



Photo by Erkanblack

A Brief History of SFU Ed Review:

The SFU Education Review (Ed Review) published its inaugural first issue in the spring of 2007. Originally, the Ed Review followed a traditional academic journal format; however, in 2012, the Ed Review was redesigned in order to make it more welcoming and accessible. Through these changes the Ed Review hopes to be more inclusive of our academic community, promote discussion and reflection, provide a medium that better supports non-traditional works, and provide a format that better supports shorter works. Ultimately, we are hoping to initiate a medium that will promote better student awareness about the current work being pursued by peers, offer a safe environment for peer-to-peer dialogue, and encourage graduate students to explore and develop their own voice within academia.

Who We Are

Senior and Lead Editor: Poh Tan
Editor: Jacky Barreiro
Editor: Dominic Trevisan
Technical Specialist: Alannah Wallace
Advisor: Marco Espinoza

Call for Submissions for Fall 2018
Issue. Visit Ed Review's Website
for submission details

Contact Us

Email: sfuedreview@gmail.com
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<http://www.sfuedreview.org/>

SFU

Thank you to SFU's Faculty of Education for your continual support of the journal and the organizers of the Learning Together Conference for co-hosting this meeting.



SFU Ed Review
Simon Fraser University
V5A 1S6

Designed by Alannah Wallace & Poh Tan



First Plenary Session at LTC
May 12, 2018
SFU Surrey Campus
Session Time: 11:05 - 12:05
Room: Lecture Theatre

Between
Theory and
Praxis in
Education

*In theory, theory and practice are
the same. In practice, they are
not. – Albert Einstein*

Schedule

Session begins: 11:05am

Lecture Theatre

Welcome and Introductions

“Incentivizing Teacher Training”

Mr. Ernie Kashima

“Arts-based Learning Across the Curriculum”

Mr. Beavington

“From Practice to Theory to Writing”

Dr. Robyn Long

Question & Answer Period

Closing Remarks

Session Ends: 12:05pm



Mr. Ernie Kashima

Mr. Kashima has spent the past 35 years serving the students of BC in public education. Mr. Kashima began his career as an Educational Assistant so has experienced the classroom from many different angles. Possessing a Master’s of Science-Education Administration, Policy and Management from the University of Oregon, and a Bachelor of Education from Simon Fraser University, Mr. Kashima has long been a supporter of teacher education programs and has always been willing to challenge the status-quo. A strong believer in community, Mr. Kashima stresses the importance of being involved in all aspects of student’s lives and in building relationships with everyone in the school system in order to foster true learning and growth for everyone involved.



Mr. Lee Beavington

Lee Beavington is a PhD candidate in Philosophy of Education at SFU. He is also an award-winning author and photographer, and has taught a wide range of courses and labs at Kwantlen Polytechnic University including Ecology, Genetics, Expressive Arts, and the Amazon Field School. His interdisciplinary research explores wonder in science education, poetic inquiry, and arts-based learning across the curriculum. Find Lee reflecting in the forest, mesmerized by ferns, and always following the river. Learn more about Lee at www.leebeavington.com.



Dr. Robyn Long

Robyn Long earned a PhD in Education from SFU, where she currently works as a Graduate Writing Facilitator at the W.A.C. Bennett Library. She is a former Montessori teacher and current Montessori researcher. Her PhD research interrogated the means and ends of helping others through prosocial action, the values entailed therein, and related presuppositions regarding being prosocial or helpful that underpin specific educational and psychological theories, methodologies, and practices. While her previous research questions centered on prosocial activity, additional discoveries attend to young children’s development of agency and how modeling influences their experiences with advanced curriculum, community building, and gender construction. The qualitative methods forged in her research keep Dr. Long attuned of the recursive nature of writing and its utility for learning.