SUMMER INSTITUTE in EDUCATION
2015 TRANSFORMATIVE TEACHING AND LEARNING
UBC FACULTY OF EDUCATION, OKANAGAN CAMPUS
Welcome to the Summer Institute in Education 2015 (SIE 2015) offered by the University of British Columbia, Okanagan’s Faculty of Education. Framed within the theme of Transformative Teaching and Learning, we invite you to explore innovative and creative teaching and learning activities that exist within larger social, cultural, historical, and political contexts that frame classrooms.

Recognized by the BC’s Teacher Qualification Service (TQS), courses in the SIE 2015 can be used towards certificates, diplomas, graduate programs and upgrading requirements. Designed for optimal flexibility, the 1-2-3 credit courses are offered in a variety of time slots, indoors, outdoors, on-line and face to face from July 6 to August 14.

Summer in the Okanagan region is active and inviting. Highly trained educators from across the province and the country converge on UBC’s Okanagan campus to offer exceptional learning opportunities to colleagues who come from wide and far. Steeped in interactive, experiential approaches to teaching and learning and spearheaded by a weekly Speaker Series, the Summer Institute provides meaningful, significant and rich pedagogical experiences.

Please join us as we strive to co-create memorable educational encounters for all.

Karen Ragoonaden, Ph.D.
Coordinator of Professional Development Programs
Faculty of Education
UBC’s Okanagan campus
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TRANFORMATIVE TEACHING AND LEARNING

Reflecting the themes found in the recently published collective Faculty book, Contested Sites in Education (Ragoonaden, (Ed.) 2015), this year’s Summer Institute in Education’s (SIE 2015) focus is on Transformative Teaching and Learning. This learning institute builds on the Faculty of Education’s tradition of gathering educators, leaders, community members, and scholars seeking to develop critical and creative understandings of teaching and learning. This year’s theme offers scholar-practitioners the opportunity to examine and interrogate practice, praxis and research as they explore new directions in curriculum, assessment and technology in stimulating and dynamic academic environments.

Supported by an interactive Speaker Series, the SIE 2015 positions foundational inquiry stances as necessary parameters to promote transformative teaching and learning. Noddings (1984), the SIE Speaker on July 15th, speaks to the importance of creating an Ethics of Care in Education ‘rooted in receptivity, relatedness, and responsiveness’ (p.2). To that effect, bell hooks (1994), echoing Noddings, reminds all those who teach, that:

The classroom remains the most radical space of possibility... urging all of us to open our minds and hearts so that we can know beyond the boundaries of what is acceptable, so that we can think and rethink, (..) create new visions (..) celebrate teaching that enables transgressions- a movement against and beyond boundaries (p.12)

Please join us this Summer on our journey as we explore, re-think, re-imagine and transform ourselves and our practices.
SIE COURSE CHOICES

• Six 3-credit courses
• Two 2-credit courses
• Eight 1-credit courses

CLASS TIMES

MORNINGS: 9 a.m. to 12 p.m.  AFTERNOONS: 1 to 4 p.m.
• Course times may vary
• Most courses run Monday to Friday

CLASSROOMS

Rooms are listed on the course schedule via the Student Service Centre (SSC) website — see Admission & Registration on Page 20 of this Course Guide. For campus buildings and directions, refer to the Campus Map on the back page or at ubc.ca/okanagan/campusmap.

PROGRAM CREDIT

Post-Baccalaureate students: Students enrolled in the Faculty of Education’s Post-Baccalaureate programs on the Okanagan campus are able to take SIE 2015 courses and apply them towards the certificate and/or diploma programs with approval from the Professional Development Coordinator. Keep in mind that students can bring in up to 6 approved elective credits from outside the post-baccalaureate program for the certificate, and 12 credits for the diploma.

Graduate students in the master’s program: All SIE 2015 courses are potential graduate elective courses for the Faculty of Education’s graduate programs at UBC’s Okanagan campus. However, course selection is made in consultation with a student’s supervisor. Courses at the 400 or 500 level may stand as an elective with approval from the student’s Graduate Supervisor. Students must ensure they have approval before registering.

Interested in pursuing a Master-level Degree in Education? The Faculty of Education at UBC Okanagan offers graduate degrees that build upon the expertise of each student, develop a unique journey, and purposefully integrate educational theory and practice. Impact your professional identity and practices while studying at a world-class university.

See: education.ok.ubc.ca/programs/grad
JULY 6-24

Research and Methodology
9 a.m. to 12 p.m.  EDJC 500  3 credits
INSTRUCTOR: CAROL SCARFF
An introductory course examining various issues, methods and techniques used in educational research. Consideration is given to research strategies and techniques and the selection of research questions appropriate to a range of issues facing educators.

Introduction to English Language Teaching: Methods in Additional Language Teaching & Learning
Online  EPSE 470Q/LLED 490  3 credits
INSTRUCTOR: ANGELA FINLEY
Learning techniques and principles for Additional Language Teaching and Learning (ALTL) will be explored. Students will be encouraged to design curriculum, create activities, and modify lessons pertinent to Pre K-12 or post-secondary classroom settings. With rapidly changing demographics and multilingual and multicultural classrooms becoming more common, the need to know how best to support English as an Additional Language (EAL) learners is becoming essential. This course will focus on practical strategies and best practices in Additional Language Teaching and Learning, through the examination of foundational literature, research, and policies, and through assignments that will involve the creation of curriculum and materials to support additional language learners. The class will take into account both the K-12 school system and adult learners, across proficiency levels from beginner to advanced. An emphasis on learner-centered and inclusive education principles will form the underlying philosophical perspective of the course.

Note: UBC reserves the right to alter or change the sequence of the SIE 2015 courses subject to instructor availability and budgetary considerations.
Creating Educational Space: Aboriginal and Indigenous Ways of Knowing and Being

1 p.m. to 4 p.m.   EDST 497A/EDUC 517   3 credits

INSTRUCTOR: TINA FRASER

This course explores the Aboriginal/First Nations within the context of Canadian education and society. A brief survey of the history of First Nations education will be introduced. An essential part of this class is to have an awareness of the powerful, dynamic aspects of orality and also the integration of orality within education curricula. The course will also examine Aboriginal/Indigenous curriculum development, teaching practices and methodology. Based upon these various perspectives, the course will build a foundation for teaching within an Aboriginal pedagogy and for developing appropriate curriculum materials. This course will also introduce other Indigenous perspectives of Polynesian (Māori, Hawai’ian and Tahitian) pedagogies through performing arts. This course will be an exercise in both, realism and dreaming. While examining educational perspectives and practices that prompt us to conform and adapt to the challenging realities of today’s world, students will be invited to reflect upon, dialogue and to formulate transformative positions in the development of educational curriculum.
COURSES

JULY 6-10

Engagement Strategies for At-Risk-Students
9 am. to 12 p.m.   EDST 498M   1 credit
INSTRUCTOR: MICHELLE ROBINSON
An inquiry based educational course on engagement and critical thinking strategies utilizing brain research to promote literacy skills. Elementary and secondary educators will develop skills to elicit intrinsic motivation in students using methodology behind engagement and the inquiry process, integrated through literacy projects.

Responsive Pedagogy: Rewriting the Traditional Grammar of Schooling
1 pm. to 4 p.m.   EDST 498N   1 credit
INSTRUCTORS: KIM ONDRIK & MURRAY SASGES
Vernon Community School is a grade 7-9 educational opportunity in School District 22. It began in September 2014 through the collaborative efforts of students, parents, community members, teachers and professors. It attends to mindful teaching and learning, rooted in social justice, and grounded in the unique people, geography, economy and challenges of the North Okanagan. Vernon Community School provides a context for multi-age and multi-generational inquiry inviting mentors from all sectors of our community to provoke as well as stimulate and support growth in a diverse community of learners.

Summer Institute is an opportunity to engage in critical dialogue with thoughtful people. Individualized instruction, ample critical thinking, and ample growth in students as both practitioners and scholars.
- previous SIE student
JULY 13-24

Taking Maker Into Challenging Contexts
*Field Course in Uganda  EDST 498P

INSTRUCTORS: SUSAN CRICHTON & KARINE VELDHOEN

This field course will take place in Uganda and will focus on the taking the concept of Maker Day into challenging contexts. For more information and to register, please contact Dr. Crichton susan.crichton@ubc.ca and Karine Veldhoen at karine.veldhoen@gmail.com.

Note: Airfare and accommodation in Uganda is not included in registration fees.

JULY 13-17

Coding K-7: Transformative Technology in Schools
9 a.m. to 12 p.m  EDST 498O  1 credit

INSTRUCTOR: ROBERT CAMPBELL

Students will learn coding and become familiar with the pedagogy of integrating computational thinking in K-7 grades. Students will work with computer platforms developed to promote problem-solving and guided discovery learning. The course will primarily focus on Scratch and ScratchJr, but will explore other platforms such as Kodify, NetLOGO, Mindstorms NXT, and an array of other coding apps and games available for tablet computing. The course supports activities in STEM as well as coding in creative trans-curricular contexts integrating socials, art, music, EAL, language narratives, literacy forms and e-gaming. No previous computer coding experience is required.

Visible Learning
1 p.m. to 4 p.m.  EDST 498Q  1 credit

INSTRUCTOR: JODI PEEBLES

This course draws on the comprehensive research of John Hattie (2011) to present an approach for teachers to maximize their impact on the learners in their classroom, including those students with exceptional needs. This teaching approach considers both the fundamentals of good teaching practice, and the mind frames of successful students and teachers. In this course, participants will critically reflect on their personal mind frames as educators and consider potential transformations to enhance their teaching practice. Furthermore, educators will be actively engaged in exploring and practicing strategies related to the research of visible learning. Such strategies might include effective forms of feedback, formative assessment, student self-monitoring and differentiated instruction. The approach presented will encapsulate strategies relative to preparing, facilitating, and reflecting on a lesson, while considering the dynamics and diversity of an inclusive classroom.
### CALENDAR - COURSES AT A GLANCE

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Summer Institute is a unique and inspiring opportunity to engage with an already dedicated cohort of teachers and UBC Okanagan faculty.

-Sophie Liljedahl
### COURSES

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Note: 500 level courses are graduate and will require special permission and additional fees to register in.
JULY 20-24
Transformative Classroom Management
9 a.m. to 4 p.m. EDST 498R 2 credits
INSTRUCTOR: HEATHER ROSE AND RANDY JONES
This course will focus upon current research and practices in promoting positive strategies to engage all students and promote a psychology of success. This experiential session offers suggestions for creating optimal conditions for learning, performance, motivation and growth. Throughout the course, participants will be encouraged to adopt mindful management practices and habits that will guide and transform their teaching practices.

JULY 27 - AUGUST 14
Leadership for Inclusive Education and Social Justice
9 a.m. to 12 p.m. EPSE 470R/EADM 557 3 credits
INSTRUCTOR: CHRISTOPHER MARTIN
What is educational justice? Appeals for greater equality, diversity and inclusion in educational policy and practice is legion. While these may be good things to ask of our education system, what do we really mean when we call for ‘equality’ and ‘inclusion’ and what is the proper place of these values in a larger picture of education? Answering these questions is no easy task. While all citizens of a liberal democracy have a sense of justice and fairness, different citizens have conflicting beliefs and assumptions about what is just and fair. What I mean by ‘equality’ may be very different from what you mean by ‘equality’. How do we know which beliefs and assumptions best reflect what a just society, and a just education system, ought to look like? In this course we will examine different problems of educational justice including, but not limited to, private schooling, cultural inclusion, and student debt and examine the different solutions that various conceptions of justice might offer. Further, students will have an opportunity to identify, and offer a critical analysis of, a problem of educational justice relevant for and applicable to their own professional context.

Curriculum for Sustainability
1 p.m. to 4 p.m. EDST 498T/CUST 564 3 credits
INSTRUCTOR: CAROL SCARFF
Focus on curriculum discourse central to ecological and social justice.
JULY 27 - 31

Adaptations and Modifications: Creating Access for all Learners
9 a.m. to 12 p.m.  EDST 498S  1 credit
INSTRUCTOR: SHELLEY MOORE

How can we bridge the gap in classrooms where we are striving to meet the needs of such a diversity of learners? Adaptations and Modifications looks at how we can use a balanced literacy approach to make curriculum accessible and manageable for both students and teachers. What supports can we design and use to help all students to meet their goals—both individually and as a class?

Experiencing the Living Curriculum
1 p.m. to 4 p.m.  EDST 497B  1 credit
INSTRUCTOR: PAUL BRITTON

This course will explore the new paradigms in education. Participants will gain a better understanding of the new BC curriculum and become aware of the areas of the curriculum that were designed to amplify best practice. Throughout this course participants will gain strategies to incorporate core competencies and an approach to make use of cross-curricular learning. Participants will exit with a stronger understanding of the shifting field of BC Education, its context globally and tools to move forward into the new school year.
AUGUST 3-15

**Curriculum in Outdoor Education**
Blended EDST 498V/CUST 565 3 credits

INSTRUCTOR: HARTLEY BANACK
An interdisciplinary focus in methodology and program planning of Outdoor Environmental Education. This interactive course will be a blended delivery model of learning.
*Week 1 = online, Week 2 = Kelowna campus
*This course has an additional activity fee and a mandatory overnight camping trip on August 14-15

AUGUST 3-7

**SmartEducation: Developing a Pedagogy of Well-Being**
9 a.m. to 4 p.m. EDST 498U 2 credits

INSTRUCTORS: KAREN RAGOONADEN & ROBERT WHITELEY
The university accredited version of smartEducation is an evidence-based program for educators emphasizing the cultivation of mindfulness. The purpose of this course is to examine mindfulness in education by exploring the educational techniques and strategies used to develop a pedagogy of well-being. Participants use tools such as breath awareness, mindful movement, meditation and body awareness to develop the capacity to recognize and to transform challenging emotions into insight, self-acceptance, and vitality. Through exercises and discussions connected to experience in the classroom, a sustainable approach to developing kindness, compassion, and forgiveness are integral components of the sessions. Grounded in relevant readings, formal practices taken from the smartEducation program aim to support sustainable practices of being awake and aware of the present moment.

Please note that EDST 498U smartEducation: Developing a Pedagogy of Well-Being (2) is a two credit course which can be used towards accreditation in the Certificate and Diploma in Inclusive Education.

*Note: this course will be held both indoors and outdoors and you will be asked to participate in mindfulness activities. Please dress appropriately.
AUGUST 10-14

Mindful Pedagogy and Early Reading
9 a.m. to 4 p.m. EDST 498W 1 credit
INSTRUCTOR: JENNIFER KELLY
The primary objective of the course is to prepare teachers to design and implement programs to teach children having difficulty with early reading through mindful pedagogy. Topics will include metacognitive skills, cognitive processes involved in early reading behaviours and developing an understanding for mindful learning and how it relates to reading instruction. An emphasis on formative assessment practices throughout the early reading process and the effective use of strategic thinking will be evident throughout the course.

Teaching Students with Complex Learning Needs including FASD
Online EDST 498X 1 credit
INSTRUCTOR: STACEY WAKABAYASHI
The number of students that have complex learning needs seems to be growing all the time. In this session, you will learn about fetal alcohol spectrum disorder and how an approach to teaching and supporting students with this disorder can be utilized with all kids who have learning challenges. By understanding our individual students, we can begin to work towards finding the strategies that will lead to improved success in the classroom. We will introduce you to our LEIC Planning Tool and provide you with information about current research, strategies, and resources.

The SIE is fantastic Pro-d, grounded in the latest research, and highly applicable to classrooms. I learned so many ways to improve my practice and become an even stronger teacher.

-Gloria Cox
HARTLEY BANACK
Currently, I am a lecturer and coordinator for the Outdoor Environmental Education (OEE) programs at UBC. I am developing a suite of skill-based OEE courses, working on a graduate certificate and MEd in OEE, and an OEE Minor.
EDST 498V/CUST 565 (3)
Curriculum Outdoor Ed

PAUL BRITTON
Paul Britton is part of a team of teachers delivering an integrated program (middle years) that combines all of the core curricular courses and regularly uses problem based learning and inquiry as the main vehicle for learning and demonstrating students’ knowledge. His goal is to improve the engagement of a diverse population of students with learning.
EDST 497B (1)
Experiencing the Living Curriculum

ROBERT CAMPBELL
Robert Campbell is a specialist in Educational Technology. His research focuses upon new learning environments, digital citizenship, and the cultural effects of new media and technology. He has worked as a high school teacher, and as software developer and instructional designer in the private sector. Currently, he is an associate professor at UBCO. He has held a number of post-secondary administrative appointments and was the founding dean of the UBCO Faculty of Education.
EDST 498O (1)
Coding K-7: Transformative Technology in Schools

SUSAN CRICHTON
An Associate Professor in the Faculty of Education at the UBC’s Okanagan campus, Dr. Crichton has taught in rural and urban K-12 schools in British Columbia, California, and Australia. Currently, she is an online mentor for the United Nations Institute for Training and Research (UNITAR) project in Afghanistan.
EDST 498P
Taking Maker Into Challenging Contexts

ANGELA FINLEY
Angela Finley has travelled globally, and taught English as an additional language in South Korea, the Czech Republic, Japan, and Canada. She has worked in adult, Pre-K, and K-12 settings. Her graduate research at UBC Okanagan focused on fostering academic success for students from non-English speaking backgrounds through belongingness.
EPSE 470Q/LLED 490 (3)
Introduction to English Language Teaching: Methods in Additional Language Teaching & Learning

TINA FRASER
Dr. Tina Fraser is a Maori scholar teaching at the University of Northern British Columbia. Dr. Fraser is also a Fellow of Te Mata Ō Te Tau (The Academy for Research and Scholarship at Massey University, and an Associate Fellow at Te Whare Wānanga o Awanuiarangi Indigenous University in New Zealand. She has a Nursing background, Early Childhood Education, Bachelor of Science; Master of Education, and a Doctor of Philosophy from the University of British Columbia.
EDST 497A/EDUC 517 Creating Educational Space - Aboriginal/Indigenous Ways of Knowing and Being
RANDY JONES
Randy Jones is currently the coordinator for SD #67 Okanagan Skaha Behaviour Intervention Services. Randy is currently a Non Violent Intervention trainer and has advanced training in Collaborative Problem Solving and Functional Behaviour Assessments. Randy believes that challenging behaviour is often the “voice of discomfort” and this type of behaviour should be met with empathy, support and a well-managed classroom environment.

EDST 498R (2)
Transformative Classroom Management

SHELLEY MOORE
Shelley Moore, a current PhD student at UBC Vancouver, is an inclusion consultant throughout British Columbia. Her work integrates theory and practice, and bridging curriculum & special education, to create inclusive classrooms for all learners.

EDST 498S (1)
Adaptations and Modifications: Creating Access for all Learners

JENNIFER KELLY
Jennifer Kelly is a literacy intervention teacher in the North Okanagan-Shuswap School District. She has taught courses in early reading behaviour at TRU and UBC-O in the Faculty of Education. She is currently a PhD student at UBC-O with research based in professional development for teachers.

EDST 498W (1)
Mindful Pedagogy and Early Reading

KIM ONDRIK & MURRAY SASGES
Murray Sasges thrives in environments of adversity. He has many scars from scraping up against reality which has made him stronger and more determined than ever to provide rich and provocative learning and growing opportunities in education. He also loves bicycles and good wine.

Kim Ondrik is a passionate, focused, creative & innovative educator. She was drawn to the field of education with a heart for social justice: creating learning environments which are safe for all students to grow & learn - to take chances, make mistakes & get messy - to develop & reach beyond their potential emotionally, socially & intellectually. She has had amazing mentors throughout her career who have encouraged her to stay true to her vision: to persevere, think outside the box & “swim against the flow”.

EDST 498N (1)
Responsive Pedagogy: Rewriting the Traditional Grammar of Schooling

CHRISTOPHER MARTIN
Christopher Martin is an Assistant Professor in the Faculty of Education, UBC Okanagan Campus. A former school principal, Dr. Martin teaches graduate and undergraduate courses in the areas of philosophy of education, educational policy and the ethics of teaching. His current research is on the values, aims and purposes of higher education.

EPSE 470R/EADM 557 (3)
Leadership for Inclusive Education and Social Justice
JODI PEBBLES
Dr. Jodi Peebles is an instructor in the Faculty of Education with the University of Alberta. She holds a Doctoral degree from the University of Calgary in the area of inclusive education. Her research interests include teacher education, inclusive education, gifted education and visible learning.
EDST 498Q (1)
Visible learning

KAREN RAGOONADEN
Dr. Karen Ragoonaden teaches and researches in the Faculty of Education of the University of British Columbia’s Okanagan Campus. She has lived, studied and worked in North America, Europe and Africa. Her publications and research interests lie in the area of the Scholarship of Teaching and Learning. Her most recent publications focus on Mindful Teaching and Learning, Contested Sites in Education and Self-study of Teacher and Teacher Education Practices. As a scholar-practitioner, her educational leadership has been recognized by virtue of her on campus and community work relating to equity, diversity and inclusion.
EDST 498U (2)
SmartEducation: Developing a Pedagogy of Well-Being

MICHELLE ROBINSON
Michelle Robinson is a creative educator with over 18 years experience as a teacher and administrator with at-risk learners at both the elementary and secondary levels. As a literacy specialist, Michelle utilizes a student centered, inquiry model using Universal Design concepts to elicit authentic student engagement. Behaviourally challenged youth have thrived through use of individualized active learning curriculum designed using recent brain research principles.
EDST 498M (1)
Engagement Strategies for At-Risk-Students

HEATHER ROSE
Heather Rose is an educator from SD #67 Okanagan Skaha currently working in the role of School Principal. Heather has more than 20 years’ experience as a classroom teacher, social emotional learning helping teacher, literacy coordinator and inquiry leader/facilitator. Heather enjoys supporting and promoting strength based instructional strategies, prevention programs and finding creative ways of embedding and building social emotional skills and competencies through everyday curriculum.
EDST 498R (2)
Transformative Classroom Management
CAROL SCARFF
Dr. Carol Scarff is an Associate Professor in the Faculty of Education, UBC Okanagan. Her teaching and research expertise lie in the area of Science Education, Research Methodology and Critical Thinking.

EDUC 500 (3)
Research and Methodology in Education
and
EDST 498T/CUST 564 (3)
Curriculum for Sustainability

KARINE VELDHOEN
Karine Veldhoen, M.Ed., is the founder of Learn Forward and a creative force in education. She's also the Chief Learning Officer at Willowstone Academy, the Founder and Executive Director of Niteo Africa, a former Education Consultant for Fresh Grade and a modern day pilgrim.

EDST 498P
Taking Maker Into Challenging Contexts

ROBERT WHITELEY
Dr Whiteley has been engaged with mindfulness over the past couple of years developing a personal practice, taking Mindfulness Based Stress Reduction (MBSR) courses, implementing mindfulness in teacher education classes and offering Stress Management and Resiliency Techniques (smartEducation) courses to undergraduate students and practicing teachers. He currently sits on the smartEducation curriculum committee and is an associate in the Centre for Mindful Engagement (CME) at UBCO.

EDST 498U (2)
SmartEducation: Developing a Pedagogy of Well-Being

STACEY WAKABAYASHI
Stacey Wakabayashi is a Senior Teacher Consultant with 26 years of experience. Stacey has been working with the Provincial Outreach Program for FASD since the program's inception in 2006.

EDST 498X (1)
Teaching Students with Complex Learning Needs including FASD
ADMISSION & REGISTRATION

RETURNING STUDENTS: Returning students with Summer Session 2015 eligibility may register online at the Student Service Centre (SSC):
students.ubc.ca/ssc

NEW STUDENTS: New students must apply to UBC. Application for admission may be made online via: ubc.ca/okanagan/students/nondegree/welcome
Select Application to Non-Degree Studies from the right hand menu and complete the form.

VISITORS TO THE OKANAGAN

For information on activities and events in the Okanagan area, visit okanagan.ubcconferences.com/visitor-info

ACCOMMODATION

Residence on UBC’s Okanagan campus is available to visitors. Call 1-888-318-8666 or visit the Conferences and Accommodations website: okanagan.ubcconferences.com

PARKING & TRANSPORTATION

PUBLIC TRANSIT: bctransit.com/kelowna or call 250-860-8121
CYCLING IN KELOWNA: kelowna.ca
PARKING SERVICES ON CAMPUS: parking.ok.ubc.cal

CONTACT

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