

FACULTY OF EDUCATION

Teacher Education Research



The Faculty of Education is committed to advancing teacher education and educational research through innovative and collaborative initiatives that reflect diversity, equity, and originality. Research focus areas of faculty members and graduate students include teacher preparation, teacher professional development, student-teacher interactions, and policy in teacher education.

Our teacher education research projects aim to create and advance knowledge and understanding, and to improve quality of life through the discovery, dissemination, and application of research within and across disciplines. The Faculty of Education is a diverse community of scholars, educators, staff and students committed to conducting cutting edge education research aimed at improving teaching and learning through reflection and partnership with communities.

Continue reading to discover examples of faculty, student and alumni led research projects that are informing teacher education and teacher practice in British Columbia, Canada, and the world.

“Conduct innovative research on the processes of education, generating knowledge not only for the sake of advancing theory, but also for the purposes of applying it in our practices and sharing it with practitioners, policymakers, scholars, and the community at large.”

Faculty of Education
Mission Statement



Inquire



Imagine



Inspire

2013-14 | The Year of Teacher Education

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

The Circle of Knowledge

Led by Dr. Mark Aquash,
Assistant Professor, Educational Studies
\$173,000 **Social Sciences and Humanities**
Research Council (2010-2013)

Today, there is a worldwide movement by Indigenous communities to address the colonization that has been imposed on them. The Circle of Knowledge (T-C-K) Research Program was a partnership between the University of British Columbia and the Walpole Island First Nation, a community in southern Ontario, Canada that focused on processes of self-determination by mobilizing knowledge from the First Nations' perspective and providing teaching and learning strategies for creating fluency in the Anishinaabe language. This study helped reinforce Anishinaabe identity and language fluency.

Transformational teaching and adolescent physical activity promotion: Adolescence in Motion (AIM) Trial

Led by Dr. Mark Beauchamp,
Associate Professor, School of Kinesiology
\$180,684 **Canadian Institutes of Health**
Research (2010-2012)

Physical inactivity in adolescence has been linked to a vast array of physical and mental health problems. Physical education teachers are ideally placed to help young people engage in lifelong physical activity. However, the fact remains that 90% of Canadian teenagers do not meet international activity guidelines for optimal development. The purpose of this research study was to apply an innovative framework of teaching that draws from

transformational leadership theory to enhance the physical activity behaviours of Canadian adolescents. The study examined self-efficacy and self-determined motivation as the two key psychological mechanisms that explain how transformational teaching influences adolescent physical activity.

Understanding and promoting self-regulation in student and teacher learning: Investigating outcomes for students as linked to teacher professional development

Led by Dr. Deborah Butler,
Professor, Educational and Counselling Psychology, and Special Education
\$121,516 **Social Sciences and Humanities**
Research Council (2008-2012)

This longitudinal project investigated a district-level initiative in which teachers were working collaboratively to foster adolescents' "learning through reading" in secondary-level, subject-area classrooms. The investigators studied how teachers' professional learning processes could be related to their students' literacy development. The findings have advanced understanding about how classroom practices can support adolescents' development as "self-regulating" readers. By attending simultaneously to teacher and student learning, the project uncovered important links between teachers' engagement in collaborative inquiry, teacher learning, practice shifts, and positive outcomes for students. Significantly, the research also suggests that inquiry-based professional development not only advances teachers' learning and practice, but also energizes their sustained investment in on-going practice improvement.



Message from Dr. Beth Haverkamp, Associate Dean, Graduate Programs and Research

"Our faculty members and graduate students are engaged in meaningful and innovative research on teacher education and teacher practice at all educational levels throughout British Columbia, Canada, and the world. Their commitment to practice through research excellence informs our Faculty's teacher education programs and provides leadership to the field. Please join me in celebrating the work of our researchers and their valuable contributions to teacher education."

Beth Haverkamp

A cooperating teacher network: Challenging assumptions and relocating responsibilities

Led by Dr. Anthony Clarke,
Professor, Curriculum and Pedagogy
\$129,956 **Social Sciences and Humanities**
Research Council (2006-2010)

This project sought to challenge current practices governing the preparation of classroom teachers who supervise student teachers on practicum. The central research question was: What would happen if school advisors had the opportunity to actively inquire into and were able to take greater responsibility for their own professional development as school advisors? A 'community of practice' of school advisors (known as the School Advisor Network) was established in the Lower Mainland of British Columbia. The subsequent analysis of the Network as a complex system provided an object lesson for teacher education institutions in British Columbia and across Canada as to how such systems are developed or constrained within highly centralized and bureaucratic structures.



Becoming pedagogical through a/r/tography in teacher education

Led by Dr. Rita Irwin,
Professor and Associate Dean of Teacher Education, Curriculum and Pedagogy
\$147,600 **Social Sciences and Humanities**
Research Council (2008-2012)

The purpose of this study was to investigate how a/r/tography is uniquely situated to enact, develop and problematize becoming pedagogical in a teacher education program. A/r/tography is a hybrid form of practice-based action research within education and the arts. This project asserted that educators and artists who use a/r/tography within a teacher education context will be engaged in inquiry that uses their artistic and pedagogical sensibilities and capabilities in ongoing, disciplined, community-engaged, dialogic forms of research. The study purposefully grappled with drama, English (poetry), music, and visual arts, across elementary and secondary teacher education, as teacher candidates learn to inquire through disciplinary and interdisciplinary frames of mind.



Pacific Educational Press UBC is the publishing house of the Faculty of Education at the University of British Columbia. In operation since 1971, the press publishes exceptional education research books and media resources, including textbooks and supplementary resources for schools, scholarly books for education specialists, textbooks for teacher education programs, and professional resources for practicing teachers.

The History Education Network/Histoire et éducation en réseau (THEN/HiER)

Led by Dr. Penney Clark, *Professor, Curriculum and Pedagogy*
\$2,100,000 **Social Sciences and Humanities Research Council (2008-2015)**

the history education network
THEN|HiER
histoire et éducation en réseau

This project strives to extend the synergy around history education through the dissemination of recent research in sites of history teaching and learning, and by promoting research that is informed by practice, as well as practice that is informed by research. The Network nurtures a community of inquiry that includes academic historians; public historians in museums, archives, and historic sites; practicing teachers; researchers based in faculties of education; graduate students; and curriculum policy makers.

THEN/HiER offers funding to programs intended to encourage collaborative projects that bring together various members of this diverse community of inquiry. The Network has produced scholarly edited books; teacher and student resources; museum exhibitions; conferences, symposia, and featured speaker sessions; an interactive website; and engagement on social media.

The impact of teacher-led academic interventions on student-teacher relationship quality

Led by **Dr. Sterett Mercer,**
*Assistant Professor, Educational and
 Counselling Psychology, and
 Special Education*

\$62,485 **Social Sciences and Humanities
 Research Council (2012-2014)**

This project investigates the impact of individual reading interventions on student-teacher relationship quality for students experiencing early difficulties in reading and displaying disruptive behaviour in the classroom. This is important because there are few evidence-based interventions to improve the quality of student-teacher relationships. Also, although teachers implement interventions to improve the early reading skills of students, existing student-teacher relationship quality interventions might not easily be incorporated into typical classroom activities. This study will have important implications for educational researchers, policymakers, and school-based professionals.

Seeds of possibility: Mentoring K-7 educators' ICT ecology of cognition

Led by **Dr. Don Krug,**
Professor, Curriculum and Pedagogy

\$109,100 **Social Sciences and Humanities
 Research Council (2007-2010)**

This project explored whether beginning teachers could study their own Information and Communication Technologies (ICT) knowledge, as a means to increase their institutional resilience, pedagogical self-efficacy and leadership in face-to-face and hybrid learning situations. Technology sessions were added to their program of study as a critical inquiry intervention that integrated educational technologies to school culture. Results indicate that beginning teachers need ICT coursework experiences to develop skills and confidence, personalized learning and self-efficacy if they are to provide leadership, make informed

decisions about educational technology policies, develop and sustain their own digital learning and practices, and prepare K-7 students for an ever-changing knowledge-based society.

Investigating the "best technology-based science instructional practices" in Canadian and Korean secondary teacher education programs

Led by **Dr. Marina Milner-Bolotin,**
*Assistant Professor, Curriculum
 and Pedagogy*

\$10,000 **Hampton Fund (2011-2012)**

Although the potential of educational technologies in science education is widely accepted, many K-12 science teachers are yet to successfully integrate educational technologies in their classrooms. This project investigated the key pre-service teacher preparation experiences that could help teacher educators design learning environments for pre-service teachers to acquire the pedagogical technological content knowledge necessary for their future technology based teaching. Since many of these technology-integration experiences are culturally dependent, researchers employed a best practices model to investigate the phenomenon of technology-based science instructional practice in two different contexts: Canada and South Korea.





Inquiry into the nexus of socially effective learning for sustainability (insels)

Led by Dr. Robert VanWynsberghe,
Assistant Professor, Educational Studies
\$49,893 **Social Sciences and Humanities**
Research Council (2013-2015)

This study investigates the use of the pragmatist-inspired classroom to encourage and facilitate individuals, in conjunction with communities, to undertake projects that address sustainability issues. A pragmatist-inspired classroom for sustainability education in the teacher education program will be constructed in order to address habit and promote creativity. This study is relevant to parents, community, policymakers, and social reformers since it applies ideas that potentially represent change in how environmental education is understood. In addition, it will build capacity in teacher candidates who will be encouraged to develop a personal teaching methodology that accounts for human action.



Mentoring new elementary school teachers with expertise in ESL as they transition from university to the workplace

Led by Dr. Steven Talmy,
Associate Professor, Language and Literacy
\$12,500 **Hampton Fund (2011-2012)**

This study examined the impact of a new mentoring/professional development approach for teacher candidates with a specialization in teaching ESL, as they transitioned from a university teacher education program to working in public school classrooms. The study addressed the problem of new teacher retention by implementing a program that maintained new teachers' connections to one another, and to their university teacher education units, providing apprentice teachers with the social, emotional, practical, and professional support that helped them succeed in their first years of teaching and beyond. This study examined whether such a program resulted in positive outcomes for UBC teacher candidates with expertise in teaching ESL.



The Faculty of Education's Centre for the Study of Teacher Education (CSTE) hosts the annual Investigating our Practices Conference (IOP), now in its 17th year. In this event, practicing teachers, university educators, graduate students, and student teachers from different educational contexts come together to share their questions, investigations and understandings about their practice.

Presentations are intended to provoke and inform discussion. These exchanges typically fall within the following areas of inquiry: preparation of practitioners; ongoing education of practitioners; focus on classroom practice; context of practice (e.g., social, political and cultural analysis of practice); and researching practice (e.g., teacher inquiry/action research).

SATURDAY, MAY 3, 2014

GRADUATE STUDENT RESEARCH



Film-based narrative research: A participatory methodology

Adrienne Boulton-Funke, PhD Candidate, SSHRC Doctoral Fellowship

Adrienne is exploring the conceptualization and enactment of a methodology of intuition in arts-based educational research by prompting the return of two secondary art teacher candidates to their high schools. Participants explored their memories, recollections, affective responses and their understandings of the event of schooling. Adrienne seeks to understand the ways in which sensory engagement and affective inquiry potentially create opportunities for secondary teacher candidates to disrupt their perceptions of teaching and teacher practice and to explore research, art and pedagogy as sites for the creation of new thought rather than tracing representational knowledge.



The embodied wisdom of the elder and the phronimos: Traditional knowledge as a guide to understanding and cultivating judgment in teaching practice

Jeannie Kerr, PhD Candidate, Educational Studies, SSHRC Doctoral Fellowship

Jeannie's dissertation is a study into the notion of embodied knowledge and is written from her perspective as a Settler-scholar. In her dissertation she proposes a theoretical framework for teaching and learning that locates the real bodies of teachers and learners in the real places in which they exist. This framework emerges from her experience of teaching children, youth, and adults in public schools and from her dialectical engagement with theory and practice over an extended period of time. Jeannie recommends practices of social equity in teacher education that provide opportunities for teacher candidates and instructors to understand themselves in complex ethical relations.



Understanding teacher well-being and motivation: Measurement, theory, and change over time

Rebecca Collie, PhD Candidate, Educational and Counselling Psychology, and Special Education Joseph-Armand Bombardier Canada Graduate Scholarship

Teacher well-being and motivation play important roles in teacher and student experiences at school. When teachers are faring well and feeling motivated to teach, they are more effective in their teaching, leave the profession less often, and promote motivation and achievement among their students. Rebecca's research involves the development of an instrument for measuring teacher well-being, examines the causes and correlates of teacher well-being and motivation, and investigates whether and how teacher well-being and motivation change over time. Rebecca's study is helping improve our understanding of the highly important variables of teacher well-being and motivation, which play key roles in positive teacher functioning.



Investigating teachers' ethical judgments when teaching history

Lindsay Gibson, PhD Candidate, Curriculum and Pedagogy, SSHRC Doctoral Fellowship

This study utilized a mixed methods approach to investigate factors that influence history teachers' beliefs about including ethical judgments in their teaching, the different ways teachers bring ethical issues, questions and judgments to their history classes, and how students approach ethical judgments in history classes. This included a survey of teachers' beliefs about the place of ethical judgments in history education, and case studies of four grade 11 social studies classes. The findings suggest that there is a relationship between how students approach ethical judgments and the types of activities, resources, and instructional methods that teachers employed to teach about the historical topic.



Socialized to succeed: Chinese graduate students' negotiation of academic discourse practices at a Canadian university

Tim Anderson, PhD Candidate, Language and Literacy, SSHRC Doctoral Fellowship

This longitudinal multiple case study investigates the written academic discourse socialization of eight international Chinese PhD students in the Faculties of Education and Arts at a major Canadian university. This study demonstrates the trials and tribulations of producing scholarly English writing and the impact this has on students' academic lives and the (re)construction of an academic identity in another language and culture.

ALUMNI RESEARCHERS



Dr. Melanie D. Janzen

PhD 2011, Curriculum and Pedagogy

For her dissertation, Dr. Janzen was awarded the Canadian Association for Teacher Education Recognition

Award for Theses and Dissertations in Teacher Education and the American Educational Research Association Qualitative Research SIG Outstanding Dissertation Award. She joined the Faculty of Education at the University of Manitoba in a dual role as Director of School Experiences and Assistant Professor in the Department of Curriculum, Teaching, and Learning. Her research interests and areas of expertise include teacher education, teacher identity, early years Education, and curriculum studies.



Dr. Tasha Riley

PhD 2009, Educational Studies

Dr. Riley is currently a Postdoctoral Research Fellow in the Arts, Education and Law Group, Griffith

Institute for Educational Research and School of Education & Professional Studies at Griffith University, Australia. Her research interests focus on the areas of Indigenous education, stigma and discrimination, HIV/AIDS prevention education and community-academic partnerships. In her post-doctoral research, Dr. Riley is investigating the influence of teachers' decisions upon Indigenous students' educational success.



Dr. Pauline Sameshima

PhD 2006, Curriculum and Pedagogy

Dr. Sameshima is currently an Associate Professor and Canada Research Chair in Arts Integrated Studies, and Associate Director of the Centre for Place and Sustainability

Studies at Lakehead University in Thunder Bay, Ontario. Her work investigates the possibilities for arts in research, within interdisciplinary frameworks, and as educational tools that support inquiry. Dr. Sameshima's research explores arts

integrated research as a way to catalyze creative innovation, share research, and promote the capacity of interdisciplinary multimodal studies.



Dr. Leyton Schnellert

PhD 2011, Cross-Faculty Inquiry

For his dissertation Dr. Schnellert was awarded the Canadian Association for Teacher Education Recognition Award

for Theses and Dissertations in Teacher Education and he received the Pat Clifford Early Career Research Award from the Canadian Education Association. Dr. Schnellert is an Assistant Professor in the Faculty of Education at UBC-Okanagan where he researches teacher learning, practice, and collaboration. His research grapples with the challenge of designing teacher professional development that bridges theory and practice and attends to student diversity, inclusiveness, self- and co-regulation, and literacy instruction.




Dr. Kari-Lynn Winters

PhD 2009, Language and Literacy

After finishing her doctoral program at UBC in literacy education, Dr. Winters assumed her current position as


Assistant Professor in the Department of Teacher Education at Brock University in St. Catharines, Ontario, where she teaches and mentors teacher candidates in their elementary cohort group. Her research interests include teacher education, drama in education, literacy and reading comprehension, multimodal forms of learning, arts integration, and children's literature. She is also an award-winning educator, Canadian children's author, and playwright.

Teacher Education Scholarship



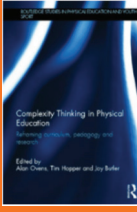
Vanessa Andreotti

Actionable Postcolonial Theory in Education



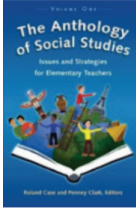
Marlene Asselin (et al.)

Linking Literacy and Libraries in Global Communities




Joy Butler (et al.)

Complexity Thinking in Physical Education




Penney Clark (et al.)

The Anthology of Social Studies



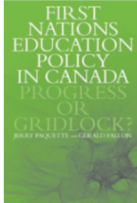
Anthony Clarke, Carl Leggo and Karen Meyer (et al.)

Speaking of Teaching...




David Coulter

Why do We Educate?




Gerald Fallon (et al.)

First Nations Education Policy in Canada



Peter Gouzouasis

Pedagogy in a New Tonality




Kit Grauer and Rita Irwin (et al.)

StARTing with...




Peter Grimmett (et al.)

Teacher Certification and the Professional Status of Teaching in North America




Kedrick James, Teresa Dobson and Carl Leggo

English in Middle and Secondary Classrooms



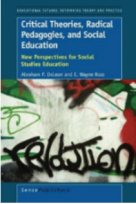
Ryuko Kubota (et al.)

Race, Culture, and Identities in Second Language Education



William Pinar

What is Curriculum Theory?



Wayne Ross (et al.)

Critical Theories, Radical Pedagogies, and Social Education



Handel Wright (et al.)

Precarious International Multicultural Education

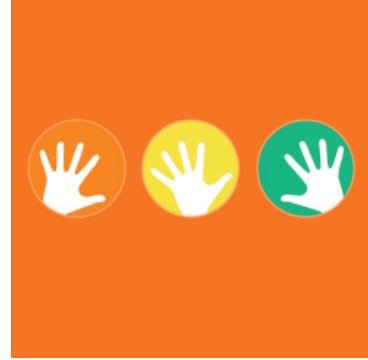


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