstrate the suitability of his work to co-operative development by emphasizing connections between education and democratic economic participation.

Presenter: Danette Senterre, ECUR

Title: Engaging with Learning

Abstract: When grade ten students were presented with learning opportunities that were inquiry-based and community-integrated, to what extent did this affect their engagement with learning? This research was initially designed to investigate the ways in which students engage in learning, but the students' words said more about their perspective on engaging with learning. Their unique perspectives of engaging with learning will be shared in this presentation.

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SPECIAL EXHIBIT: SASKATOON ANTI-POVERTY COALITION

PHOTO-VOICE PRINT

Facilitator: Lloyd Laliberte, EFDT

Main Floor Hallway

RESEARCH POSTERS: 8:30-12:30 (noon -12:30 students present)

STUDENT LOUNGE AND/OR HALLWAY (MAIN FLOOR)

- 1) Presenter: Andrew Merryweather, EADM**

Title: Collaborative teaching

My research will be focused on the creation of a formal collaborative process in a small rural school. This process will be centered on achieving our school goal in the area of Mathematics. The staff will be divided into teams of similar grade level. These teams will then meet weekly to support each other in math. Teachers will access each other as a method of support for meeting the diverse needs of learners in our school.

- 2) Presenter: Clayton Parobec, EADM**

Title: Understanding Word Problems in Math

With the implementation of new Math curricula in the past few years, there has been a shift in philosophy from “drill and practice” to “hands-on learning”. Having experienced this change in philosophy while teaching Math to grade 7 and 8, I have observed that many students have difficulty with understanding Math word problems. Currently, a proactive action research project is being conducted in grade 8 Math to determine the effectiveness of implementing a step-by-step strategy that focuses on the process and understanding of a word problem in order to improve students’ level of success at solving math problems.

- 3) Presenter: Catherine Neumann-Boxer, EADM**

Title: Dialogue and Educational Organizations

Complex situations in the world today require dialogue ((Bohm, 1996; Mitchell & Sackney, 2000; Shields & Edwards, 2005; Wheatley, 1990; Senge, 1990). Theoretically, using dialogue in schools to “frame an issue in a common way” (Schein, 2005, p. 40) allows people to come the shared understandings necessary for building shared vision. The purpose of this study is to investigate the use of dialogue, if any, among and between teachers and leaders in schools. I hope to further the understanding of how the use of dialogue, if any, furthers constructivist ways of doing in schools and contributes to building shared vision.

- 4) Presenter: Dawn Harkness, EADM**

Title: Technology Applied to Math Journals: Improved Quality of Journal Entries

Abstract: This is a responsive action based research project involving math journaling and technology. A grade seven remedial math group consisting of 11 students is being used to determine if the use of technology will improve math journal entries. The entries will be judged on the basis of a co-constructed rubric. Samples pre and post use of technology will be collected and scored using the rubric. A comparison will be made between the two samples to determine if the quality of math journals improved after the introduction of technology.

- 5) **Presenter:** Dennis Johnson, Educational Administration, PhD program, University of Saskatchewan

Title: Indicators of success in strategic planning in Canadian higher education

The use of strategic planning has become a conventional management tool for improving organizations, regardless of type. In the post-secondary educational sector it is rare that an institution doesn't publish a strategic plan. Despite the use of common terminology to communicate goals and intentions, there is wide variation in the content and substance of planning documents. More importantly, the planning documents often do not indicate how the success of the strategic planning process will be determined.

Using document analysis, my research will examine the strategic plans from all Canadian colleges, technical institutes and universities that publish their plans online. This will potentially involve up to 265 organizations. The institutions whose documents include the measurement of success will be identified and their measures analyzed. From this group, senior managers involved in planning will be surveyed. Based on response to the surveys, a smaller group will be interviewed to provide additional data.

- 6) **Presenters :** Dr. Marie Battiste, Carmen Gillies, Kari-Dawn Wuttunee, & Jessi Gerard, AERC Name(s): Dr. Marie Battiste, Carmen Gillies, Kari-Dawn Wuttunee & Jessi Gerard

Title : The 4th R and recent adaptations

This poster will explore the current activities of the Canadian Prevention Science Cluster, a national violence prevention project funded by SSHRC. The University of Saskatchewan is one of four national hubs and is under the leadership of Dr. Marie Battiste and student researchers Carmen Gillies (Ph.D.student), Kari-Dawn Wuttunee, and Jessi Gerard (undergraduates). The poster will feature information about the cluster, the 4th R Violence Prevention Program, and recent adaptations to it, which draw from Aboriginal and antiracist perspectives, a narrative research project with teachers working

with the grade 9 4th R curriculum, and an organization scan of violence prevention programs in Saskatoon.

7) Presenter: Jean Emmerson, EPSE

Title: Mama Music: The Experiences Of Adolescent Mothers And Their Infants Making Music

Abstract: Research indicates that adolescent parenthood is linked to poverty and a cycle of future adolescent parents in poverty. High schools offering young mothers parenting classes along with traditional curricula, and daycare facilities for their children, can help break this cycle. There are several of these schools in Saskatoon, and this study will be situated in one of them. The objective of the proposed study is to explore the use of music to enhance the adolescents' feelings of wellbeing, promote their infants' social play skills, and strengthen mother-child relationships. Approximately ten adolescent mothers and their infants or toddlers will participate in this action research study over a period of ten to twelve weeks.

8) Presenter: Jamie Zepeda, Non-degree

Title of presentation: Physical Activity in the Classroom

Abstract: Students are often scheduled for their physical education classes a few times a week and often have the opportunity to run and play at recess but do they really get the necessary amount of physical activity that a child needs in a day? This study will examine the effects that an extra 15 minutes of vigorous activity in the morning can do for a group of Kindergarten students. It's been observed that students in this class are experiencing difficulty sitting and focusing during the regular calendar routine in the morning so the teacher has decided to replace calendar time with movement activities and chart the students' progress as they adjust to the change.

9) Presenter: Karen Macdonald, EADM

Title : A Case Study of the Perceptions of Invitations to Parent Engagement

Parent engagement has been a recurring topic in research for the last 30 to 40 years, yet inconsistent communication between parents and educators has been and continues to be an issue. Researchers have yet to delve into parents' and educators' perceptions of the invitations used to encourage parent engagement.

Throughout this case study, the researcher will explore the similarities and differences that exist between how educators and parents perceive the various invitations to parent engagement in schools. Parents and educators from three elementary schools will be involved in the study through surveys, focus groups, and individual interviews.

10) Presenter : Kim Sanderson, EADM

Title: Exploring the Relationship between Collaborative Learning and Intellectual Property Rights

In advanced technology industries, universities are the primary source of knowledge creation, and the collaboration necessary for basic and applied research is often carried out in networks. Little is known about how collaborative learning occurs in a network and in what way the organizational environment influences collaboration. A qualitative case study employing a constructivist paradigm is proposed for exploring the impact of intellectual property rights (IPRs) on the collaborative learning of university researchers within a biotechnology research network. Data collection will include document analysis, questionnaires and semi-structured interviews. Constant comparative analysis and concept mapping will be employed for data analysis.

11) Presenter: Leslie Martin, Educational Administration, University of Saskatchewan

Title: Differentiated Instruction and its Alignment with Post-Secondary First Nations Learners

The purpose of this research is to examine differentiated instruction and its alignment with First Nations post-secondary learners. The definition of differentiated instruction as defined by Tomlinson & Allan (2000) is a teacher reacting responsively to a learner's need. Differentiated instruction includes flexibility, effective and ongoing assessment of learner needs. Students and teachers are collaborative in learning according to readiness, interests and learning profile. The goal of differentiated instruction is one of student growth, success and students taking an active role in their learning (p.5). How do these aspects support and create a successful learning environment for First Nations post-secondary learners?

Acceptance and obstacles towards differentiated instruction and assessment will be examined as well as the alignment of differentiated instructional strategies within First Nations pedagogy.

12) Presenter: Lisa Obrigewitsch, EADM

Title : Improving self-motivation for girls in physical activity

The purpose of this project is to use action research to develop self-motivation in grade seven girls in physical education. In particular, the need for self-determination theory will be discussed as the basis for the development of the action research plan. Self-determination theory is described by Richard M. Ryan and Edward L. Deci (2000) as a need to develop motivation in students by fulfilling their needs for autonomy, competence, and relatedness. By using the theory of Ryan and Deci, a First Nations physical education unit will be developed that fulfills girl's needs for autonomy, competence, and relatedness. Girls will be assessed before and after the unit to measure levels of self-motivation.

13) Presenter: Madeline Press, EADM

Title: Transfer of Learning through Patient Simulation in Nursing Education

Simulation is used to mimic specific scenarios present in the clinical setting in order to provide students with an opportunity to practice essential nursing skills in a safe environment. There is extensive research on the confidence level of students following simulation, but very little investigation into the relationship between simulation and the transfer of learning to the clinical setting. A key aspect of scenario selection to support the transfer of learning is the creation of standardized scenarios that can be adapted to the needs of the learner, intents of the curriculum, and the environment. To effectively incorporate simulation into education for health care practice, a similar learning situation needs to be made available to the students within the health care environment for immediate application. Currently, in Canada, it is not clearly identified how much simulation can be incorporated into the curriculum of nursing education programs; that is how much is too much, and how much is not enough to support the clinical practice of nursing students. An important aspect of feedback is that it provides immediate response to the student with regards to their actions, communication, teamwork, and how it relates to patient outcomes. Feedback supports the student to reflect on practice and to internalise the new knowledge and its possible application to improve practice, in future situations. The important aspect of simulation is to provide an opportunity for students to learn from their mistakes. With guided feedback from faculty, students are encouraged to become critical thinkers through reflective thought.

Learning Objectives

1. Identify components for adaptation in simulation through using standardized scenarios
2. Define how structured feedback enhances the learning experience
3. Identify key components of simulation that support the transfer of learning from theory to practice

14) Presenter: Marc Gobeil, ECUR

Title: Facilitating Technology Integration through Teacher Collaboration and Accreditation

The poster will highlight some of the work that is being done with my 899.6 course in: Facilitating Technology Integration through Teacher Collaboration and Accreditation. This course will be a learner-directed outcome based project that will produce absent technology planning initiatives. The project and outcomes will be based on resolving current problem areas specific to the Greater Saskatoon Catholic School system in relation to its technology usages. The concept of the teacher as professional will be explored in regards to seeking accreditation and training for proper technology maintenance and management. The work throughout this course will produce the following: School Technology Plan, Lab Technology Plan, Technology Usage and Lending Policies.

15) Presenter: Maria Ameeta Monteiro, EADM

Title: Use of diagnostic assessment to change student attitudes in math

A review of literature on assessment shows that diagnostic assessment is a vital part of the learning process. The use of diagnostic assessment enables the teacher to identify the entry points of each student. This enables the teacher to then begin the learning process with a specific focus for teaching and for intervention. Research also suggests that students who have negative attitudes also perform poorly. The purpose of this study is to identify whether diagnostic assessment will help alleviate negative attitudes toward math and in turn improve performance. This study includes 27 grade six students and data will be collected through the use of a questionnaire on student attitudes toward math and a pre-test and post-test.

16) Presenter: Rob Perry, EADM

Title: Budgeting and Sensemaking: Opening New Doors of Understanding Organizations

A sensemaking perspective potentially offers valid insights into the budgeting processes of organizations, particularly public organizations, such as school systems, through the introduction of an interpretivist perspective into a traditionally positivist arena for organizational research and inquiry. In the process of sensemaking, Weick noted the essential and significant questions are how individuals/organizations construct their “sense” of things, why it is constructed (in that manner), and what are the effects of the construction. Budgeting is core administrative process in organizational existence; and understanding how organizations and people make sense of their reality is paramount to understanding the true nature and essence of social structures. Sensemaking has the potential for informing and increasing the understanding of administrative processes. When applied to budgeting process, the sensemaking perspective creates a more

complete view of the story that a budget tells and a more thorough understanding of how the budgeting story develops meaning.

17) Presenter: Sarah Loewen , EFDT

Title: Economics of Peace

This poster will explore the links between peace, economics and education. Questions such as, what is the value of peace? What is the cost of war?

18) Presenter: Teddy Bandima, EADM

Title: The role of context in the development of educational reform strategies

Abstract: Although educational reform is not something new, in recent years OECD countries and increasing numbers of emerging economies have doubled their efforts toward large-scale educational reforms. The recent wave of educational innovations have been a response to several unprecedented factors including rapid cultural and social changes, growing social, economic, and political inequalities, and desperation, anxiety, and fear of being left behind in an increasingly interconnected, interdependent and complex world. Despite all these efforts, policymakers and educators have continued to encounter significant challenges and resistances toward educational reforms at all levels, from schools, communities, school districts, states, to the federal levels. My research poster will focus on the role of context in the development of effective educational reform strategies.

LUNCH: 12:30 PM