

# ABSTRACTS 9<sup>th</sup> IERG International Conference 2014

**Date:** Thursday, July 3rd, 2014

**Name:** Julie Pretyman **Room:** 1315 **Time:** 10.15 - 12.00

**Title abstract:** Dolphins Dreaming

**Abstract:** Dolphins Dreaming is a creative arts-based journey of four sessions with whales, turtles, dolphins and rainbows as our teachers! It is for children and adults, parents, teachers and all those working with the children of the world!

Dolphins Dreaming is designed to offer children tools to use in life beyond the classroom, teachers are offered a way of teaching and parents will receive insights and perhaps a deeper understanding of their child and themselves. It is an enriching experience, enhancing creative expression, health, wellbeing and sustainability principles for all who participate and share in the group. A classroom display of children's creative expression is offered at the completion of each session.

**Category:** Art Education

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Nancy Self **Room:** 1425 **Time:** 10.15 - 12.00

**Title abstract:** Teacher Imagination Engages Student Imagination

**Abstract:** Within our technology focused world, it is important to retain perspective by engaging students in observing, questioning, and valuing the natural world as well as the one that exists upon the screen. Teachers can maintain a whole-child focus by choosing to use instructional materials and strategies that encourage imaginative thinking through hands-on experiences and peer interactions. A positive social- emotional environment, coupled with the integration of all subject areas and the arts, provides freedom for imaginative thinking and creates learning with passion.

This workshop will focus on demonstration and interactive participation with real-world objects and recyclables that teachers may use for lesson motivation, concept development, extension, evaluation, and enhanced retention in the K-4 classroom. Ideas will be explored that involve collaborative teaching and learning within the home and the school using simple, affordable materials. There are creative ways to teach and engage imagination – even when the power goes off.

**Category:** Early Childhood

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Sean Blenkinsop **Room:** 1500 **Time:** 10.15 - 12.00

**Title abstract:** Expanding the list of Eco-Imaginative tools

**Abstract:** This proposed workshop will be a co-creative mix of activity, discussion, exploration, and explanation. The goal is to, through our time together, carefully explore what we currently understand to be our eco-imaginative tools (that is, to follow and extend ecologically Egan's and Vygotsky's concept of cultural and cognitive tools, we will seek out those tools which the non-human world offers us to "assist" in the process of making sense of ourselves and the world). For example, Egan has offered us a range of somatic and sensory tools and Judson has proposed the "place-making tool". These tools will be explored and an understanding of what is meant by an eco-imaginative tool will be sought and then the workshop will continue, through a series of activities and discussions, to expand the potential pool of describable and developable eco-imaginative tools. For, as research at the Maple Ridge environmental school has

suggested, the current list is incomplete if educators are interested in taking the natural world seriously in their eco-imaginative practices.

**Category: Ecological Education**

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Molly Lawlor **Room:** 1510 **Time:** 10.15 - 12.00

**Title abstract:** Building Social and Emotional Competencies through Imagination: The Taxi Dog Program

**Abstract:** This workshop will introduce Taxi Dog ([www.taxidogedu.org](http://www.taxidogedu.org)), a newly created social and emotional learning (SEL) program that focuses on promoting social and emotional competence and well-being in children from Pre K- to 3rd grade through the use of literature, video, and puppetry. Participants will become familiar with the CASEL ([www.casel.org](http://www.casel.org)) framework for Social and Emotional Learning (SEL), along with research findings on the benefits of SEL, including prosocial behavior and academic success. Special attention will be paid to the latest research on the role of pretend play and mindfulness in the acquisition of self-regulation. Participants will develop knowledge and skills to develop caring classroom environments – the foundation for SEL. In addition, participants will become familiar with the development of perspective-taking and empathy, and how these relate to prosocial behavior.

Participating classroom teachers will be invited to implement the 9-lesson program in their classrooms and provide feedback to the program developers.

**Category: Early Childhood**

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Susan Hall & Paddy Carson **Room:** 1520 **Time:** 10.15 - 12.00

**Title abstract:** Fish Don't Climb Trees

**Abstract:** One-third of the population has a natural ability to alter their perception. They are often called 'out of the box' thinkers; they can visualise objects, scenarios, deals from angles that others cannot. Some make the Fortune 500 list, some live their learning disability label believing themselves to be functionally illiterate. This presentation will enable you to fully understand the perceptual gift they all share, the dynamics at work in our current education system; the challenges and the talents that accompany their gift.

Sue and Paddy will present the theory and then provide you with a unique hands-on experience. You will use your imaginations and a three-dimensional medium to provide meaning behind words. This experiential understanding will enable you to be part of the new paradigm in education and allow 5 million Canadians to reach their full potential and at the same time, contribute to our economic growth.

**Category: Early Childhood**

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Annabella Cant & Yearin Kim **Room:** 1600 **Time:** 10.15 - 12.00

**Title abstract:** How Imagination can inform Inclusion

**Abstract:** Inclusion is a difficult concept and an even more difficult reality. Early childhood educators and elementary teachers do struggle with "applying", "adapting", "designing" inclusion in their classrooms. Sometime, this struggle comes from the feelings of helplessness, loneliness, and lack of self-confidence.

These feelings are fueled by the lack of time, lack of resources, and mostly... stress. What if they would let go of stress? What is inclusion could morph from a struggle into a fun, imaginative, and relaxed reality? What if educators and teachers could be given the opportunity to see the beauty of inclusion without all the clouding and interfering shadows?

This workshop/presentation will walk the participants through a multitude of practical and theoretical aspects of inclusion that will try to shift some of the usual misconceptions and fears around this complex aspect of the ECCE everyday-pedagogy. It also will focus on autism, as one of the most common realities in North America.

**Category: Early Childhood**

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Eleanor Hendriks & John Ames **Room:** 1900 **Time:** 10.15 - 12.00

**Title abstract:** A stem in the stream: Communities and Urban River Recovery

**Abstract:** A STEM in the STREAM: Communities and Urban River Recovery in the 21st Century

This workshop uses the arts to educate about the interplay of ecological, social, and scientific players involved in urban stream stewardship, with a special case study of day-lighting of Still Creek, Vancouver, BC. For this interactive workshop, participants will form two main groups: (i) the urban environment with two subgroups: a) the salmon, and b) the river Eco-system supporting the salmon; (ii) the human community with three subgroups: c) conservationists who study rivers, d) industrialists, and e) citizens (general public). In these groups, participants will demonstrate, through problem-based learning, how the general public (teachers, school children, etc.) and scientists can collaboratively better understand their ecological roles in impacting rivers, and riparian organisms, and as stewards protect these fragile ecosystems. The target audiences are elementary school educators. During the workshop participants will work using several art forms to embed science learning: performing arts (gesture-movement and choreography) and visual art (story-board sequencing and community draw). The objective of this workshop is to impart elements of form through the arts to convey meaningful content in science.

**Category: Art Education, General Imaginative Teaching**

90min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Glenys Macleod **Room:** 1315 **Time:** 13.15 - 14.00

**Title abstract:** Mathematical Adventures - Reaching Beyond the Four Walls of our Classroom

**Abstract:** A mathematical adventure provides students with opportunities to explore, to wonder, to question, to research, to solve and to draw conclusions. This session examines how we can support students as they learn mathematics through experience and inquiry.

Participants will explore examples of experiential learning projects and lessons that value inclusion, creativity, diversity of talent, imagination and collaboration.

We'll see how a trip to a hardware store, a pet store, a local food bank, the zoo, a skate park, a football stadium and even a grocery store offer countless opportunities for students to develop in-depth knowledge and understanding of key mathematical concepts.

Students who learn through experience and inquiry recognize that mathematics is not a collection of unrelated facts and answers rather it is an ever-expanding adventure that reaches well beyond the four walls of our classroom.

**Category: Math**

45min. session

**Date:** Thursday, July 3rd, 2014

**Name:** Zuzana Vasko **Room:** 1425 **Time:** 13.15 - 14.00

**Title abstract:** Drawing as Means to Knowing Place

**Abstract:** Drawing as means to knowing place

Learning to draw is essentially about learning to see, and thus to notice what is worth noticing in one's surroundings, to come to know it in ways that are sensory, personal and tacit. Maxine Greene (1995) speaks of this propensity for noticing and being aware, as well as the ethical awareness these can entail, as some of the benefits of arts education. This session is about a personal exploration of becoming more intimately familiar with a place of wilderness through a year-long project of drawing its niches and details, and the narrative that resulted from that. It also considers how similar projects of drawing outside with children can bring them closer to their surroundings by engaging the sensory and the imaginative together, bringing about increased aesthetic awareness.

**Category:** Art Education

45min. session

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**Date:** Thursday, July 3rd, 2014

**Name:** Deb Carter, Susan Crichton **Room:** 1500 **Time:** 13.15 - 14.00

**Title abstract:** Practice and Flow: Imagining a Pathway to Mathematical Expertise

**Abstract:** Kelley and Kelley (2013) suggest that all of us are born creative and capable of innovative thought. Yet, throughout our formal education, we unknowingly surrender our capacity to think imaginatively in pursuit of higher grades and competing interests in academic disciplines including mathematics. Funded through a Mitacs grant, our research suggests theoretically-based skill practice environments designed by educators have the potential to foster imaginative thinking in students guiding them through a "continuity of experiences" (Dewey, 1938) informed by flow (Csikszentmihalyi, 1997). We will share examples and findings of how educators position educational software into their workflows. Regardless of technological skill level, educators create relevant content and instantly publish using Practi-Press, a web-accessed authoring tool. Students experience a learning flow while engaging in meaningful skills practice with Practi-Play. Developed with game-design thinking and available on any iOS or Android device, student complete quizzes, interact with classmates and track their performance.

**Category:** Math

45min. session

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**Date:** Thursday, July 3rd, 2014

**Name:** Anna Keefe **Room:** 1510 **Time:** 13.15 - 14.00

**Title abstract:** Imaginative Literacy Practices: Creating Opportunities for Young Readers to have Authentic Responses and Original Ideas

**Abstract:** In this 45 min. workshop we will explore multiple strategies for supporting children and youth in their imaginative interpretations of literature. Drawing from reader-response theories, arts education, and relational learning concepts, I will propose new and extended ways of thinking about literacy as an engaging social practice. For instance, we will look at ways to investigate setting and mood through a multi-sensory lens using soundscapes, visuals and movement. We may also explore multiple perspective taking through poetry, and consider dialogue and character development through physical games. In these learning models we generate a space for students to collaborate and reflect, generating authentic

realizations and original ideas as a precursor to literary discussions or written work. This workshop will draw from my previous experiences as a literacy instructor and arts educator, and from my academic work at the Harvard Graduate School of Education (2008) and University of British Columbia (Current).

**Category: Literacy**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Lisa Castaneda & Tom Swanson **Room:** 1520 **Time:** 13.15 - 14.00

**Title abstract:** Imagination, Gender and Their Importance in Perceived

**Abstract:** When we consider imaginative education it is often discussed within the context of a classroom or structured learning environment. We have done research with teens, ages 13-18, and implemented programs outside of school to explore areas of interest and topics they did not know existed. When we set out, our goal was not to focus explicitly on imagination or gender. However, the results of our interviews, interactions and our programs forced us to confront something that is largely neglected in American education. Teenagers, especially girls, have somehow lost the connection between their imaginations, interests and perceived choices; they are putting up barriers and limitations, in many cases where none exist. We explore the results of our initial interviews, share the results of follow-up research and programs designed to bring imagination and choice back to teens and discuss how others might be able to achieve similar goals.

**Category: Implementation**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Reesa Sorin **Room:** 1600 **Time:** 13.15 - 14.00

**Title abstract:** Postcards and Puppies: Engaging Children Socially, Emotionally and Imaginatively in their Learning

**Abstract:** It is widely accepted that children need to be engaged socially, emotionally, and imaginatively in the learning process to learn successfully. Two relatively new methods of engaging the imagination, from both the teachers' and the students' perspectives, are using dogs in the classroom to support literacy learning; and making and sending postcards to support learning about the environment. This presentation elaborates on two independent research projects: The Classroom Canines™ (Sorin and Lloyd) and the Postcards Across Borders project (Sorin and Stannard). Both projects sought to engage students further in their learning, by incorporating (separately) dogs and the Arts into classroom learning. Through reading and interaction with a dog, and through using visual art and storytelling to create postcards to share with students in another country, learners became more motivated, eager to learn and confident. Further, their reading skills, motivation, understanding of local and global environments and social skills were enhanced.

**Category: Early Childhood**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Todd Strong **Room:** 1900 **Time:** 13.15 - 14.00

**Title abstract:** Incorporating Games, Play, and Laughter in the Classroom

**Abstract:** Can laughter be used as an educational and diagnostic tool? Experientially based, this ninety-minute workshop gets participants up and out their chairs playing and learning games that they will be able to take back to their own classrooms. Imagine teaching grammar and language skills using fun, non-competitive activities that include everyone. Learn how games such as *In the Manner of the Adverb*, *The Three-Syllable Game*, *No No No*, *Coffeepot*, and others can be used to help students enhance their speaking, listening, and even grammar skills. Ideas on how to modify the activities for different populations will be shared. This 45 min. workshop will share ideas and activities on how to teach language skills in active, experiential ways. The games allow students to exercise their imaginations as they interact with each other in small and large groups.

**Category:** Literacy

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Ana Maria Klein **Room:** 1315 **Time:** 14.15 - 15.00

**Title abstract:** Mathematical Strategies that Kindle the Imagination of Children

**Abstract:** This presentation shares mathematical problem-solving strategies in support of creative algebraic thinking for children. The presenter will share her research and publication insights (Klein, 2014, 2013, 2012) in support of early algebraic thinking in schools. Experiential situations like *Chess for Tots* learning directionality will be explored. The strategies behind multi-step multi-layered problems for strategic problem-solving and fashioning one's life around games of chance and probability will also be presented. The author, teaching around the Common Core Standards newly implemented in the United States in 2013, builds a case around imaginative education to circumvent the otherwise repetitive and dry nature of standardized instruction. The presenter also builds a case around teacher-confidence as teacher-candidates prepare for the type of learning needed in the 21<sup>st</sup> century.

**Category:** Math

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** John Ames, Eleanor Hendriks **Room:** 1425 **Time:** 14.15 - 15.00

**Title abstract:** Drawing as Language Literacy: Federation of Canadian Artists & The Campaign for Drawing (UK)

**Abstract:** This presentation introduces an in-progress collaboration between the United Kingdom's Campaign for Drawing and Canada's Federation of Canadian Artists, advancing a province-wide "drawing as language" campaign spurring early-learner literacy in writing, reading, numeracy, and general fine arts. Drawing literacy is pivotal to early narrative sequencing and is an efficacious intervention raising literacy in both writing and reading in all learners. Such conceptual understanding in drawing as language scaffolds young learners to advance more sophisticated art forms such as story-boarding, small-scale dramas, dance choreographs, musical-plays, and illustrated short stories. Seeking subject-matter mentoring involvement from British Columbia's higher-education fine arts programs, the drawing campaign's purpose is two-fold: firstly, the campaign serves the entire community of preschoolers (ages two and up) through public spaces such as community centre 'parent and tot drop ins,' library early-literacy programs, parks, and community gardens; secondly, the campaign serves public and independent elementary schools as an efficacious intervention for general overall literacy – the long-term

developmental goal that the arts serve as form embedding quality content of higher learning.

**Category: Art Education**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Sharon Kaplan **Room:** 1500 **Time:** 14.15 - 15.00

**Title abstract:** New Technology and Creative Possibility: The Art of Bruno Munari and Nam June Paik

**Abstract:** The Kodak slide projector became a household item in the 1950s. In 1950, designer and educator Bruno Munari began creating “Direct Projections” to transform surfaces in myriad ways through the projection of original slide compositions. Xerox introduced the first commercial photocopier in 1959; in 1964, Munari began experimenting with “Original Xerographies.” The pioneering video artist Nam June Paik saw artistic possibilities in the nascent medium of broadcast television. He manipulated television signal and television sets themselves to create new forms. When Sony released the first portable video recorder in 1965, Paik began experimenting with the device. Both Munari and Paik pushed the new technologies of their age beyond their intended utilitarian functions to arrive at new democratizing forms of artistic expression. This presentation introduces the work of these two visionary artists and offers educators ideas for engaging students, fostering wonder, and deepening understanding through creative misuse of technology.

**Category: Art Education**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Koichi & Natsumi Haseyama **Room:** 1510 **Time:** 14.15 - 15.00

**Title abstract:** Imagination with Mindfulness as a Powerful Tool for L2 Literacy Development

**Abstract:** Underpinned by the need for children to *make sense* of the world to bring out their capabilities (Donaldson, 1978), scaffolded by mindfulness to their environment, this paper illustrates children’s L2 literacy development in English through imaginative exploration on socially available materials and knowledge in their private weekend EFL school in Japan. Informed by pedagogical narratives gained through engaging activities based on emergent curricula, this study discusses how young learners’ imaginative production such as sharing their own imaginative stories related to materials and knowledge available and relevant to their lives may promote the children’s learning experiences as ‘engaging’ EFL learners. This presentation illuminates how: 1) theories of young L2 learners’ *making sense* (Donaldson, 1978) of their context and Vygotsky’s inner speech (1978) empower the efficient L2 literacy curriculum designing; 2) those learners’ navigating of the real and imaginative contexts shapes their L2 literacy through sociocultural meaning-making processes (Stein, 2004).

**Category: Research**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Gail Humphries Mardirosian & Yvonne Pelletire Lewis **Room:** 1520 **Time:** 14.15 - 15.00

**Title abstract:** The Quest for Imaginative Teaching in a Changing World

**Abstract:** The presentation is entitled *The Quest for Imaginative Teaching in a Changing World*. It focuses on education’s future and the challenges of training and inspiring teachers to function optimally in a changed and changing world. The presenters (Editors of the upcoming book: *Arts Integration in*

**Education: Teachers as Agents of Change** [Intellect, Ltd.]) will highlight the book's diverse contributors—theorists, psychologists, education professors, teaching artists, classroom instructors—who offer their practiced and practical perspectives on how arts-based training and arts-integrated pedagogy can effect changes in the educational system, with the teacher as the central character in the theater of change. The discussion will emphasize how teachers, empowered with both attitude (mindset) and imaginative tools (skillset), can deliver visual- and performing arts-based instruction that integrates into their existing pedagogy; and that adheres to and goes beyond established standards to instill in students a reengagement in learning.

**Category:**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Beth Ferholt & Monica Nilsson **Room:** 1600 **Time:** 14.15 - 15.00

**Title abstract:** Playworlds and Reggio Emilia-Inspired Swedish Preschool Pedagogy: Imaginative Education in Preschool Project Work

**Abstract:** In this presentation we will present several projects that have taken place over the past year in three Swedish preschools. These preschools are inspired by approaches developed in the internationally-known preschools of Reggio Emilia, Italy and these preschools have been participating in a research project that combines their own pedagogy of *exploratory learning* with an educational activity, a form of adult-child joint play, called *playworlds*. Playworlds were originally developed by Swedish scholar Gunilla Lindqvist to study what she called the common denominator of art and play, have been further developed by Finnish scholar Pentti Hakkarainen and are based in L. S. Vygotsky's theories play and creativity. The Swedish playworld projects that we will present can be considered to be forms of Imaginative Education particularly in their incorporation of cognitive tools for mythic understanding. Through their use of these tools they demonstrate the centrality of imagination in preschool "learning."

**Category:** Early Childhood

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Mary O'Dowd **Room:** 1900 **Time:** 14.15 - 15.00

**Title abstract:** The Evil of Imaginative Education

**Abstract:** The presentation challenges the concept of imaginative education as 'a good' and indicates how imagination has, and continues to be, manipulated for nationalist and racist purposes. It considers the deliberately imagined (and engaging) founding Australian national identity (Crocodile Dundee will never be the same again). In the analysis of the imagined Australian national identity it makes links to the problems of national identity globally. The paper considers how national identity has been part of an overt and then covert curriculum to oppress and destroy cultures of difference. The paper deconstructs how imagination of the founding Australian national identity in art, literature (novels and poetry) and history has contributed to racism and cultural destruction of Indigenous people. Out of this critical analysis of the evil of imagination the paper develops a pedagogy of 'ethical imaginative national belongings' necessary in multi-cultural nation-states.

**Category:** General Imagination in Education

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Jane Cockcroft **Room:** 1315 **Time:** 15.15 - 16.00

**Title abstract:** The Story Museum: Learning Through Story

**Abstract:** The Story Museum in Oxford has a unique vision - to provide a home for the world's stories, and explore and celebrate storytelling and story in its many forms. It aims to benefit young people, and help all visitors understand why stories matter. We make sense of our world through stories and their role in nourishing the imagination is crucial to our well-being. In this context, the museum has employed imaginative learning tools that harness the power of stories and storytelling to support learning in schools. This presentation will focus on two non-formal learning projects: *Wonder Walk* and *Heritage Story Skills*. Both have revealed fascinating insights into the use of storytelling and the story form to inspire learning about local story heritage. I hope to also reveal some early outcomes from the museum's brand new exhibition *26 Characters*.

**Category:** Museum education

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Janine Hostettler Scharer **Room:** 1425 **Time:** 15.15 - 16.00

**Title abstract:** A Practical Example of Learning through Dramatic Play

**Abstract:** Vygotsky and his followers believed that make-believe play is the leading activity in preschool and kindergarten. Play-based curricula are common in Early Childhood classrooms today, but what does this look like in practice? Does it mean that children get some free play in centres between blocks of direct instruction? How could learning in a Play-Learning Environment (PLE) look like?

Based on an example I want to present how learning based on Prescribed Learning Outcomes (PLO's) is possible, even when your whole Kindergarten or Grade 1 classroom is transferred into a museum. Not only will teachers be working on their PLO's but also on imagination, creativity, social development and many other learning goals at the same time. Based on Vygotsky's theory on play I will present ways to enrich, support and foster play and learning.

This presentation relates to Imaginative Teaching and Learning as it uses one of children's favourite activities Dramatic Play and highlights how a curriculum can be applied to learning through play.

**Category:** Early Childhood

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Jennifer Stokes **Room:** 1500 **Time:** 15.15 - 16.00

**Title abstract:** Becoming a University Student: a Case Study of Imaginative Education and Enabling Pedagogy in Australia

**Abstract:** Imaginative education (IE) supports the learning needs of students in university enabling programs. In comparison to the "traditional" undergraduate, the diverse students who access these pathways are more likely to have suffered negative educational experiences resulting in 'fragile learning identities' (Gallacher et al. 2010, p.506). Students in enabling programs often have limited cultural capital, confidence and knowledge of education systems. This paper will outline IE approaches at an Australian university college implemented to develop students' ironic understanding (Egan 1997), critical literacy (Freire 1994), wellbeing (Seligman 2011) and intrinsic motivation (Deci & Ryan 1985). Academics who contextualise research as creative and critical facilitate student engagement and deep learning outcomes. By building on students' lived experience and encouraging passion for learning,

educators that adopt IE approaches 'will, in turn, help their students survive and thrive in this world and help them lead more satisfying and meaningful lives' (Donnelly 2004, p. 160).

**Category: Teaching imaginatively in university**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Karen Millam **Room:** 1510 **Time:** 15.15 - 16.00

**Title abstract:** The Review Game

**Abstract:** Our goal, as teachers of conversational English in a South Korean university setting, was to have students come away with retention and competency beyond the final exam of their "service English" courses. We had followed the usual pattern of having students use the textbook-targeted vocabulary and grammar; creating role plays with dialogs written by the students or having them give oral presentations. Although role plays can be very fun and entertaining and presentations informative, we were not sure that these types of oral exams were fully effective. We decide to go a different route.

Completed as a final exam, students created 15-minute board games, using the textbook as a springboard for developing the scope of the game. With the comprehensive language focus of the term's instructional goals (e.g. the units covered for the term) in mind, instructors adapted a game-making study activity; turning it into a final exam.

**Category: Literacy**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Anjum Razzaque **Room:** 1520 **Time:** 15.15 - 16.00

**Title abstract:** The Importance of students' National Culture on their Innovative Capacity: A Literature Review

**Abstract:** Recent research has demonstrated the need to assess the relationship between college students' imaginative capacity and the teaching effectiveness of instructors. In this paper, we critique reviewed literature, i.e. books, journals and conference proceedings, to assess a particular research focus: the relationship between the students' imaginative capacity and their national culture. So far as we can determine, this is the first paper identifying and critiquing studies attempting to establish such a relationship. Moreover, we will outline our own research strategy to explore this relationship. This conceptual framework also has various practical and theoretical implications, which are proposed in this paper.

**Category: Research**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Carolyn Bjartveit **Room:** 1600 **Time:** 15.15 - 16.00

**Title abstract:** Running with Hermes: Imagining and Traversing a Trans/Cultural Curriculum Path in the Post Secondary ECE Classroom

**Abstract:** *While running on a forest path I imagined the Greek messenger of the gods, Hermes, flying alongside – his games and tricks interrupted my progress. "Now, it is not the function of...hermeneutics to put an end to those games...its function is to keep the games in play, to awaken us to the play" (Caputo, 1987). Despite the challenges of traversing uncharted paths, I welcomed Hermes' distractions and continued to run.*

Similar to imagining alternative routes while running with Hermes, the immigrant educators I interviewed for my doctoral study veered from a dominant curriculum course and playfully exchanged cultural and challenged western ideals about pedagogy and childcare. Drawing on the work of ECE scholars and the research participants' lived experiences, I will critically consider how wild dreams, imaginings and Gadamer's (2004) notion of play (*spiel*) may contribute to our understanding of a *trans*/cultural curriculum that acknowledges diversity and the rights of all learners.

**Category: Imagination and curriculum**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Catherine Thompson **Room:** 1900 **Time:** 15.15 - 16.00

**Title abstract:** Creative and Fluid Grouping Strategies: How Formative Assessment Drives Differentiated Instruction

**Abstract:** One of the greatest challenges for teachers is to work with students who are behind, while still providing appropriate instruction for high achieving students. The purpose of this presentation is to give teachers a differentiated approach to re-teaching and enrichment. The presentation will explain how quick, short formative assessments can be used to determine which students need more specific interventions while also addressing how to appropriately organize the classroom and groups. The goal of this design is to increase intrinsic motivation and provide all students with appropriate levels of challenge and academic engagement.

**Category: Assessment**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Pam Hagen **Room:** 1315 **Time:** 16.15 - 17.00

**Title abstract:** Affect for Effect: A Critical Reflection on the role of Affect and Imagination in Learning and Teaching

**Abstract:** Egan (2005) suggests emotions and imagination are essential elements for meaningful learning: "Successful education does require some emotional involvement. . . . The best tool for doing this is the imagination" (p. xii). Yet the relationship between these two key elements of the Imaginative Education theory (IE), remains unclear. On one hand they are each vibrant elements of IE theory and yet when combined, the manner in which each element interacts with the other becomes ambiguous. This presentation will present a reflective perspective of these two psychological elements of learning as they relate to use of the IE theory. Drawing upon a review of both imagination and emotional, or affective, responses, a point of synthesis is suggested which can be applied to learning and further research thereby providing opportunity to open up use of and discussion about the IE theory further, and to aid in truly engaging learners in education.

**Category: Theory and research**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Jacqueline Ranatunga, Reesa Sorin & Ulrik Strodl **Room:** 1425 **Time:** 16.15 - 17.00

**Title abstract:** The Dreamtime and Imagination – Using Aboriginal Stories and the Arts in Teaching and Learning

**Abstract:** The Aboriginal people of Australia have a rich connection to land, country and spirit. This

comes through in their stories about the “Dreamtime”, or period of creation. Dreamtime stories are popular in Australia today and are rich sources for teaching and learning.

This 45 min. workshop draws upon the Dreamtime story of *Tiddalik*, a greedy frog with an unquenchable thirst. It explores how the story, along with arts-based methods, such: as drawing, painting, drama, movement and music, can be used to teach both curriculum subjects (such as mathematics) and general capabilities (such as social and emotional wellbeing).

This workshop is based on two action research projects, where the story form model and the arts were implemented to engage students in learning and to develop their mathematical understandings and social/emotional wellbeing. Findings from these projects will be shared with the audience.

**Category: Early childhood and Elementary level**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Satwinder Kaur Bains **Room:** 1500 **Time:** 16.15 - 17.00

**Title abstract:** Museums as Sites for Imagining our his/her Story

**Abstract:** This paper presents the findings of a qualitative analysis of Canadian student responses about how museum exhibitions and Canadian National Historic Sites can be utilized to offer education into mostly unrecorded his/herstoric education. The student participants take part in a “Tour and Try Program” visit to the Komagata Maru exhibition at the Sikh Heritage Museum, Abbotsford. The specific Komagata Maru historic event occurred a hundred years ago in local BC waters (914) and despite some media coverage and the Prime Minister’s apology on behalf of the government, it has been observed that this extremely important incident in South Asian immigrant history has not received the desired attention among school children in their education on Canadian his/herstory. During this centennial year of the event, an exhibition of pictures, documents, stories and paintings at the Museum help the students engage with this unfortunate incident, both at an educational and emotional level. The students who attend the exhibit learn and explore important information about this incident as well as the his/herstorical trajectory of South Asian immigration to the Fraser Valley. The analysis of the participants’ feedback provides an understanding about the extent to which museums act as a catalyst for education to help enhance the understanding of his/herstorical incidents among Canadian students.

**Category: Museum Education**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Anne Chodakowski **Room:** 1510 **Time:** 16.15 - 17.00

**Title abstract:** Trouble in the Land of Lingua: An Imaginative Grade Two Spelling Unit

**Abstract:** This presentation will provide participants with an overview of a four-lesson unit on spelling, and all the resources teachers need to use the unit independently. The unit introduces students to some basic spelling rules in an imaginatively engaging way. The first lesson helps students understand the differences between vowels and consonants, which is necessary for understanding and applying many spelling rules. In the second lesson, students are introduced to the magical letter “e.” The third lesson teaches the rule commonly known as “when two vowels go walking, the first one does the talking.” The fourth lesson teaches the “ed” rule, for changing present tense verbs into the past tense. The unit is set in the Land of Lingua, which is ruled by a noble queen. As the unit unfolds, students use personification, binary opposites, rhythm, role play, mystery and humor to advance the story. The unit is directed towards a grade 2/3 class. Participants who attend this session will be introduced to all the activities of

the unit, as well as be given all the resources they need to teach this unit independently to their own classes. If you are interested in learning more about children's literacy, are a teacher of children's literacy who would like to expand your repertoire of imaginative teaching strategies, or would like to teach more imaginatively but do not have time to create the needed resources, then this presentation is for you!

**Category: Literacy**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Stephanie Atkinson **Room:** 1520 **Time:** 16.15 - 17.00

**Title abstract:** An Imaginative use of a Formative Self-assessment and Feedback Tool to Encourage a Learner's Understanding within a Higher Education Context

**Abstract:** To design successfully one needs to have an enquiring, imaginative and creative mindset as well as an enjoyment and understanding of the processes involved. Students studying to become teachers of design in UK schools tend not to be the most creative designers, those who are, understandably lean towards industry rather than teaching for their careers. Recently there has been growing concern amongst researchers, educationalists and the government about poor design teaching in UK schools.

A small-scale project was carried out to test whether a new innovative, easy to use, self-assessment and feedback tool had the potential to support more effectively the development of a student teachers' understanding of designing than previous methods employed. It did prove effective for three-quarters of the sample when used during two design-and-make projects. Findings are discussed in the full paper along with the tool's potential to be used by teachers in schools and in other subject contexts.

**Category: Teaching Imaginatively in University**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Rosa Mastri **Room:** 1600 **Time:** 16.15 - 17.00

**Title abstract:** Revisiting "Paths to Deeper Understanding in an SK Classroom": The Longevity of Creative Learning

**Abstract:** Seven years ago a colleague, an SK educator, and I, an art educator, embarked on an experiment to see how we could alter our teaching to engage young students in more exploratory ways of learning. Our objective was to create an environment where students, along with their teachers, work together to construct the path that learning will take. Can young children effectively arrive at a deeper understanding and an appreciation about the world through the exploration of their own ideas and through the development of their imaginative thinking in order to construct personal meaning? Seven years later, I am plagued with a drive to understand why these same students, now in grade 6, continue to reflect upon, make connections to, and revel in their SK learning and experience of creating a large-scale project. What aspects of our pedagogical experiment engaged students' imagination and thus contributed to the longevity of their learning?

**Category: Early Childhood**

45min.

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**Date:** Thursday, July 3rd, 2014

**Name:** Miriam Torzillo **Room:** 1900 **Time:** 16.15 - 17.00

**Title abstract:** pre-recorded - Responding Imaginatively Using Dance

**Abstract:** The workshop is based on doctoral research in primary school dance pedagogy. A barrier to the implementation of dance in Australian schools is the 'crowded curriculum' and the allocation of approximately two-thirds of the school day to literacy and numeracy. As a way around this some schools and teachers have implemented arts education using an integrated approach, often inspired by an appreciation of student diversity and of multi-literacies. In one school I was asked to view children's dances used to assess their understanding of environmental issues. With very little or no understanding of dance forms or structures they found it difficult to give shape to their ideas. I was able to return to the school later to give dance workshops to students to help them prepare to make dance about other curriculum themes. This workshop will use data collected from children's reflective writing and conversations as stimulus for creating movement. Participants will work collaboratively to generate dance phrases using 'teacher friendly' improvisational structures.

**Category:** Art Education

45min. workshop

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**Date:** Thursday, July 3rd, 2014

**Name:** Azadeh Derakhshan **Room:** 1900 **Time:** 16.15 - 17.00

**Title abstract:** pre-recorded - Class-Museum

**Abstract:** Quite a few museums due to having formal and sometimes strict atmosphere are not an appropriate places for teaching students. Moreover, museums limit holding some special workshops for students, requiring quite a bit movements and irregular activities. Schools due to huge amount of curriculum, and restriction in holding scholarly field trips are not able to consider enough time to visit the museums.

Therefore, a state-of-the-art approach is crucial to teachers and museums. Class-museums is an innovative approach to fulfill the very need.

In contrast to the regular process of museums' visiting, in Class-museums some real museums' works or their model are transferred to the schools. In the meantime an effective and exhilarating atmosphere are created to hold diverse workshops.

Description of "Class-museum" as an educational approach Presenting practical experiences of authors in the aforementioned field. Presenting the drawbacks and privileges of the very experiences.

**Category:** Museum education

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Tim McHargue & Lynnette Diem **Room:** 1400 **Time:** 10.15 - 12.00

**Title abstract:** Lighting a Fire: Using the Creative Arts to Spark Personal Exploration, Collaborative Education and Community Engagement

**Abstract:** This presentation will address the concept of using creative and expressive arts in a school-based environment. We will present a survey of strategies using the artistic medium and discuss the therapeutic value that increases the ability of young persons to communicate, express a variety of issues, develop an identity and, ultimately, contribute to the greater community.

The goals of this presentation will be to:

Demonstrate a variety of uses of artistic media via student artifacts. Discuss the benefits of such approaches at personal, social and global levels. Provide a theoretical basis for such endeavors. Provide suggested activities and approaches for participants.

School-based practitioners can utilize creative expression within the context of the classroom, small and large group activities and in counseling settings. Invariably, a variety of themes emerge from the wellspring of student creativity that directly reflects students' interests, identity, and socio-emotional disposition. Deeper questions of identity and existence emerge from students' thoughts, attitudes and feelings, at the micro and macro level, and these can be explored through the imaginative use of creative expressive activities.

**Category: Imagination and curriculum**

90min. workshop

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**Date:** Friday, July 4th, 2014

**Name:** Nancy Griffith-Zahner **Room:** 1600 **Time:** 10.15 - 12.00

**Title abstract:** An Imaginative Journey To Engagement and Competence: A Student Co-Teaching Project

**Abstract:** When a cohort enters a classroom with low skills, one can't rely solely on tried and true pedagogies. Teachers may feel overwhelmed by the numerous teaching philosophies that fall in and out of fashion, and may or may not work with your particular students. Sometimes, however, an in-depth examination of these philosophies yields common threads that are of great benefit to your students.

The four areas of study which I propose to discuss are: the new BC curricula; the use of inquiry questions (through the *Network of Innovation and Inquiry*; Imaginative Education and LUCID; and the First People's Principles of Learning (published by the First Nations Education Steering Committee). A detailed examination of the principles and philosophies put forth by these documents/ideas show that their common factor involves (but is not exclusive to) holistic, reflective learning, self-reflexive language use, and personal/social awareness and responsibility.

Using *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning* (Villa, Thousand, Nevin), I constructed a student co-teaching project in my two Grade 9 French classrooms. This program applied the common elements of the four pedagogies above and increased not only the engagement and comfort level of the students, but also significantly affected their comprehension of oral, written, and spoken French: one month after commencing the program, for example, the average grade of both my Grade 9 classrooms increased by 5%. Through examination of the students' self-reflections and through one-on-one interviews, it was very clear that the student co-teaching program had a specific positive influence on the students.

My workshop will begin with an overview of the four pedagogies mentioned above, with opportunity for teacher interaction and input. We will then navigate our way through the steps of a student co-teacher project, using the cognitive tools of *role-play*, *games*, *changes in context*, and *definition of self*, as well as the LUCID transcendent qualities of *heroism*, *compassion*, and *community*. We will tie in the competencies of the new BC Curricula, concentrating on the *Personal and Social Competency (positive personal and cultural identity; personal awareness and responsibility, and social awareness and responsibility)* As well, I will show how my NOII inquiry question ("What will happen if I encourage self-efficacy and self-advocacy in the French classroom?") tied in very successfully with the concept of giving all students the chance to lead or tutor others.

My students began their Grade 9 French year as intimidated "outsiders" to French, and are ending the year as motivated French speakers, thanks in great part to the student co-teaching program. Although my data relates to secondary French students, the idea of student co-teaching is applicable to all grades and subjects.

**Category: Teaching imaginatively in high school**

90min. workshop

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**Date:** Friday, July 4th, 2014

**Name:** Paddy Carson & Reesa Sorin **Room:** 1410 **Time:** 10.15 - 11.00

**Title abstract:** The Clay's the Thing!

**Abstract:** While the majority of students are verbal conceptual thinkers, some students have a different learning style. Three Dimensional Visual Thinkers (3DVT) think “with the mental picture of concepts and ideas” (Davis, 1994). ‘Symbol Mastery’ is a process of creating a three dimensional visual picture definition of a word or concept in clay; including how it is actually spelled. This workshop is based on a study into the effect of symbol mastery on students’ learning and recall of common sight spelling words. Participants will experience “hands on” learning through the process of symbol mastery for common sight words.

**Category:** Early Childhood and Elementary.

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Erin Thrift & Robyn Long **Room:** 1420 **Time:** 10.15 - 11.00

**Title abstract:** Imaginative Understandings of Influential Psychological Constructs

**Abstract:** For the past 100 years, psychological concepts have permeated educational theory. These concepts appeal to teachers, parents, and students who accept psychological labels as the definitive science with which to understand themselves and others. As numerous (but often ignored) critics have pointed out, psychological explanations tend to be ignorant of history and offer an attenuated view of human life. Our aim in this session is to encourage educators to treat psychological concepts not as scientifically validated “facts” but rather as historically situated narratives that help us make sense of human life. Educators must be proactive in rejecting false narratives and in creating new ones. To this end, we have reimagined psychological constructs using Dr. Kieran Egan’s cognitive toolkit. We use mythic, philosophic, and ironic understandings of prevalent and influential psychological constructs that educators and students can use, share, and further generate to enhance understanding of the wonders of human behaviour.

**Category:** Theory and Research

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Soudeh Oladi **Room:** 1430 **Time:** 10.15 - 11.00

**Title abstract:** Rumi and Imagination: A Lost World in Words

**Abstract:** The 13 Century Persian philosopher-poet Rumi explores the role of passion, wisdom, and imagination in facilitating an educational experience that promotes insight and social justice and enables a transformative learning that leads to the realization of human potential. I explore how Rumi transcends his self into an uncharted territory that is filled with passion, wisdom, and intelligence in his written masterpiece the Masnavi. Rumi’s stories in the Masnavi adopt an intersubjectivist approach that recognize the social nature of people and develop voice and agency. Rumi’s engaging of imagination is evident in his use of the story-within-a-story technique. Using Rumi’s model evokes a vision of teaching and learning with many layers that encourages learners to tell their stories. By drawing on Rumi’s philosophies, storytelling can be seen as a productive model of liberatory educational practice despite efforts by the neoliberal system to keep these possibilities concealed.

**Category:** Other aspects of engaging students’ imaginations in the curriculum



45min.

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**Date:** Friday, July 4th, 2014

**Name:** Magdalena Rudkowski **Room:** 1410 **Time:** 11.15 - 12.00

**Title abstract:** Spaceships, Sharks and Star-Wars: Young Children's Lived Experiences in a Forest Program

**Abstract:** Outdoor forest programs offer quite special experiences for young children who are living in urban and suburban contexts. The trickling river, unruly landscapes, large trees, lively creatures and critters are amongst the many encounters that ignite children's curiosities. I remember my childhood as being full of encounters with the natural world, and it is those experiences that have led me to the choices I've made today.

The aim of my presentation is to take the audience on a journey through my Doctoral dissertation experience. Through my use of hermeneutic phenomenology and the mosaic approach, I explore the experiences that young children have within a forest program in British Columbia. Specifically answering the question: *How do the four-year-old children experience an outdoor forest program?* Children had the opportunity to capture their experiences through creative means of photography, book-making, drawings and conversation to express their voices. First, my presentation will emphasize the importance of outdoor forest experiences in today's tech-driven society, and digging into the benefits of such unique experiences. Next, I will expand on my methodological process I have undergone throughout my dissertation, explaining hermeneutic phenomenology (van Manen, 1990) and the Mosaic approach (Clark & Moss, 2001) of child-centered research. Lastly, the presentation will focus on providing a deep insight of their lived experiences these children experience, including themes of: fantasy play, risk and risk-taking, challenges and failures, empathy development, friendship and personal autonomy. Anecdotes, photographs and questions will be discussed to stimulate reflection of young children's 'wilderness' experiences. I will conclude by providing a hands-on example of an inspiring outdoor activity children (and adults) can engage in.

**Category:** Early Childhood

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Miyazaki Kiyotak **Room:** 1420 **Time:** 11.15 - 12.00

**Title abstract:** Egan's Recapitulation Theory Revisited: Comparison to the Socio-Cultural Theories of Development and Learning

**Abstract:** This paper discusses one implication of Egan's recapitulation theory, by comparing it with a group of theories called "socio-cultural approach", which is, like Egan's theory, influenced by Vygotsky. I will argue that Egan's theory can locate the place of adults/teachers in teaching-learning process more adequately than the "socio-cultural approach" theories. Egan's theory characterizes the development as the accumulation of cognitive tools. So children/learner are intellectually equal to adult/teacher in so far as both share the same set of cognitive tools. On the contrary, in the "socio-cultural approach" that defines learning as "participation" to "community of practice" and adult/teacher as the collaborative learner, children/learner is thought to be a novice and less able, qualitatively different from adult/teacher who is an expert and more able. It is Egan's theory, not the socio-cultural approach, that can explain why the adult/teacher can be the collaborative learner who shares the same intellectual task with children/learner.

**Category:** Theory and Research

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Orit Shimoni **Room:** 1430 **Time:** 11.15 - 12.00

**Title abstract:** The Ethics of Imagination: Linking Creative Writing with Moral Development

**Abstract:** Starting with a theoretical/philosophical analysis of creative, symbolic language as ethically superior to prescriptive language, the session will first examine this assertion for its pedagogical merit. An example of a creative-writing lesson-plan will then be provided and analysed for its ethical components, namely: **inclusiveness** of multiple skill-levels and student backgrounds, the **engagement** of students' individual imaginations, and the explicit **celebration of diversity** in outcomes of expression. With a preliminary step of personalized free-association based on one theme chosen by the teacher (to correlate with curricular context), the lesson plan asks students to compose poems, after being shown a variety of established poetic formats so as to encourage students who tend to perform poorly in more typically assessed written assignments. This same lesson plan will then be partially implemented with the participants of the workshop, as a way of experientially concretizing the concepts therein.

**Category:** Literacy

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Hartej Gill, Denise Johnson, Andrew Schofield, James Chamberlain, Stacey Sveistrup & Natalie Wai **Room:** 1430 **Time:** 13.15 - 15.00

**Title abstract:** Blurring the Boundaries between Scholarship and Practice: University – School District Partnerships for Transformative Social Justice Praxis **Abstract:** By blurring the boundaries between scholarship and practice, this presentation will provide an overview of the process involved in co-creating, implementing and researching a social justice mentorship and leadership initiative between the Educational Leadership and Administration program at the University of British Columbia and the Vancouver School District (VSB). Much of the work of this initiative was institutionalized within the structure of a university course in order to ensure its sustainability and to build capacity in social justice leadership. The research component of the course was threefold: first it involved documenting and evaluating the process of the implementation of the co-created initiative, second it investigated the capacity building potential of institutionalizing a component on mentorship as an integral part of a core course in social justice leadership and finally this research explored the value of this initiative especially with regard to mentorship and leadership for social justice. The main findings highlight the need to blur the boundaries between theory and practice, between mentorship and leadership and between universities and school communities in order to genuinely work toward transformative social justice praxis.

**Category:** Implementation, Research

90min. workshop

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**Date:** Friday, July 4th, 2014

**Name:** Patrick Pennefather **Room:** 1410 **Time:** 13.15 - 14.00

**Title abstract:** Disrupting the Same-old. Tools & Strategies to Re-Ignite the Imagination of Learners

**Abstract:** As educators, we run into similar challenges of keeping our learners persistently engaged. This teaser of an interactive presentation will provide approaches and tools to reignite learning environments that aim to engage the imagination of learners and teacher/facilitators. The 45-minute fast-paced session

will be jam packed with a practical set of tools specifically tailored to exercise the imagination no matter what discipline(s) you teach within. The Disruptive Toolbox is a collection of must have tools from the disciplines of comedic improvisation, music, clown, and creative writing.

**Category: Teaching imaginatively in university**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Victor N. Kobayashi **Room:** 1420 **Time:** 13.15 - 14.00

**Title abstract:** The Reconciliation of Imaginations in Peace Education

**Abstract:** Playing with abstract ideas such as theoretical constructs and categories while adjusting them to the immediately “practical” is imagination in intelligent action. The creative dynamics include calibration, for freshly imagined abstractions and past practices are incongruent and resolution occurs in sudden insights, leaps in imagination. Learning is personal and the connections an individual student makes is not identical to that of both teacher and fellow students; learning to articulate imagined associations and communicate them with others is desirable, while enjoying the freedom to imagine within a learning community. “Peace education” is used here as an important example of the complexity of imaginative teaching at various levels of schooling, that includes the consideration of how education differs from indoctrination in the ecology of minds.

**Category: Theory and Research**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Rachel Champion **Room:** 1430 **Time:** 13.15 - 14.00

**Title abstract:** Cultivating Creativity – ‘An Australian High School Experience with Learning in Depth’

**Abstract:** Trinity Grammar School is an Independent Anglican School for boys in Melbourne, Australia.

The School is in the first year of its ‘Learning in Depth’ program based on Kieran Egan’s ideas

(<http://www.ierg.net/LiD/>). The presenter, Rachel Champion, is part of a team of teachers who have randomly allocated their Year 7 students (aged 12-13 years) a topic which they will explore throughout their secondary schooling in a variety of exciting and creative ways. This presentation will share how and why the program was implemented, the difficulties faced, the successes, and the road ahead for imagination in education at the School.

**Category: Implementation**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Daniela Elza **Room:** 1600 **Time:** 13.15 - 14.00

**Title abstract:** Through the Poetry of the World: Toward an Ecology of Being

**Abstract:** “Each thing attentively pondered,” says David Abram, “gathers our senses in a unique way.”

What is more, Gaston Bachelard (1969) suggests that “under the pen, the anatomy of syllables slowly unfolds. The word lives syllable by syllable, in danger of internal reveries.” In the only surviving record of Virginia Woolf’s voice (1937) she says: “It is words that are to blame. They are the wildest, freest, most irresponsible, most unteachable of all things. Of course, you can catch them and sort them and place them in alphabetical order in dictionaries. But words do not live in dictionaries; they live in the mind.”

In this presentation I would like to shine the light on *reverie*, a state of mind and being we do not have much time for, but is instrumental in our growth and learning and passions. I will use poetic reverie as an example since that is a reverie with intention, the intention of being written. Also I would like to move the participants to a wider understanding and application of poetic reverie and the development of a poetic consciousness. To a suggestion that we do not all have to write verse, but we all have to live poetically, and from there to a pedagogy of the imagination.

**Category: Literacy**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Linda Cordes **Room:** 1410 **Time:** 14.15 - 15.00

**Title abstract:** Reframing: The Super Solution Tool from RED Hot Teaching

**Abstract:** Imagine your dream class in your dream school. Eager students explore rigorous concepts and collaborate as they conduct self-designed, creative research projects. Ah, wouldn't it be nice if... "Yeah, but..." You hear that nagging reminder of what you "know" is true. That will never happen, not these kids, this school, this district.

RED Hot Teaching is a system of 21 tools educators use to move beyond overwhelming negative thinking that stands in the way of creating ideal learning in ideal classrooms. Teachers choose **The Reframing Tool** to transform crippling "yeah but" blocks into empowering "what if" opportunities. In this session you will learn when and how to use The Reframing Tool to create and align thinking that matches the desired paradigm shifts in educational theory and practice.

**Category: Elementary and high-school teaching**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Ann Havig Reich **Room:** 1420 **Time:** 14.15 - 15.00

**Title abstract:** Socialization and Research Via Wikis

**Abstract:** Online and hybrid-course educators must ride the ever-moving wave of contemporary challenges and trends in online, higher education. Among the most recent debates is an argument I have been championing: that wikis are a viable mode of research and even socialization and study within a course or department. Wikis can feature links, research choices, debates, discussions, and general sharing as well as pop into more social sections of the wiki. Videos, podcasts, photos, and other illustrations can also be used in wikis. We also can't ignore the needs and desires of students who attend hybrid schools who may be too busy or live too far from the onsite campus to engage in socialization. An instructor-created wiki can create a student lounge or specialty "rooms" for parents, sports fans, and gamers. Wikis offer viable help and support for most undergraduate students.

**Category: Theory and Research**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Mahboubeh Asgari **Room:** 1430 **Time:** 14.15 - 15.00

**Title abstract:** Engaged Philosophical Inquiry: A Pedagogical Approach to Imaginative, Caring, and Critical Thinking

**Abstract:** The aim of this workshop is to present a practical example of an *engaged philosophical community of inquiry* and provide an opportunity for the participants to experience the stages involved in facilitating such a community (presenting a stimulus such as a storybook, formulating questions, dialoguing about the questions, etc.). Engaged Philosophical Inquiry (EPI) is a dialogical, inquiry-based pedagogy utilised within the Philosophy for Children (P4C) program, originally developed by the philosopher Matthew Lipman. In such a community of inquiry, children have the opportunity to think, imagine, reflect, and reason together through exploring questions such as 'Who is a friend?', 'What does it mean to be 'courageous'?', 'What does it mean to be 'just'?' and the like. Through dialogue, children acquire the tools and communicative practice to think for themselves while they empathically understand differences and imagine alternative perspectives, i.e. to understand the other doesn't necessarily need to agree; however, they might still value the others' point of view. Research has shown that using engaged philosophical inquiry as a pedagogical approach positively impacts children's *critical thinking* (Lim, 2006; Daniel et al, 2005; Laverty & Gregory, 2007; Golding, 2011; Daniel & Gagnon, 2012), *social and emotional competence* (Daniel et al., 2000; Topping and Trickey, 2004; Daniel, 2006; Fisher, 2007, Sharp, 2009; Lyle & Thomas-Williams, 2012), *empathy* (Schertz, 2007), *academic achievement* (Lim, 2006; Fisher, 2007), *motivation* and *self-efficacy* (Stanley and Bowkett, 2004, Fisher 2007), and *cognitive abilities* (Lipman, 1998; Fisher, 2007; Lyle & Thomas-Williams, 2012).

This workshop is beneficial for: teachers of any school subject matter (or teachers-to-be) and educators who would like to create a learning environment that supports democratic inquiry and collaborative thinking; philosophy students who are keen to realize the deep and practical value of their discipline; those in clinical psychology and social work where dialogue plays a central role; and parents to recognize the depth of their children's questions and how to cultivate an engaged dialogue around values and meanings in their homes.

**Category: Elementary**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Brandon Hendrickson **Room:** 1600 **Time:** 14.15 - 15.00

**Title abstract:** How to Talk IE (to Someone Who Only Wants to Hear 'Brain Science'): Imaginative Education as Human Education

**Abstract:** "Brain-based learning" and "rich liberal arts curriculum" are typically viewed as mutually exclusive, but they needn't be! Imaginative Education can be the bridge between them — one that teachers have been looking for.

IE's brilliant centerpiece — "cognitive toolkits" — can be downright tricky to explain. This presentation explores a new method of explaining IE: Imaginative Education as Brain Science. This method may make a more intuitive sense to people hearing about IE for the first time, and also help convey some of the gusto and zeal that many of us have for it.

This method is grounded in a new branch of cognitive psychology that integrates emotions and cognition, and paints a picture of human nature that is much fuller than the older "human as thinker" model on which most contemporary learning theories are based.

By learning to speak "brain science," we can show that Imaginative Education is a commonsense solution to some of the problems that daily vexes teachers, principals, and policy makers.

**Category: Imagination and Curriculum**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Emily Sadowski **Room:** 1400 **Time:** 15.15 - 16.00

**Title abstract:** Nurturing the Imaginative Self: Introducing a Pedagogy for Intuition

**Abstract:** Intuition, the non-rational, knowing sense, is a natural ally of imaginative education and the transformation of education that imaginative education calls for. Like imagination, intuition is engaged with potential – that which is possible but not yet manifest – and extends the ways we make sense of our world.

This workshop will 1) present a theoretical framework for thinking about intuition, 2) outline some features of a pedagogy for intuition, and 3) consider connections and distinctions between intuition and imaginative education.

We'll begin by looking at various ways intuition has been defined and taken up by educators, settling on a definition that recognizes mythology and symbolic consciousness as realms of ordinary experience. We will then explore an embodied pedagogy for intuitive development; one that involves both letting go & paying attention, and requires relaxing the 'inner censor'. Finally, we will explore the role for intuition in supporting imaginative education.

**Category: Imaginative Teaching**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Hafiz Printer **Room:** 1410 **Time:** 15.15 - 16.00

**Title abstract:** Board with Trivia: Shifting from the Using Trivia to Board Games for a More Experiential Classroom

**Abstract:** Teachers often use trivia games at the end units as a fun form of review and assessment. Though these games may be fun and engaging they only require students to regurgitate dates, terms, and names to questions that generally tend to require lower level thinking. This begs the question, is learning really taking place? Indeed, learning should be engaging and fun, but it should also be experiential. For this, teachers should consider alternative forms of review/assessment games – specifically non - trivia based board games. Through my own experience using trivia and creating an end of unit board game I have found a dramatic difference in the quality, richness and depth of students' understanding of the unit when using the latter over the former. I believe this difference is rooted in students experiencing the material through taking on a role, making decisions during the game and working with/responding to others playing the game.

**Category: Imagination and Curriculum**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Gad Alexander **Room:** 1420 **Time:** 15.15 - 16.00

**Title abstract:** What can IE Proponents Learn from Conceptions and Research Findings on Creativity?

**Abstract:** The relationship between imagination and creativity depends on ones definitions of the two. Imagination is often seen as the vital force that enables creative ideas to immerge. This quality is related to the ability of the imagination to turn the possible into the real. Creativity usually refers to a large spectrum of behaviors attitudes feelings and thinking that end with an original and valuable product and can be measured or evaluated. Although creativity researcher tend to focus on intentions and products they are also investigating the creative potential of outstanding or common people and research the preconditions for and the qualities of the process that leads to creative results. Although the two terms are related and can be seen as conceptual family relatives there research traditions have been mostly

separate. Creativity researchers who usually have a cognitive psychology background are only rarely familiar with efforts to understand and define imagination and vice versa. Possible reasons for this gap will be suggested but the focus of the talk will be on some repeated findings that creativity researchers tend to agree on. We can mention here the need for intrinsic motivation and the harmful influence of external constraints and reinforcements on creative dispositions and achievement, the pretty wide consensus that creativity may be content specific although there is a way to discover some general creative qualities and the growing awareness that creative success depends not only on one or two exceptional individuals but on some kind of wider collaboration that occurs within an inviting and appreciative socio- cultural context. These and some other more specific findings of more than 60 years of research on creativity may have several implications for IE supporters.

Research results cannot and should not be mechanically transferred from the lab or the field to the classroom or from one special area of study to another even if the two are intertwined and related in many ways. This means that a careful examination of what one can learn from the accumulated evidence on creative behavior should be based on an awareness to the differences between the realm of creativity and our current understanding of the imagination and the experiences that IE calls for. However such a comparison should not necessarily be a bad idea and it can offer one additional way to expand our view of what is needed in IE and how one can proceed practicing it in a creative way.

**Category: Theory and Research**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Muhammad Kamran **Room:** 1430 **Time:** 15.15 - 16.00

**Title abstract:** The Role of Internet in the Teaching and Promotion of Imagination in Pakistani Literature

**Abstract:** Role of Internet and Imagination in the Teaching of Pakistani Literature

Future of language and literature teaching, Internet culture, problems and possibilities, magic of imagination

Pakistani literature has left deep impression on the scenario of literary, social and civil renderings of South Asia.

Urdu is the national language of Pakistan.

It is an international communicative language and Lingua Franca. It has the ability to express human feelings with colorful imagery. Our new generation has opened its eyes in the lap of computer. Progress in computer world has deep effects on social, economic, literary and political life. As far as teaching of literature is concerned with the role of Internet, developed countries are taking this matter seriously. They teach students poetry with the help of computer. Different lessons provided on computer have lightened the way of imagination. Computer teaches the way of expression. Fields of language and literature in Pakistan should know the reality that computers have now become the necessary part of our life. That's why we have to quest for new ways and new contingents in teaching of prose and verse. In my research paper, I will highlight the point that Internet, popular social networking sites and computer education are playing a positive role regarding cultivation of a progressive, liberal and balanced social structure in Pakistan.

**Category: Literacy**

45min.

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**Date:** Friday, July 4th, 2014

**Name:** Robert Mccarter **Room:** 1600 **Time:** 15.15 - 16.00

**Title abstract:** SciCo Science

**Abstract:** Web based computer activities and simulations are used to teach **science concepts**. Students become employees of **Science Corporation**, they are given an office and are tasked to solve a variety of problems. As the students solve puzzles they are actively engaged in their own learning, earn virtual cash, and are given immediate feedback on their answers. Short videos are used to illustrate important ideas and computer simulations mimic laboratory procedures. SciCo teaches science without textbooks or tests. At present, SciCo is experimental but the eventual goal is to bring quality Science education to anyone who has access to the internet and wants to learn.

**Category: Science Education**

45min.

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