



**Interdisciplinary Education Conference Program 2009  
(World Council for Curriculum & Instruction – North  
America Chapter)**

**Curriculum Opportunities for Fostering Peace in a Diverse  
Global Community**

**Tuesday, July 14**

University of Lethbridge Campus      Note: Anderson Hall (AH)  
4401 University Drive                      Turcotte Hall (TH)  
Lethbridge, Alberta, Canada              Coulee Junction (6<sup>th</sup> Level, Main Bldg)

6:00 – 7:30 pm

**REGISTRATION.....Coulee Junction**

7:30 – 8:00 pm

**🌐 WELCOME, OPENING REMARKS.....Coulee Junction**

Peter Heffernan  
University of Lethbridge  
President, North American Chapter

Gerald McConaghy  
Dean's Office, Faculty of Education  
University of Lethbridge

8:00 - 8:30 pm

**🌐 KEYNOTE ADDRESS.....Coulee Junction**

**“A Bridge to Cherishing Cultural Diversity”**

Penelope Flores  
Professor of Education  
San Francisco State University  
San Francisco, CA USA

8:30 pm

**🌐 WINE & CHEESE RECEPTION.....Coulee Junction**  
(hosted by **Faculty of Education**, University of Lethbridge)

8:00 - 9:00 am

**REGISTRATION.....Room: AH-100**

9:00 - 10:30 am

**SESSION 1**

**1.1 Workshop.....Room: TH-173**

***What the World Needs Now is Compassionate Mentoring!***

**Presenters:** Roger Wiemers, Tennessee State University, TN  
Terry Silver, Tennessee State University, TN

**Abstract:** Mentoring has become more prevalent among beginning teachers as we see an increase in programs designed to provide schools with teachers quickly. However, many of these teachers have not had a supervised clinical experience. Without this experience, combined with the stress of having to perform due to standardized tests and classroom management issues, more beginning teachers are leaving the profession after 3-4 years. This increase in attrition needs to be addressed at many different levels within the educational hierarchy including collegiate, administrative, and among experienced teachers who affect the experiences of the newly hired teachers. This workshop is designed to address the current literature on mentoring, the many forms mentoring can take and how systemic, compassionate mentoring relationships inside the classroom can lead to global relationships that contribute to a more peaceful global society.

**1.2 Workshop.....Room: TH-201**

***Realizing the Bigger Picture: One Race the Human Race***

**Presenter:** Karen McLean Dade,  
Multicultural International Development Corporation, GA

**Abstract:** This workshop focuses on curriculum opportunities for fostering peace in a diverse global community. Using the first volume of my new book series titled, "Divine/Promise: A Difficult Journey," participants will participate in exciting dialogue, education strategies and activities through the hard life and diverse experiences of Divine and Promise, teenage twins that many youth can relate to. The workshop seeks to enhance the education-community bond and to discuss real life issues that young people face in today's world. As participants examine conflict situations and exchange perspectives about the selected chapter "Realizing the Bigger Picture: One Race the Human Race," peace concepts surface in a more creative, positive and intellectually stimulating environment. The main activity in this workshop will be introducing strategies to establish "real life" book clubs for the classrooms, after school programs, families and communities worldwide.

**1.3 Workshop.....Room: TH-241**

***Aligning Peace Education Standards, Assessment & Instruction***

**Presenter:** Clay Starlin, International Educational Systems Project, MA

**Abstract:** Standards and accountability is a prominent theme in North American education today. Within this theme is the concept of aligning standards, assessment and instruction. This workshop provides an opportunity for participants to learn how to: (1) write precise standards in the area of Peace Education, (2) design assessment materials based on these standards and (3) integrate best bet teaching tactics to support student learning and mastery.

10:30 – 11:00 am

**Break.....Room: AH-100**

11:00 am – 12:30 pm

**SESSION 2**

**2.1 Workshop.....Room: TH-173**

***Calibrating Teacher Performance: What Do They Say and What Do They Actually Do***

**Presenter:** Penelope Flores, San Francisco State University, CA

**Abstract:** This is a workshop on how to assess 2 teacher’s performance based on several prompts where the students write down what she/he plans to do in a video-taped teaching segment, why they choose this particular segment, how they will go about the instruction of such a plan, and reflecting on the whole episode they just video-taped. We will review the rubrics on assessing the videos and view 10-minute segments of teaching. In this workshop we will score the segments, compare notes and calibrate the instrument to reflect group assessment procedures.

**2.2 Workshop:.....Room: TH-201**

***Challenge to Social Studies Educators: Defining and Teaching Holistic Democracy***

**Presenter:** Larry Hufford, St. Mary’s University, TX

**Abstract:** This workshop will engage participants in a dialogue of how to design curricula that defines democracy holistically, that is, incorporating political, economic, cultural and ecological components of understanding democracy. Emphasis will be placed upon teaching holistic democracy as a grassroots movement to strengthen participatory decision-making and intercultural understanding.

**2.3 Workshop:.....Room: TH-241**

***Embodying Peace: Exploring Relationships and Building Community in a Diverse Setting (Part I)***

**Presenter:** Paula Rosehart, Simon Fraser University, BC

**Abstract:** Developing a peaceful community begins with creating opportunities that facilitate relationships that focus on understanding of self, other, and learner diversity. In this workshop, participants will learn how to honor learner diversity and develop student voice through the examination of literature, poetry, drama, visual art, and movement (strategies that focus on meeting the needs of all learners). Participants will be actively involved in this workshop and will learn authentic and engaging ways to bring the body into the classroom as a locus of learning and inquiry. By connecting to curriculum through accessible embodied learning opportunities (hands-on, minds-on, bodies-on), this session serves to deepen teacher’ and student’ understanding of self and other and assist in the development of empathy and respect. The exploration of peace as embodied learning will be the focus of this workshop.

12:30 – 1:30 pm

**Lunch Provided.....Room: AH-100**

**3.1 Papers..... Room: TH-173**
**Facilitator:** Sharon Walker-Fillion, Texas State University, San Marcos, TX

**a. *Rigorous and Relevant On-Line Curriculum Supporting a Just and Peaceful Society***
**Presenters:** Tammy Shutt, Austin Peay State University, TN  
Benita Bruster, Austin Peay State University, TN

**Abstract:** This session focuses on developing rigorous and relevant on-line course content utilizing problem-based learning opportunities directly related to the lives of students. These problem-based experiences allow for increased comprehension and global connections to student learning. The Rigor/Relevance Framework, developed by the International Center for Leadership in Education, provides a powerful process for curriculum design. The framework offers a common language and serves as a bridge between the school and community. Using this framework, on-line course content transcends the traditional knowledge-based instruction and moves to real-world applications focused on multicultural and cross-curricular experiences. Project-based learning opportunities are a powerful way to engage students with content that has real-world applications, interdisciplinary connections, and venues for creating solutions and taking action.

**b. *Middle School Application of Holocaust Studies: Catholic Students Adopt Survivors: A Case Study***
**Presenter:** Michele Dahl, Oak Knoll School of the Holy Child, NJ

**Abstract:** Through the lens of a Critical Pedagogist engaged in Catholic Social Teaching, Michele Dahl employed the constant comparative method of analysis to discern student learning via the analysis of student journals, Critical Incident Questionnaires, bisque tile projects, triptychs, and interviews with her sixth graders who were involved in a modified version of the “Adopt-a-Survivor” program. The impact of the Holocaust survivors’ personally speaking to all of the children was reflected in the students’ intentions to bear witness and in their thoughtful, transformative language. They demonstrated understanding about the Holocaust. The students gave evidence to connections they made between the Holocaust and other acts of intolerance. After Michele presented her preliminary findings in Worcester, she continued analysis of her findings, resulting in her doctoral dissertation. Her interest is in the effectiveness of the anti-bias curriculum which she has assembled in recognition of the state-mandated requirement for Holocaust education in New Jersey.

**3.2 Papers: ..... Room: TH-201**
**Facilitator:** Douglas Warring, University of St. Thomas, MN

**a. *Responding to Post Traumatic Stress Disorder: Creating a Safe and Loving Learning Environment***
**Presenter:** Sue Foo, Worcester State College, MA

**Abstract:** The number of individuals with Post Traumatic Stress Disorder (PTSD) is on the increase. Life threatening or terrifying events such as sexual and physical abuse, exposure to natural disasters, violent assault, automobile or plane accidents, military combat and community violence can trigger PTSD. The data on children inflicted with this disorder are alarming. Hamblen reports 90% of sexually abused children, 77% of children exposed to a school shooting and 35% of urban youth exposed to community violence develop PTSD. This presentation will discuss the establishment of trauma sensitive schools and curriculum that emphasizes creating a responsive environment and promotes a safe learning community. Teacher awareness and the knowledge base for PTSD will also be addressed.

**b. *Experience in Training Teachers to Prepare Caregivers on Meeting the Needs of the Preschool Child with HIV/AIDS***

**Presenter:** Elaine Talarski, University of the Incarnate Word, TX

**Abstract:** This presentation provides guidelines and information regarding training pre-school teachers to prepare caregivers on how to better meet the needs of the child with HIV/AIDS in Zambia, Africa. Preschool children with HIV/AIDS are not included in public policy. As a result their human rights, education, social, and physical needs are neglected. Many caregivers lack the understanding of how to meet the needs of the preschool child with HIV/AIDS. To obtain feedback on learning outcomes from the preschool teachers an end of workshop questionnaire is used.

**3.3 Papers:.....Room: TH-241**

**Facilitator:** Sharon Walker-Fillion, Texas State University, San Marcos, TX

**a. *Research Directions and Exemplary Practices Regarding Language(s) as a Potential Instrument for the Promotion of Peace in Educational Practice***

**Presenter:** Peter Heffernan, University of Lethbridge, Alberta

**Abstract:** Language is a gift to humankind that can be used for good or harm. Much research is available on the topic to guide and inform our educational decision-making. As well, many exemplary or ‘best’ practices have been identified. The presenter will discuss the central role of language(s) in education. Tact and tone in teaching have been discussed in recent years in the curriculum literature. Some exemplary practices in classroom teaching have arisen from teachers’ reflections about their pedagogical theory relating to the use of language in their educational practice. The role of language in promoting positive and constructive exchanges, peaceful interventions and dialogue in lieu of monologues, and classrooms where genuine caring and sharing take place will be the main focus of this session. The session will involve both a presentation format and an opportunity for exchange and discussion among the participants

**b. *Elders and Youth – Interconnecting the Generations***

**Presenters:** Olenka Bilash, University of Alberta, Alberta

Lily McKay-Carriere, Charlebois Community School Cumberland House, Saskatchewan

**Abstract:** “Every fourteen days a language dies. By the year 2100 more than half of the world’s languages will disappear” In Canada at least a dozen languages are on the brink of extinction. To combat this native language decline the Northern Lights School Division initiated an externally funded five year language revival project in a Cree and Metis community of approximately 1200 people. Located 165 km from the nearest town it is well known to hunters and fishermen for its lush natural habitat and capable local guides. The elders and everyone over 45 years of age in the community all speak Cree. When they gather they share memories of their youth, summers “in the bush”, winters ice fishing, hunting, trapping, berry picking, preserving and cooking, dancing, fiddling. Some community members still make an income from these skills, many of those talents are now being passed on in English and not in Cree. With this language shift, the collective history that is shared in these stories changes, or is not told at all. This paper describes the initiatives taken over a 12-year period to link the wisdom, talents and enthusiasm of all generations to restore linguistic and cultural identity and strengthen community.

3:00 – 3:30 pm

**Break:.....Room: AH-100**

🌐 **SESSION 4**

**4.1 Papers.....Room: TH-173**

**Facilitator:** Karen McLean Dade

Multicultural International Development Corporation, GA

**a. *The Role of Religious Imagination in Constructing Images of Violence and Peace***

**Presenter:** Larry Hufford, St. Mary’s University, TX

**Abstract:** The paper will explore the role of the religious imagination in an individual’s movement towards acts of violence which fall under the concept of cosmic violence or an individual’s movement towards a life of non-violence with the goal of creating greater social justice.

**b. *Conscious Learning and Learning To Be Conscious***

**Presenter:** Gregory Nixon, University of Northern British Columbia, BC

**Abstract:** This presentation argues that educational objectives and methods have consistently ignored the need of the individual to attain conscious agency. As psychology has pursued a more scientific orientation, the notion of increasing individual consciousness and free will has been pushed to the sidelines. Aside from the brief appearance of “humanistic education” in the late 60s and early 70s, human self-awareness has not been a consideration in educational planning. In this paper I will argue that the need to break away from unconscious identification with those around us is more acute now that we are becoming a global community. The hope of global conciliation rests with those individuals who have to some degree transcended their traditions, achieved self-agency and creativity, and become independent “world thinkers”. Education could help rather than hinder this process.

**4.2 Papers.....Room: TH-201**

**Facilitator:** Kirmanj Gundi, Tennessee State University, TN

**a. *The Challenges and Hopes of Diaspora in Teacher Education: A Case Study***

**Presenters:** Rahat Naqvi, University of Calgary, Alberta  
Hans Smits, University of Calgary, Alberta

**Abstract:** Like many faculties of education, we are investigating alternative possibilities for encouraging cultural responsive pedagogies as a key aspect of the dispositions required to become a teacher. This presentation reports on a study that explored the rational, evidence and analyses of the experience of a group of twenty senior students who devoted part of their semester to tutoring recently emigrated Afghani children. The concept of diaspora provided a lens for understanding the experiences of children who have been displaced from their homes and also as an experience for our students who as teachers face cultural unknowns as they encounter students from varied cultures. The study illustrates some unexpected, but rich learning’s which emerged from this important teacher education initiative.

**b. *Barriers and Successes Experienced by Immigrant Ph.D. Students in Academic Career Preparation***

**Presenter:** Olenka Bilash, University of Alberta, Alberta

**Abstract:** Due to the undervaluing of foreign credentials, some professional immigrants choose to pursue doctoral programs to increase their human capital. They hope that this will lead to better opportunities to continue with professional careers. Sadly, due to gaps in graduate programming, isolated career service, and systemic racism few are successful. This presentation will report on 4 cycles of an action research project that reveals how collaboration and peer mentoring may lead to hope & greater success. From an ecological perspective these successes reveal the domino effect on the families of these students, their engagement in multiple communities and the desire for cross cultural communication within Canada's multicultural society.

**4.3 Papers:.....Room: TH-241**

**Facilitator:** Minnie Ladores, Frostburg State University, MD

**a. *Fostering Peaceful Relations through Ethical Leadership at School***

**Presenters:** Roger Wiemers, Tennessee State University, TN  
Tammy Shutt, Austin Peay State University, TN

**Abstract:** Ethical Leadership in schools is vital for effective relations to exist and for schools to become successful in developing learning-centered students. Where leaders are not ethical, faculty and staff perceive the school climate as negative, and students suffer both in learning and in relationships due to this lack of positive morale. School leaders should practice ethical decision-making in all realms. Ethical decision-making involves perspective consciousness, collegial dialogue, critical thinking, and reflective thought. When leaders follow this process, school personnel feel valued and respected, thus leading to a positive school climate. Discussions will center on this ethical decision-making process and how it can foster peace in schools.

**b. *Technology and the Role of the Instructional Leader in Bringing the Global Educational Community Closer Together***

**Presenters:** Gary Stewart, Austin Peay State University, TN  
Tammy Shutt, Austin Peay State University, TN

**Abstract:** In recent years the instructional leadership role in the schools around the world has been significantly impacted by the utilization of technology. Technology has assumed an integral role in instructional programs and has expanded curriculum and learning opportunities. The influence of technology has brought peoples of all nations to a better understanding of cultural and societal differences. This understanding and appreciation can serve to reduce the misunderstanding and conflicts that lead to war and suffering. It is imperative for the instructional leader to understand the powerful influence of technology on the curriculum and how it can serve to remake the global community through acceptance of cultural diversity.

8:00 pm

**Taste of Alberta Banquet.....Room: AH-100**

**SESSION 5**

**5.1 Papers:.....Room: TH-173**

**Facilitator:** Sue Foo, Worcester State College, MA

**a. *Connecting Two Cultures through Curriculum: First Steps to Understanding***

**Presenter:** Maurice Hollingsworth, University of Lethbridge, Alberta

**Abstract:** This session will share nine-years of work from the *IT for Dominica* project, an international volunteer project connecting teachers and students from Southern Alberta with educators and students from the Commonwealth of Dominica, West Indies. Using contemporary learning strategies and information technologies, educators from Southern Alberta have traveled to and worked with teachers in the Commonwealth of Dominica, sharing teaching strategies, using information technologies and working to connect students in their respective communities and cultures. The project has worked to provide the necessary professional volunteers, supportive communities, technology resources, and technical supports to enable online connectivity with students and teachers in remote, culturally and geographically contrasting locations. The goal of peace resides as an ultimate ideal and the foundation of understanding and learning by all remain the pillars.

**b. *Using Children's Literature to Foster Peace in a Diverse Global Community***

**Presenter:** Judy Leavell, St. Edwards University, TX

**Abstract:** : The presentation will introduce children's literature that develops peaceful relations through increased understanding of others. Multicultural, multi-national knowledge developed from literature aids in cross-cultural global understanding and communication. Selections from a variety of world cultures will be summarized and key cultural elements will be explored. Ideas for discussion points and extension activities will be given. The literature selections will span from early childhood to young adult. An annotated bibliography will be provided.

**5.2 Papers: .....Room: TH-201**

**Facilitator:** Michele Dahl, Oak Knoll School of the Holy Child, NJ

**a. *Fostering Peace and Global Understanding Through a Cross-Cultural Teacher Education Program***

**Presenters:** Olenka Bilash, University of Alberta, Alberta  
Jooyeon Kang, University of Alberta, Alberta

**Abstract:** People carry within themselves patterns of living that were learned throughout their lifetime. Often patterns of thinking, feeling and acting must be unlearned before we are able to learn something new, and unlearning is more difficult than learning for the first time. This paper presents the experiences of English teachers from Korea who participated in a teacher education program in Canada for professional development, language acquisition, and improving cross-cultural understanding. Through coded analysis of interview and reflections, it reveals what unlearning means to the participants from a different culture, how they experience the unlearning process, and what implications their experiences suggest for fostering peace and global understanding across cultures.

**b. *World Peace through Global Understanding***

**Presenter:**, Kirmanj Gundi, Tennessee State University, TN

**Abstract:** Global understanding is a reality that impacts the citizens of every nation. Therefore, global studies should be integrated into the curriculum to give students a broader vision about various nations, ethnicities, religions, and cultures. To comprehend the complexity of the world, we need to acknowledge the challenges and problems in our own countries. In facilitating learning more about the world, we need to learn languages, study international issues, cultures, and good citizenry. The support for globalizing colleges and universities through students and/or faculty exchanges should continue as a way to bridge the gaps among nations. Understanding world cultures and developing global awareness is not only a moral responsibility, but helps to unify legal and ethical forces against anti-peace efforts and terrorism. It is an important way to improve human rights, and social justice.

**5.3 Workshop..... Room: TH-241**

***Embodying Peace: Exploring Relationships and Building Community in Diverse Setting (Part II)***

**Presenter:** Paula Rosehart, Simon Fraser University, BC

(see Part I description, session 2.4)

10:30 – 11:00 am

**Break.....Room: AH-100**

11:00 am – 12:30 pm

**🌐 SESSION 6**

**6.1 Papers:.....Room:TH-173**

**Facilitator:** Terry Silver, Tennessee State University, TN

**a. *Defining Justice Within & Across Cultures***

**Presenters:** Samia Costandi, Ahlia University, Bahrain  
Kamala Louvelle, Bahrain Polytechnic, Bahrain

**Abstract:** Dr. Samia Costandi and Mrs. Kamala Louvelle from their individual perspectives as women of Palestinian (Costandi) and Indian (Louvelle) origins experienced the problems involved in defining justice within and across cultures. Their experiences have informed them of the dilemmas involved in working in post-colonial contexts. The difficulties encountered as they fought to have their voices heard, voices of women from minority groups within the context of Eurocentric and colonizing meta-narratives. Dr Costandi used *narrative inquiry*, Clandinin & Connelly’s methodology, to explore her life and work in both Beirut and Montreal, Canada. Mrs. Kamala Louvelle’s perspective on racism and justice within and across cultures stems from her travels and work as a Sri Lankan-Indian teacher in Africa (Nigeria & New Guinea) and in South America (Venezuela) and Central America (Mexico). They will present and discuss salient issues that have particular impact on teaching and learning.

**b. Tribal Conflict in Somalia and the Plight of Ethnic Minorities in the Context of Peace**

**Presenters:** Ahmed Hassan, Alliant University, CA  
Rasheed Farrah, Alliant University, CA

**Abstract:** Twenty years of dictatorship and civil wars have claimed thousands of innocent Somali lives and created millions of displaced refugees. According to Abdi Samatar “Traditional Somalis claim that it is evil men and Somali tribal tradition that is to be blamed for the current conditions of Somalia.” While major clans are struggling to compete for power and control, ethnic minorities in Somalia suffer in silence from all forms of social injustices including: harassment, discrimination, torture and death. The purpose of this paper is to examine three issues vital to rebuilding Somalia and its long-term peace and stability. First, it describes the origin and nature of Somalia’s tribal warfare focusing on major factors that contributed to the collapse of political institutions in Somalia, and subsequent years of statelessness. Second, it addresses the plight of Somali ethnic minorities who are caught in the middle of major clan warfare and their socioeconomic and political relationship with these clans. Finally, it explores ways to foster a lasting peace between Somalis and around the globe through educational endeavors.

**6.2 Papers.....Room: TH-201**

**Facilitator:** Judy Leavell, St. Edwards University, TX

**a. Community Connections to Better Understand Students With Diverse Communities**

**Presenter:** Douglas Warring, University of St. Thomas, MN

**Abstract:** Involving students in diverse communities is important in making realistic applications of classroom theory regarding the diverse environments and communities outside of college classrooms. Diverse community-based educational programs and community service can help students learn, apply, reflect on, and develop a deeper understanding of factors in the learning process. Programs include, volunteerism, internships and field placements. This is a more interactive engagement for students in diverse communities with positive results. This presentation addresses requiring community connections in diverse communities as one way to involve students and to assist them in making applications of theory to practice to better understand learners. A rubric and results of a study will be shared.

**b. Fostering Appreciation through a Technology-Enhanced “Cultural Walk”**

**Presenters:** Minnie Ladores, Frostburg State University, MD  
Tom Palardy, Frostburg State University, MD

**Abstract:** “Cultural Walk” is a recommended activity for raising cultural awareness and developing an appreciation for diversity. Through a cultural walk, students examine the local culture, paying attention to details that provide “hints” on values and norms. This presentation will be about our experience in integrating a cultural walk activity into our graduate educational foundations class. In this particular activity, students were asked to take photographs as they took the walk. They were given a Scavenger Hunt List as a guide for what to look for and also to add an element of fun. The cultural walk experience was processed using the following online technology tools: Picasa web albums, blogging, video reflections, and a class VoiceThread project. Student reflections indicate a deeper appreciation of the local culture, in this case, the City of Hagerstown, MD. In the end, students benefited from this activity by gaining a tool for viewing a local culture and making sense of it – a tool they can use in the future if they were to take a “cultural walk” in other neighborhoods and other countries. This presentation may be of interest to teacher educators and professors of cultural diversity or similar peace-oriented courses.

**6.3 Papers:.....Room: TH-241**

**Facilitator:** Clay Starlin, International Educational Systems Project, MA

**a. *Aboriginal Ways of Knowing Mathematics in Alberta and Arizona: Meeting the Needs of Diverse Learners***

**Presenter:** Nola Aitken, University of Lethbridge, Alberta

**Abstract:** Native students’ performance is poor in Western mathematics yet research indicates that Native people are capable problem solvers. This paper presents the final results of a two-year comparative study of Grade 3 Arizona and Alberta Native students’ problem-solving performances. The objectives of the study were to discover why Native students perform better at certain types of math; to determine the impact of culturally situated ways of knowing; to compare Arizona and Alberta students’ mathematics performances; and to capitalize on identified Native problem-solving strengths to inform current teaching practice. The study methodology was a qualitative case study and a static group comparison. Data gathering included teacher and student surveys, and student culturally relevant problem-solving activities/games using manipulatives. The study results inform educators and policy-makers regarding ways to meet the needs of all students.

**b. *Improving First Nations, Métis, and Inuit Education through the Alberta Initiative for School Improvement (AISI)***

**Presenters:** Thelma Gunn, University of Lethbridge, Alberta

Guy Pomahac, University of Lethbridge, Alberta

**Abstract:** Commencing in 1999, the AISI provided funding to Alberta school authorities for projects to improve student learning. Divided into cycles, AISI has established a community of trust, enthusiasm, and professional commitment between participating partners. This presentation will involve 16 selected projects spanning 2000-2009 under the heading of *First Nations, Métis, and Inuit Education*. Descriptive statistics, thematic analyses, and a focus group session were conducted revealing the following: (a) to assist Aboriginal students to successfully engage in school and eventually graduate, their education must begin with a personal-affective focus prior to an academic focus; (b) the curriculum must include an authentic representation of Aboriginal history, culture, and language in order to improve cultural awareness and pride; (c) and teacher preparation programs must prepare teachers regarding Aboriginal learning styles and ways of knowing.

12:30 – 1:30 pm

**Western BBQ Lunch Provided.....Coulee Junction**

**🌐 SESSION 7**

1:30 – 3:00 pm

**7.1 Workshop:.....Room: TH-173**

***Older Men Declare War. But It is Youth that Must Fight and Die***

**Presenters:**

Walter Acií Ojok, Central European University, Budapest, Hungary

Olenka Bilash, University of Alberta, Alberta

**Abstract** Many civil wars are fought with the abundant labour force of children and youth. Most of these young people enlisted (perhaps involuntarily and likely without consciousness of the implications or consequences of their decision) before the 2002 Convention on the Rights of the Child (CRC) Optional Protocol intervened to raise the age of military recruitment to 18 years. The scale of those dying young in combat is undisputable. (Child Soldiers Global Report, 2008). This workshop will examine factors that draw youth into armed conflict as well as the promise of human rights legislation in affecting change. The role of teachers and youth in eradicating this phenomenon will also be discussed.

**7.2 Workshop..... Room: TH-201**

***Rethinking Literacy: Understanding How Language Works to Make Meaning and to Reposition Ourselves in the World in a More Democratic and Thoughtful Manner***

**Presenter:** Roberta Truax, , University of Cincinnati, OH

**Abstract:** This workshop will explore through individual and collaborative activities the nature of human ways of knowing, doing and being. In a world that is constantly changing, traditional schooling needs to be examined. Professionals committed to supporting literate learners must make the changes to schooling that encourages both individual and collaborative learning. Literate individuals need to transact with texts and other individuals to build meaning, to reflect on it, to create multifaceted interpretations and applications and evaluate what they have learned. Through activities and discussion the workshop will focus the group on ways to connect the processes of learning to communicate (reading and writing) to ways of knowing, doing and being within and across disciplines.

**7.3 Workshop:.....Room: TH-241**

***Collaborative Project Opportunities within the North American Chapter***

**Convener:** Roger Wiemers, Tennessee State University, Nashville, TN

**Abstract:** This workshop will involve the participants in discussing and planning one or more collaborative projects with North American colleagues to promote Peace & Social Justice. The outcome of the workshop will be an action list of: "actions to accomplish", "target dates to accomplish the actions" and "persons responsible for each action."

3:15 – 4:00 pm

**Closing Keynote: .....Room: TH-201**

***The Countenance of the Commons: Translating Curriculum North and South***

Cynthia Chambers  
Professor of Education  
University of Lethbridge  
Lethbridge, Alberta, Canada

4:00 – 5:30 pm

North American Chapter, WCCI Annual Business Meeting.....**Room: TH-201**

6:00 – 8:00 pm

**Closing Reception**  
(hosted by **President’s Office**, University of Lethbridge).....**Coulee Junction**

**Acknowledgements:**

The WCCI-NAC acknowledges with gratitude the generous support of the following conference sponsors:

Faculty of Education & President’s Office, University of Lethbridge;  
The Alberta Teachers’ Association; Faculty of Education, University of Alberta

