

10th IERG International Conference 2015

ABSTRACTS

THURSDAY, JULY 2nd, 2015

INTERNATIONAL CONFERENCE

ON IMAGINATION
AND EDUCATION

VANCOUVER

ierg

www.IERG.ca

THE IMAGINATIVE EDUCATION RESEARCH GROUP

90-MINUTE WORKSHOP SESSIONS

Date: Thursday, July 2nd, 2015

Name: Anne Chodakowski

Room: 1500

Time: 10:30 – 12:00

Abstract: This workshop will give participants a practical introduction to Kieran Egan’s theory of Imaginative Education. Participants will learn about planning and teaching imaginatively by experiencing, for themselves, activities from imaginative lessons. The workshop will give an overview of Egan’s theory; but the activities and strategies used will be geared towards students in elementary school. This workshop is ideal for you if you would like an introduction to Egan’s theory, are familiar with his theoretical work but want deeper understanding of how it is manifest in practice, or would like specific examples of imaginative activities to use with your students in class. Novice and experienced teachers are welcome. Anne Chodakowski is a former high school English and drama teacher. She completed her Ph.D. in Imaginative Education at SFU in 2009. She has worked with the Imaginative Education Research Group for over a decade, doing research, curriculum development and writing. Anne lives in Squamish, B.C., and is the mother of three children.

Category: Imagination and Curriculum

90 min. workshop

Date: Thursday, July 2nd, 2015

Name: Annabella Cant & Violet Jessen

Room: 1510

Time: 10:30 – 12:00

Title: Light & shadow and the pedagogical power of wonder

Abstract: Light and shadow as didactic materials? How can they be, if we cannot touch and feel them? This workshop will “illuminate” participants in regards to the amazing power of wonder in the classroom and how it can engage children with the complexity of concepts like light and shadow. Be ready to touch, feel, taste, and live these fluid, seemingly unsubstantial teaching materials!

Category: Teaching Imaginatively in Early Childhood/k-4

90 min. workshop

Date: Thursday, July 2nd, 2015

Name: Kym Stewart

Room: 1520

Time: 10:30 – 12:00

Title: Steps to a creative life; teacher self-development in Imaginative Education

Abstract: Egan asks us to find the wonder in any topic we teach. As educators we are thus focus our gaze towards the students, the school environment and the curriculum components; working as artists sculpting imaginative development. However, this workshop will examine how educators can learn to transition their gaze inward, to learn to spark their own sense of wonder; which in turn can enliven their classroom practice.

Category: Imagination and mindfulness

90 min. workshop

Date: Thursday, July 2nd, 2015

Name: Gillian Judson

Room: 2245

Time: 10:30 – 12:00

Title: Imagination & (Eco-)Learning (K-12)

Abstract: How do we teach in ways that enrich and develop our students' imaginative capacities? How do we engage students emotionally and imaginatively with the natural world? The Imaginative Ecological Education, or IEE approach (www.iereg.ca/IEE) engages students' emotions and imaginations in learning any curricular topics and simultaneously nurtures the emotional and imaginative core of ecological understanding. Participants will be introduced to principles and practices of IEE that can be employed in any teaching context, grade level, and subject area. The first 25 participants will also receive a complementary copy of the resource book: *Imaginative Ecological Education—Strategies For Teaching* (Pacific Educational Press, 2015).

Category: Imagination and Ecology

90 min. workshop

Date: Thursday, July 2nd, 2015

Name: Brandon Hendrickson

Room: 1425

Time: 10:30 – 12:00

Title abstract: Implementing Imaginative Educational Program

Abstract: What could schooling look like, if we reimagined it from the ground up? How could love, mastery, and meaning infuse everything we do? And how could every subject be fueled by Imaginative Education?

We're three teachers who have contemplated these questions for years, and we suddenly have the chance to bring such a school into being. This fall we'll be opening a school on Hilton Head Island, off the coast of South Carolina — and we'd like your help in fleshing out the curriculum!

What could history look like, in such a school? Math, science, and literature?

Drawing, music, and dancing? Physical education, cooking, and meditation?

This will be a venue to share your hare-brained notions and hard-won wisdom.

We'll spend some time sketching out our thinking so far, but half the workshop will be devoted to eliciting participants' fresh educational thinking.

Come with your hopes — leave with some bigger ones!

Category: Implementing Imaginative Educational Program

90 min. workshop

40-MINUTE SESSIONS

Date: Thursday, July 2nd

Name: Dario Demetlika

Room: 1500

Time: 13.20 – 14.00

Title abstract: The Fur Trade Game-A Change of Context Demonstration

Abstract: Shifts of power between diverse groups/relationships are better accessed through perspective taking. Viewing a singular event/issue from a multiplicity of perspectives gives the learner a greater degree of intimacy with the real issues at play. In this case, through the use of a large trading game simulation, learners were able to play out the intricacies of a pivotal moment in the formation of Canada: The Fur Trade. Bartering was the initial way in which goods were exchanged during the fur trade. Bartering was a nuanced activity that depended upon a variety of factors. Factors such as European demand, the supply of Beaver and conflict between trading groups all contributed to the value of the fur being exchanged. Competition between First Nation groups and Fur trading groups such as the Hudson Bay Company and the Northwest Company also added to this narrative

Category: Teaching Imaginatively

Date: Thursday, July 2nd

Name: David Futter

Room: 1510

Time: 13.20 – 14.00

Title abstract: BC ED Plan and IE: Opportunities and Challenges

Abstract: Like clockwork, every 12 years or so, our education system comes under scrutiny. Around 2010 the BC Ministry of Education began to float ideas of a new system overhaul to promote the 21st Century Learning ideal. As vague as this was, it has slowly morphed into the BC Ed Plan which is fast defining what the schooling system in BC will look like over the next few years. In order for Imaginative Education (IE) to take advantage of this overhaul and make further inroads into BC schools, it requires an assessment of the opportunities and challenges presented by this plan. The goal of this presentation is to present an analysis of the BC Ed plan looking for theoretical and philosophical corollaries that IERG can use to its advantage. An analysis of the Plan will also highlight the challenges to the adoption of an IE focused curriculum and methodology by the

Ministry. While practicing teachers in this province have professional autonomy to choose the method of delivery and assessment of curriculum, Imaginative Education has had a hard time gaining traction with the Ministry. While Learning in Depth has garnered attention, the broader goals of IERG and the theory of IE need to be seen as connected to the educational vision of the Ministry's stated goals for the BC school system. This presentation will highlight the areas we can make in-roads.

Category: Implementing Imaginative Education program

Date: Thursday, July 2nd

Name: Dr. Karen E. Smith

Room: 1520

Time: 13.20 – 14.00

Title abstract: Use Your Imagination: Twelve Concepts of Imagination for Your ELA Class

Abstract: The strength of literary work lies in the imagination. Yet, if we limit the development of imagination to a singular dictionary meaning, we are unlikely to take our students into the depths of the realms of imagination so eloquently expressed by writers throughout history. This presentation features extensive examination of these expressions of imagination that arise from the work of literary scholars. Twelve concepts of imagination are presented that will inspire your students and revolutionize writing in your English Language Arts class. Like the 12 numbers on the clock, this session also inspires you to keep track of the time you spend on imagination and to spend it well. In this session you will expand your notions of imagination and learn to extend your own imagination.

Category: Imaginative teaching, Teaching imaginatively in middle years and high school, implementing imaginative educational program

Date: Thursday, July 2nd

Name: Robyn Long

Room: 2245

Time: 13.20 – 14.00

Title abstract: Getting Back to Work: What a Curriculum-Focused Montessori Classroom Reveals about Children’s “Good” Behavior

Abstract: Current research is driving the development and implementation of new BC school initiatives and interventions that try to increase children’s pro social behavior. Some claim that increasing empathy and pro social behavior (as determined by some questionable measures) might reduce instances of bullying and increase academic performance. However, these well-intentioned approaches not only further diffuse the aims of schooling, but also forge a misguided path to their desired outcomes. As an alternative, I would like to discuss how a Montessori classroom fosters kindness and respect by establishing a curriculum-focused work environment for young children. Some of the important features I’ll discuss are the curriculum, taking care of the environment, concentration, high expectations, and minding one’s own business. My perspective on this century-old subculture challenges certain popular expectations of “goodness” in early childhood classrooms, suggesting that the fundamentally flawed route of today’s pro social research begins with its assumptions.

Category: Theory and Research / Teaching Imaginatively in Early Childhood

Date: Thursday, July 2nd

Name: Erin Thrift

Room: 1425

Time: 13.20 – 14.00

Title abstract: From the Ground Up: Refurbishing the Foundation of Imagination Education

Abstract: The theoretical foundation of Imagination Education (IE) is a combination of recapitulation theory and Vygotsky’s theory of cognitive development. IE emphasizes the role of cognitive tools in stimulating new kinds of understanding (Vygotsky) and introduces these tools to students in a way that recapitulates their cultural history. IE differs from older recapitulation theories in that the focus is on mediating intellectual tools, not on shifts in psychological processes or knowledge (Egan, 1997). Despite the difference between IE and past recapitulation theories, my experience has been the mere mention of ‘recapitulation’ leads some to prematurely dismiss IE. This realization has led me

to look for alternative theoretical support for IE. In this presentation I will reconceptualize IE as a narrative theory instead of as a recapitulation-stage theory, drawing from the works of Ricoeur, Gadamer, Taylor and MacIntyre for support. Vygotsky's influence will be retained. Implications for IE in light of this theoretical shift will be discussed.

Category: Theory and Research

Date: Thursday July 2nd

Name: Don Bialostosky

Room: 1510

Time: 14.20 – 16.00

Title abstract: Close Reading as Imagining Relationships - Part 1 & 2

Abstract: Whereas close reading in the now old, but still influential, New Critical vein calls attention to formal literary features, close reading for relationships asks students to imagine from the words of texts the speaker's unfolding relationships with those who have already spoken, those being addressed, and those being spoken about. Poems, narratives, and even non-fiction arguments come to life when we read them for the signs from which the speaker's changing tone--the speaker's changing evaluative relations to the other participants in a text--can be imagined. This workshop will identify some of those signs and invite participants to imagine actively the relationships they bespeak in several poems as well as in a short non-fiction prose sample. The project this workshop samples aims to provide an imagination-centered answer to the call in the U. S. English standards for close reading through all the grade levels.

Category: Mathematics, science, social studies, arts, literary, etc. education

Date: Thursday, July 2nd

Name: John Ames

Room: 1500

Time: 14:20 – 15:00

Title abstract: Narrating affect: mitigating learning differences through aesthetic experiences.

Abstract: Making learning visible through the elements of story-drawing forms a continuum for learners to master more sophisticated ways of symbolic expression in writing, reading, and muzik-theatre (opera). Creative narrative

productions of imagination and affect through fine art forms, specifically opera instruction, creates a more authentic and joyful learning experience for both learners and teachers, spurring interest and motivation. Using applied classrooms examples and literature supporting the use of fine arts in narrating affect, we examine how such a multi-modal approach using elemental opera instruction improves learner literacy levels over traditional teaching methods.

Category: Special Education

Date: Thursday, July 2nd

Name: Hayley Morrison

Room: 1520

Time: 14.20 – 15.00

Title abstract: Imagining my own creativity in teaching: Dance first, think later
Imagination and creativity can be elements left behind in physical education. Many physical education programs steer away from imagination and focus on game-like situations or only focus on having fun; teachers sometimes lose imagination and creativity from spending ample time on planning for instruction and using curriculum. Through reflection on my experiences in physical education and teaching creative dance to undergraduate students, I present a personal narrative along with testimonials from students to examine the importance of imaginative and creative movement, specifically dance, for a holistic experience in physical education. In my experiences in school – elementary, secondary, post secondary and now teaching undergraduate students – I have realized these two elements are critical pieces to learning. Imagination and creativity in physical education opens up a space for students and teachers to find new meaning in movement, new individual passion and confidence, and a new environment that unfolds and supports the imagination of possibilities.

Category: Imaginative teaching: in university AND to elementary level children

Date: Thursday, July 2nd

Name: Nancy Reeder

Room: 2245

Time: 14.20 – 15.00

Title abstract: That's It! There's the Story!

Abstract: You found the perfect stories related to a topic. But taking this raw material of your research and forming it into a cohesive storyline can be daunting. In this presentation we will find what story you want to tell. Once you have this, then you can name the key points that will drive your narrative and eliminate the parts not needed. We will explore different aids for organizing the story for telling. Then decide how it should be told. Through this process you will find the deeper meaning of the story and connect to its emotional significance for your students.

Category: Teaching imaginatively in early education and elementary level

Date: Thursday, July 2nd, 2015

Name: Roland M. Schulz & Yannis P. Hadzigeorgiou

Room: 1425 **Time:** 14.20 – 15.00

Title abstract: Romantic science and the Romantic Movement: Recent research into their unique contributions to science and science education.

Abstract: The unique contributions of romanticism and romantic science have been generally ignored or undervalued in history and philosophy of science studies, and especially in science education. Although more recent research in history of science has come to delineate the value of both topics for the development of modern science, their merit for the educational field has not been explored. Romanticism was not only an obvious historical period (@1770-1840s), but a particular state of mind with its own extraordinary emotional sensitivity towards nature. It is especially the latter which we seek to revisit and reclaim for science education. After discussing several key historical contributions, we describe nine characteristics of 'Romantic Science' in order to focus on six ideas/possibilities that we believe hold much value for transforming current science education: (1) the emotional sensitivity toward nature, (2) the centrality of sense experience, (3) the importance of "holistic experience" (4) the importance of the notions of mystery and wonder, (5) the power of science to transform people's outlook on the natural world, and (6) the importance of the relationship between science and philosophy. It is argued that in view of a

pragmatist/utilitarian conception of school science prevalent today the aforementioned ideas (especially the notion of wonder and the poetic/non-analytical mode of knowledge), can provide food for thought for both science teachers and researchers seeking to work out an aesthetic conception, one that complements current approaches such as inquiry science and conceptual change.

Category: Theory and Research

Date: Thursday, July 2nd

Name: Meilan Piao EHLERT

Room: 1520

Time: 15.20 – 16.00

Title abstract: Empowering the learning in/with the “Imagined ~”:

Plurilingualism and multiple repertoires of the teenage EFL/JFL as L3 learners

Abstract: Building upon a dynamic pluralist education model (Council of Europe, 2001) and the concept of plurilingual and pluricultural competence (Coste, Moore and Zarate’s, 1997/2009; Moore & Gajo, 2009), this paper reports on the findings and implications from an ongoing longitudinal qualitative study that we conducted with a group of twenty-two (English or Japanese as) foreign language (FL) as third language (L3) learners from a publicly funded *ChaoXianZu* [ethnic Korean Chinese] minority high school (a K-MNS) in Northeast China. In particular, this study aims to explore how these plurilingual learners are exercising their agency in utilizing their knowledge, strategies, and the ownership of “dynamic mobile linguistic resources” (Ehlert & Moore, 2014) in or out of the classroom context to raise their voices, and to maximize their communicative competence in their target language. Data collection methods include semi-structured interviews, participant observation, reflective online diary and written artifacts.

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

Date: Thursday, July 2nd

Name: Charles Temple

Room: 2245

Time: 15.20 – 16.00

Title abstract: Storytelling and Critical Thinking

Abstract: In 1996 four of us were invited by the Open Society Institute to share with teachers in former socialist countries ways that might promote open discussions and critical thinking in their classrooms. We developed the Reading and Writing for Critical Thinking program (which has since reached hundreds of thousands of teachers in forty countries on five continents. We often rely on storytelling in our workshops because we need compelling fare for discussions, and there isn't always time to have written materials translated.

I'm no stranger to Kieran Egan's work, and I appreciate the power of stories to connect with people's hearts and minds and evoke rich and imaginative discussions. Back home I have conducted workshops on storytelling and critical thinking for storytellers and teachers at the Tejas Storytelling Festival and the National Storytelling Network Convention.

Category: Storytelling and Critical Thinking

Date: Thursday, July 2nd

Name: Victor N. Kobayashi

Room: 1425

Time: 15.20 -16.00

Title abstract: Consciousness, Metaphor, and Imagination in Education: example from Dewey's educational theories.

Abstract: Imagination involves metaphors that sometimes shift such that a change in consciousness is felt by the subject. Dewey sharpened ideas of education as process, as making society more democratic and enlightened by scientific thinking that was persuasive to the extent that the ideas became ideological. Dewey did not explore the implications of the first nuclear bomb explosion and the awareness of an endangered planetary ecosystem, although the aesthetics of experience that Dewey celebrated invites, a metaphoric turn and a *step* towards what Gregory Bateson called the "ecology of mind."

Category: Metaphor, and Imagination in Education

Date: Thursday, July 2nd

Name: Mary O'Dowd

Room: 1510

Time: 15.20 – 16.00

Title abstract: Imaginative teaching and teaching the performativity of exclusionary national imaginings: a theoretical analysis of NI imaginings about First Nation people and the implications for social justice in settler-colonial nations

Abstract: The paper considers the performativity of imaginings that undermine social injustice for First Nation (FN) people. It analyses how the settler-colonial nations created and continues to 'perform' an imagining about First Nation people which facilitates FN silencing, undermining membership and fostering exclusion from the nation state, the classroom, the school and university. The paper considers four sites of non-Indigenous Australian imaginings: the Australian Standards for Teaching; the Australian National Anthem; the Australian National Curriculum and Australia Day. The performativity and imagining are analyzed as evidencing a 'technology of NI Australian imaginings' and evidencing a non-Indigenous habitus of negative imaginings. The paper's discussion advocates for enabling subjectivity to struggle to develop mindfulness to resist non-Indigenous racist and nationalist imaginings, and to work to a liberation pedagogy to recognize responsible imagining in the 'cultural interface' (Nakata, 2012) (the spaces where Indigenous and First Nation people meet).

Category: General Imagination and Mindfulness

Date: Thursday, July 2nd

Name: Maryanne Trofimuk & David Futter **Room:** 1520 **Time:** 16.20 -17.00

Title abstract: Winning Over the Actively Disengaged

Abstract: An actively disengaged student is one who is physically present but psychologically absent and likely unhappy or disinterested in school. It is our professional obligation to do everything we can to engage these students. How can it be done? A Personalized Learning Centre can be the special place in a school where a personalized approach to learning happens with opportunities for success A PLC is for students who consistently demonstrate detachment from their classroom learning experiences and need more of a personalized approach to become reconnected to learning. In a PLC, youth work with one teacher who utilizing the programs of Learning in Depth or Project Based Learning to facilitate a personalized project integrating two or more curricular areas that

suits the learning style, interests and motivation level of the student. The teacher acts as a facilitator throughout the project to reengage the students.

Category: Engaging students' imaginations in the curriculum

Date: Thursday, July 2nd

Name: Karolina Barski, Patricia Ruiz, Michael Yue

Room: 2245 **Time:** 16.20 – 17.00

Title abstract: Using Imaginative and Mindful Pedagogy with High Needs Learners

Abstract: This hands-on workshop will explore the use of imaginative and mindful pedagogy to support high needs learners in acquiring critical life and communication skills. This pedagogy is the foundation of a life skills program at Vancouver Community College for vulnerable immigrants to learn in an intercultural and multi-literacy environment. You will take away with you some creative ideas and tools of using expressive and reflective activities to engage learners who are impacted by challenging life situations, past traumatic experiences, and mental and physical health conditions. You will engage in experiential learning activities (like the learners do themselves) that utilize visualization, mindfulness, and reflective practices involving language, music, art, and movement. These activities are designed for learners to explore culture and identity, practice life skills and socio cultural competencies, and gain an orientation to local communities and services in Canada.

Category: Imagination and Mindfulness

Date: Thursday, July 2nd

Name: Kiyotaka Miyazaki

Room: 1425

Time: 16.20 – 17.00

Title abstract: Let's make the familiar term "imagination" strange: Generating the world not there, or exploring the real world.

Abstract: This paper examines the meaning and implication of the term "imagination" in the context of education. Though the term "imagination" is frequently used in the context of education, it's meaning is vague and should

be, and can be, clarified based on our experiences of practices of “imaginative education.” “The Blackwell Dictionary of Western Philosophy” defines “imagination” as “the ability to represent objects or states of affairs that cannot exist, that do not exist, or that do not exist here and now.” Though this focus on “non-existence” sounds quite common sensual and seems pose no problem, actually it is no enough to explain the creativity and productivity of the work of imagination in education. What we need is just the opposite: to go to the “existence” or the real world to get information. Imagination in education can be better defined as the exploration, the quest of the reality. In the presentation, this view is investigated based on Egan’s view of cognitive tools, Vygotsky’ view of imagination and “perceptual- activity” theory of imagery in cognitive science.

Category: Theory and research focuses