

10th IERG International Conference 2015

ABSTRACTS

FRIDAY, JULY 3rd, 2015

INTERNATIONAL CONFERENCE

ON IMAGINATION
AND EDUCATION

VANCOUVER

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THE IMAGINATIVE EDUCATION RESEARCH GROUP

40-MINUTE SESSIONS

Date: Friday, July 3rd, 2015

Name: Dr. Gadi Alexander

Room: 1400

Time: 10.20 – 11.00

Title abstract: Does IE change in translation? The reframing of IE in different cultures

Abstract: One of the mysteries in transferring an educational idea from one institution to another and from one country to another is linked to the question if (like Heraclitus' river) it remains the same? In our context we can wonder what changes should be made in IE once it is exported from one local to another or how does a specific situation dictate a certain kind of IE?

Category: Theory and Research

Date: Friday, July 3rd, 2015

Name: Cary Campbell

Room: 1410

Time: 10.20 – 11.00

Title abstract: Educating Openness

Abstract: Applying Umberto Eco's poetics of openness and a semiotic world view to the education of interpretation. The aesthetics of artistic openness, as formulated by Umberto Eco in his 1962 book "The Open Work", has already been useful and applicable to a study of mass forms of communication and the phenomenon of 'mass art'. I propose that this poetics of openness be applied to educational practice. The consumption of forms, whether through popular culture, advertising or art, has been relatively neglected by mainstream education. Students should be critical of their education and the culture they absorb and be encouraged to question the institutions that shape their minds. This involves recognizing when a work or belief system is 'closed', that is a work that attempts to dictate a univocal meaning that expects a predetermined response from a generic/average reader. And in the same way recognize how the media we consume may dictate a closed perspective that encourages passive consumption. In order to properly address the interpretative process we must examine the Peircean concept of unlimited semiosis. Through a recognition of the inferential nature of signs we realize that every sign is a matter of interpretation that demands the active participation of the reader. I am

offering this poetics of openness not as a system of education, but as an educational value; encouraging both educators and students to bring a perspective of critical openness to all the communication systems they participate in. What I am proposing is in part a critical consumer education, one that encompasses art appreciation with a critical analysis of mass culture.

Category: Imaginative education

Date: Friday, July 3rd, 2015

Name: Lisa Castaneda, Chelsea LeValley **Room:** 1420 **Time:** 10.20 – 11.00

Title abstract: Dramatic Arts Integration in the Classroom: How dramatic arts techniques engage the creative imagination of students.

Abstract: Our presentation is designed to offer a variety of strategies using drama-based pedagogy to help students embody concepts and material through imaginative teaching, particularly at the early childhood and elementary level. We will present multiple ways to incorporate dramatic arts into a number of different classrooms with students, ranging from pre-K to 6th grade, which we have used with several schools in the greater Seattle area. Research has demonstrated that dramatic arts have a positive effect on achievement in various domains, attitudes towards achievement, creativity and collaboration. Dramatic arts pedagogy has been found to be an effective instructional approach for teachers in the pre-K through college classroom (Lee, 2015). We intend to provide practical ways to implement this pedagogy into the classroom by focusing on the adaptation of dramatic arts curriculum for the activation of the student imagination. We will provide hands-on examples of exercises, visual and practical demonstrations of integration points, transferable resources, and opportunities for further research and discussion. We are inspired by the work IERG does and firmly believe that integrating creative work into the classroom is essential for helping students to reach their potential. Through our presentation, teachers will be exposed to techniques to help their students access the material, in a creative and imaginative way, using both text and non-text based examples. We hope to connect teachers with resources they might be able to use after the conference to integrate dramatic arts into their classroom.

Category: General Imagination in Education

Date: Friday, July 3rd, 2015

Name: Melissa Kumar

Room: 1430

Time: 10.20 – 11.00

Title Abstract: Making up strategies and Doing it my way

Abstract: A driving factor for students' engagement in mathematics are the goals they appropriate through participation in mathematics as a social and cultural practice. Using my dissertation data collected in a 3rd grade classroom (n=27) over the 2013-2014 school year, I will focus on the goal of "agency and creativity", one of seven positive goals for problem solving that I argue are essential to become a strong mathematician. I will report on students' rated importance and explanation of the goal of "agency and creativity", as well as how context affected their ratings and explanations (group work, challenge problems). I will discuss how this goal relates to the U.S. standards and descriptions of mathematicians, and implications for how students might be supported in appropriating the positive goal of "agency and creativity" in their mathematics practice.

Category: Math education

Date: Friday, July 3rd, 2015

Name: Kathleen Ellwood

Room: 1500

Time: 10.20 – 11.00

Title abstract: Implementing Imagination in an Unimaginative System: One American Public School's Learning in Depth Journey

Abstract: Education and imagination are at great odds with one another in the current American political climate. Learn how Irvington School, a Kindergarten through grade 8 urban school in Portland, Oregon, adopted the Learning in Depth Program to combat the effects of standardized testing and standards. LiD was offered as an extracurricular option to all grade levels, and imagination was required to creatively implement the program without putting additional strain on classroom teachers. What was envisioned as a small pilot program blossomed to include 30% of the student population across all grade levels. Join us as we share different components we added to LiD to make it successful in an American public school and discuss the positive effect it is having on our school culture and community.

Category: Implementing imaginative education program

Date: Friday, July 3rd, 2015

Name: Pamela Hagen

Room: 1400

Time: 11.20 – 12.00

Title: A Critical Perspective of the Relationship between Emotion and Cognition

Abstract: A key aspect of the Imaginative Education theory is the use of emotions. Egan (2005) sees emotions as being tied with our memories, and much of education appears to be about the memorisation of knowledge. Yet the emotive element of education appears to get demoted in favour of a fact based or cognitive approach to knowledge acquisition. Why? There appears to be ample research illustrating the importance of considering an affective approach to education, however recognition and valuing of active inclusion of emotions in practice appears to be weak. Rather there appears to be a drive for acquiring information as an end product with little consideration of the process in which the knowledge is acquired. This presentation will examine some important questions regarding the relationship between emotion and cognition as part of an educational conversation that hopes to open some shutters surrounding consideration of the use of emotions in learning.

Category: Theory and Research

Date: Friday, July 3rd, 2015

Name: Thea Rutherford

Room: 1410

Time: 11.20 – 12.00

Title abstract: Wandering into Imagination: Walking for Reflection and Time Suspension throughout the School Day.

Abstract: Imagine the class after class succession of a busy school day creatively interrupted by something as simple and uplifting as a walk. In "Wandering into Imagination", I propose the pedagogical response of wandering to the need of students to absorb their learning. Given nothing but a time frame and a guideline to allow the ideas of the lesson to mingle freely with their own thoughts, students are sent out into a selected environment to walk through their thinking, thus giving them the opportunity to control the pace of their learning as they allow what they have just experienced in the classroom to penetrate. The proposed workshop is an introduction to this pedagogical method through a 30 min. presentation, followed by a 30 min. wandering expedition through Gas Town, and a 30 min. participant sharing about the experience in relation to mindfulness in learning.

Category: Imagination and Mindfulness

Date: Friday, July 3rd, 2015

Name: Mónica García Pelayo

Room: 1420

Time: 11.20 – 12.00

Title abstract: Imagine, Create, and Construct Knowledge

Abstract: This paper is based on progress in research conducted among students of the bachelors programs in Educational Psychology and Pedagogy at Mexico's National University of Education Sciences (UPN). The investigation is along the lines of the educational strategy titled Creating Narratives of Digital Fiction, where groups of students take a given educational content to fulfill a task of creating a fictional narrative produced with the aid of their cellular phones, and later present the final product to the whole class. The research demonstrates how students may simultaneously construct knowledge while discovering their imaginative capacity via creation of fictional narratives derived from the educational contents in their subject matter.

Category: Teaching imaginatively at university

Date: Friday, July 3rd, 2015

Name: Beverley Bunker

Room: 1430

Time: 11.20 – 12.00

Title: Imagination in Cross-Curricular Inquiry

Abstract: Elementary school students are naturally curious about the world around them. They think beyond the possible and ask big questions. Most of these questions are inherently cross-curricular and yet, we often compartmentalize learning into subject areas. Critical, creative, and collaborative inquiry (C3I) can help build learners' capacity to engage in good quality thinking on any topic or theme and can cross traditional curricular boundaries; it also provides the flexibility to pose and pursue questions that are emotionally engaging for learners. This rethinking of our approach to curriculum allows us to personalize student inquiry so it better nurtures young learners' imaginations and builds content knowledge through competencies. In this session, I will share a C3I resource on homelessness as an example of how we might reinterpret curriculum to engage students' creativity and imaginations through cross-curricular inquiry at the elementary level.

Category: Teaching Imaginatively at the Elementary Level

Date: Friday, July 3rd, 2015 **Name:** Linda Holmes, Ryan Hughes & David Futter
Room: 1500 **Time:** 11.20 – 12.00

Title abstract: What is the role of teachers in Learning in Depth, LiD?

Abstract: This project examines the development and importance of the teacher's role in Learning in Depth. The goal is to discover ways in which the teacher's best practices enhance student learning, ownership of topic and encourage student self-directed study. This has been done over six years, examining LiD in more than 50 classrooms (K – 9) and by one active research project. This project upon examination of classroom visits, discussions with teachers, administrators, students and parents, highlights the teachers' role as crucial to the success of LiD programs. This project provides valuable information regarding the teachers' role in LiD as well as the value that students and parents garner through teachers' being role models. This project finds that most teachers of LiD classes find increased satisfaction in their teaching practices and higher student engagement.

Category: Implementing Imaginative Education Program

Name: Lee Beavington & Lucie Gagne **Room:** 1400 **Time:** 13.20 – 14.00

Title abstract: Transformative Learning in the Amazon Field School

Abstract: Imagine floating down the Amazon River with a group of students in search of pink dolphins. You'll soon return to your bed in Calanoa Jungle Lodge, to fall asleep amid the symphony of the rainforest. This is the pedagogy of KPU's Interdisciplinary Amazon Field School, whose core mandate integrates experiential learning, mentorship, personal growth, and reflective scholarship. How does such a program, focused on process over content, operate within a university setting? In allowing for stillness, regular reflection, encouraging deep discussion, and learning to ask the questions that matter, students can articulate and pursue their academic passions. But how can you assess transformative learning? Or does systematic measurement, even through a formative lens, hinder a student's journey? Imagination plays a key element, as the Colombian culture, both in Bogota and the Amazon, opens students to fresh forms of scholarship, storytelling, and perspectives on the integration of nature and society.

Category: Imagination and Mindfulness

Date: Friday, July 3rd, 2015

Name: Michael Lockett

Room: 1410

Time: 13.20 – 14.00

Title abstract: The aesthetic and the analogical: A curricular inquiry

Abstract: Analogical thinking is of paramount importance in disciplines ranging from theoretical sciences to poetics and much research has been conducted on the role metaphor plays in our modelling; however, little research has been conducted on how we learn to think analogically and how we come to create metaphors. This presentation shares findings from a recent SSHRC-funded study on the intersections amongst curricular experience, aesthetic inquiry, and analogical thought. To investigate formative curricular experiences in relation to metaphoric skill and awareness, the project drew from Zwicky's (2008; 2001) philosophical work and a series of semi-structured interviews with a cohort of Canadian writers renowned for provocative metaphoric play (Author, 2013). Audio and textual excerpts from the interviews are interwoven throughout the presentation, according to their connections with the discourse at hand.

Category: Imagination and Curriculum; Aesthetic Education

Date: Friday, July 3rd, 2015

Name: Belinda Mendelowitz

Room: 1420

Time: 13.20 – 14.00

Title abstract: Conceptualizing the critical imagination in teacher language education

Abstract: Conceptualizing the critical imagination: Imagination in educational discourses is frequently conceptualized as the binary opposite of rigorous intellect and critical thinking. This is particularly the case in higher education where students are expected to master academic discourse. At the undergraduate level, training in academic discourse focuses on the traditional academic essay genre, which frequently operates as apprenticeship into compliance, conformity and silence. This narrow view of academic discourses places teacher language educators in a precarious position, working to produce imaginative language teachers in institutions that marginalize imagination and creativity. In this paper, I argue that the marginalization of imagination in the genre of academic writing is based on a flawed conceptualization of imagination. I make an argument to go beyond binaries of imagination and critical thinking through a combination of theoretical synthesis and empirical

data analysis. The theoretical springboard of this paper is Vygotsky's conceptualization of imagination as being closely connected to intellectual development and higher-level thinking (2004). Links are then explored between Vygotsky's work and contemporary scholarship on the critical imagination.

Category: Teaching imaginatively in university

Date: Friday, July 3rd, 2015

Name: Diana R Cantor **Room:** 1430 **Time:** 13.20 – 14.00

Title abstract: Voice In Community, A Somatic Arts Inquiry

Abstract: In this workshop, teachers will see how a Reflective Inquiry Model from New Zealand was used to create a Somatic Arts Inquiry Unit including the curricular areas of Social Studies, Language Arts, Visual Art and Drama. The unit called "Voice and Community" explores the concept of voice to express oneself to create change. The intent of this inquiry model and embodied learning framework was for students to have a deeper somatic and aesthetic understanding of the issues studied such as how different government systems allow for rights and freedoms and the consequences of speaking out in challenging times. Drama work in voice and expression developed student's somatic understanding of the thoughts, feelings and emotions of people all over the world who struggle to be heard and have a voice. Students expressed their learning about world governments and current events in play-building, and three dimensional art collages. Through movement, the students felt these stories in their bodies, and in turn they stirred emotions in others through the sharing of visual arts, words, poetry and drama.

Category: Teaching Imaginatively in Elementary

Date: Friday, July 3rd, 2015

Name: Dan Laitch & Annabella Cant **Room:** 1500 **Time:** 13.20 – 14.00

Title: Implementing Learning in Depth: A multi-site case study

Abstract: This study looked at educator experiences related to implementation of the Learning in Depth, or LiD, program in schools in three districts in the lower mainland of British Columbia. Data focusing on teachers' experiences

implementing the LiD program was collected through a series of focus groups. Facilitators and barriers to implementation were identified and will be shared with participants, who will engage in a broad dialogue regarding ways to facilitate and improve program implementation.

Category: Implementing Imaginative Education Program

Date: Friday, July 3rd, 2015

Name: Zuzana Vasko

Room: 1410

Time: 14.20 – 15.00

Title abstract: Receptiveness as re-enchantment of the natural world

Abstract: Theologian Catherine Pickstock (1997) proposes that rather than view individual phenomena in our world (a tree, for example) as a given, we might view them in the mood of a gift. Working from a different spiritual framework, Chickasaw poet Linda Hogan (1995) makes a similar suggestion - that we learn ways to accept gifts from earth and sky, and acknowledge their generosity. The idea of being receptive to, and cherishing, such gifts makes possible wide-reaching ramifications on how we might relate to nature in a way that shifts from the commonly held view that much in the world is ours to analyze, manipulate and consume. This paradigm shift is in essence a matter of *imagining* our relationship to the natural world in way that assumes receptiveness rather than domination. This session considers how such an endeavor might be engendered in ecological education.

Category: Ecological Education

Date: Friday, July 3rd, 2015

Name: John O'Rourke

Room: 1420

Time: 14.20 – 15.00

Title abstract: The interactive wall: New ideas for delivering content to on-line university students.

Abstract: Online delivery of curriculum material by universities is becoming both the expectation of administrators and the preferred medium for time-poor, digital-savvy students. For university lecturers delivering content in an online space is challenging; particularly, when trying to provide transformative learning

experiences. Staff at Edith Cowan University, developed the *interactive wall*, as a means of moving away from existing presentation formats towards a more interactive and reflective experience for students. In this presentation, the development and delivery of an online lecture format using a combination of video, text and interactive cell technology (focused on the education of students with disability in inclusive classrooms) is presented. Additionally, results from a pilot study will be discussed, that highlighted that 159 3rd year pre-service teachers were overwhelmingly in favor of its use, compared to traditional face-to-face lectures. Ease of access and capacity to delivery meaningful content were considered strengths of this approach.

Category: Teaching imaginatively at university

Date: Friday, July 3rd, 2015

Name: Parmis Aslanimehr

Room: 1430

Time: 14.20 – 15.00

Title: Creatively Coping with the Struggle of Adjusting to Life in Canada.

Abstract: The lives of immigrant children of newcomer families are marked by dramatic adjustments due to difficulties with language, family dislocation, and culture shock. Adjusting to the debris of resettlement forces the family to become innovative in culturally redefining their living conditions. Creative expression activities have been recognized as a useful way to work with migrant children in constructing meaning, structuring identity, working through losses and reestablishing social ties. Through engaging children in discourse about the experience of life in Canada, a Community of Inquiry (CoI) method derived from the 'Philosophy for Children' initiative of Matthew Lipman, can shed light on the experience of childhood that has been interrupted as a result of immigration. The imagination carries a certain power of not only creating possibilities for the future, but also using past experiences to construct alternative possibilities in problematic situations. Therefore, a Community of Inquiry can enrich creative thinking, which can encourage children to explore, clarify and acquire meaning from the avalanche of their present struggles. Engaging children in philosophical inquiry can bridge understanding between teachers and immigrant children, and grant such children of the opportunity to celebrate their past and envision a hopeful future.

Category: Other aspects of engaging students' imaginations

Date: Friday, July 3rd, 2015

Name: Bastiaan Van den Berg **Room:** 1500 **Time:** 14.20 – 15.00

Title abstract: Imagination, interaction and imaginative reflection as crucial capacities for learners in primary schools to make sense to religious stories

Abstract: I should like to give a presentation about some of the results of my Ph-D research project about sense making by learners of primary schools to religious stories in an interactive learning environment. (2008-2013). When I got the opportunity to start a research project at the Marnix Academy in 2008 [Teacher Training College, Utrecht, The Netherlands], I started a research project around the question: *What are the effects of capturing the imagination in an interactive learning environment on pupils in primary schools on their capacity to make sense individually and together to religious stories?* In order to design a theoretical framework I focused on some key concepts, like: *metaphorical sensitivity, dialogical responsiveness, productive imagination and creative interpretation.* Egan discovered the capacity of imagination as a key agent for human beings to experience the world around, within and beyond them. Like one of his pupils Marc Fettes says: *"Imagination, in the way we have come to think of it, is what enables people to see (and hear and feel) beyond the visible world, the world as it is 'given' by experience. It is the same capacity that underlies our use of words and other symbols to reflect back, magnify and extend various aspects of this vision. As such, it is fundamental to our becoming fully human. Where imagination has died, education cannot live."* (Fettes, 2000).

Category: Teaching imaginatively at university

Date: Friday, July 3rd, 2015

Name: Jeana M. Hrepich **Room:** 1410 **Time:** 15.20 – 16.00

Title abstract: Feminisms and Technologies as Foundations for Imaginative Participatory Cultures in the Secondary Humanities.

Abstract: This presentation is grounded in a feminist praxis, including the use of collaborative technologies, as an alternative form to oppressive, test and data-driven regimes in education that emphasize competition, intellectual uniformity, and inflexible, limited definitions of "success." Looking at samples of collaborative writing projects from secondary humanities classrooms wherein I have conducted teacher research, the presentation will build on these

imaginative, creative learning projects as a base from which to theorize about the transformative and deeply connected relationship between feminist, technological pedagogies as fertile ground for more imaginative curriculums. Working from the perspective that such a curriculum enhances the amount of engagement, play, and enduring learning available to children, the presentation will culminate in suggestions and conversation for building secondary humanities curriculums that operate from techno-feminist theoretical frameworks and how to radicalize teaching practices in pursuit of more imaginative learning in the classroom.

Category: Teaching Imaginatively in Highschool

Date: Friday, July 3rd, 2015

Name: Lily Han **Room:** 1420 **Time:** 15.20 – 16.00

Title abstract: Imagining new knowledge through epistemological diversification

Abstract: Western higher education is characterized by a particular epistemological framework that dominates and dictates the way knowledge is conceived, constructed, and legitimated in university institutions. This epistemological framework, which is grounded in notions of rationality, empiricism, and logic, is hegemonic and universalizing, leaving little room for other epistemologies in learning. Moreover, it validates and perpetuates the neoliberal, capitalist trends that seem to dictate the direction of higher education and learning in society today. I argue that we need to move beyond this system, and to do so by diversifying the epistemological frameworks that are taken up in higher education. I suggest that through the use of imagination, we can learn to unlearn the limited ways of conceptualizing the world that currently contain us, incorporating other ways of knowing - other possibilities - that hold the key to a more socially just and equitable way of being in the world.

Category: Teaching Imaginatively in University

Date: Friday, July 3rd, 2015

Name: Michelle Aslan **Room:** 1430 **Time:** 15.20 – 16.00

Title abstract: Using Destination Imagination to Develop 21st Century Skills

Abstract: Objective: Discover how to collapse a disempowering habit or behavior, increase productivity and cultivate a laser focus on achieving personal and professional goals.

Outcome:

Increased focus Reduced Anxiety

Increased creativity

Dissolving one disempowering habit or behavior.

Emotional balance

Approach: Various skills and techniques will be presented in an interactive and supportive setting. These will include: Meridian Tapping and Sound therapy.

Category: Other aspects of engaging students' imaginations

Date: Friday, July 3rd, 2015

Name: Gerald Fussell **Room:** 1500 **Time:** 15.20 – 16.00

Title abstract: Using Destination Imagination to Develop 21st Century Skills

Abstract: In this presentation participants will look at the rhetoric around 21st Century Learning and explore how Destination Imagination's programs, with creativity at the centre, can develop the core skills our children need for success beyond school. DI is the global leader in teaching the creative process from imagination to innovation. The different programs built around the creative process help educators meet the skills, aptitudes, and attitudes necessary for success in our increasingly ambiguous world. Ideally, people will leave the presentation able to articulate to educational decision makers why DI will help them to achieve many of the goals they should be focused on and how teaching creativity will do this.

Category: Implementing Imaginative Education Program