

Extending Practices... Building Networks



An Institute on
**Research in
Practice** in Adult
Literacy

St. John's
Newfoundland and Labrador
June 17-21, 2003

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Brother T. I. Murphy Learning Resource Centre
Community-Based Literacy Network
Literacy Development Council of Newfoundland and
Labrador
Memorial University of Newfoundland
National Literacy Secretariat, Human Resources
Development Canada
RiPAL Network



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INTRODUCTION



Introduction

Extending Practices...Building Networks: An Institute on Research in Practice in Adult Literacy was held in St. John's, Newfoundland, from June 17 to 21, 2003. Organizers hoped that it would build and strengthen research capacity among literacy practitioners, and build connections among people involved in literacy research in practice across the country.



The 2003 event built on the work of two previous gatherings: the research in practice gathering held in Edmonton in July of 2001 and the day-long session about research in practice held in Vancouver in 2002. Both of the earlier gatherings highlighted research in practice underway in western Canada, provided professional development for practitioners who were able to travel to the sessions, and fostered networking among people in the field interested in research in practice.

A number of people who attended the 2002 event said they were eager to attend a session the following year, and hoped it could be longer than one day. A month later, a national planning team began to develop the event. The planning team considered the

design and financing of the event, and provided feedback on the funding proposal. When St. John's was chosen as the site for the next gathering, a provincial planning group began to work out logistics for the event.

Based on experiences of the previous sessions, the preliminary planning group felt the 2003 event should allow participants to learn more in depth about approaches they could apply to their own research in practice. They also wanted to allow researchers to share their experiences, questions and processes. The planning group settled on an Institute format. Participants attended one course every morning for a total of twelve hours. In the afternoons, they chose from a range of workshops and inquiry sessions led by other participants. The

overall Institute was facilitated by Elsa Auerbach, who structured plenary and small group events to allow for ongoing input and evaluation.

The Institute brought together 73 people with a rich range of experiences in literacy and research. Participants included people involved or interested in adult literacy research in practice from colleges, community-based programs and school boards as well as universities and other settings. At the Institute, people across a range of locations connected and built links with others in their area.

This report outlines the process of the Institute as a whole, and includes reports which document each of the courses, workshops and inquiry sessions.

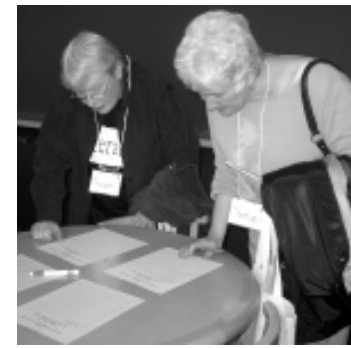


AIMS OF THE INSTITUTE

- ◆ To build on previous research in practice events and extend the research in practice networks, particularly in Atlantic Canada.
- ◆ To provide opportunities for researchers in practice from various settings to engage in dialogue, in order to share and build knowledge about literacy research in practice.
- ◆ To continue to develop concepts / models of literacy research in practice.
- ◆ To provide opportunities for researchers in practice to develop and extend their skills / knowledge of research.
- ◆ To strengthen capacity for qualitative research in adult literacy practice in the country.
- ◆ To link with related research in practice efforts.



PROCESS



Process

Extending Practices...Building Networks: An Institute on Research in Practice in Adult Literacy was structured as an intensive learning experience, and as an opportunity for participants to connect with each other. In addition, the process allowed for input from participants. This section describes the process for the Institute, which included a formal opening, a range of opportunities for participants to share with each other, and a formal closing.



Opening

Extending Practices...Building Networks: An Institute on Research in Practice in Adult Literacy began with a wine and cheese reception in the Faculty Club at Memorial University. Institute designer Helen Woodrow welcomed all of the participants and gave a brief overview of what to expect in the coming days. She then invited Nancy Cooper to formally open the event.

Nancy began by acknowledging the people whose territory we were meeting on, the Mi'kmaq peoples and the Innu of Newfoundland and Labrador, as well as the other original inhabitants, the Beothuk people. She also acknowledged the grandmothers in the room, as she has been taught to do. Earlier that day, she saw an iceberg and its image stayed with her. We

in the room were like the tip of that iceberg—we represent something huge and wonderful as a movement.

Next, Helen called on Tannis Atkinson to formally launch the new journal, *Literacies*. Tannis introduced members of the journal steering committee, and asked everyone to join in celebrating the first issue. She also invited people to write for future issues of the journal.

Helen introduced Elsa Auerbach, who was the facilitator for the Institute. Elsa pointed out that the glittering sticker on each person's name tag was not mere decoration; it was a way to identify their affinity group. Affinity groups were one way to allow people to connect and provide input to the planning team. Before participants met in their affinity groups, Elsa led a lively, musical mingle. The Institute was formally underway!



Sharing

The Institute offered formal and informal opportunities for exchange among participants. The more structured occasions included displays, newsletters, courses, workshops and inquiry sessions as well as the participatory process. Casual discussions flourished over meals, during break times and at several social events. This section describes every aspect of the Institute which allowed participants to share with one another.

Courses

Each participant chose one course to attend for the duration of the Institute. The courses were a total of twelve hours long over four mornings, from Wednesday through Saturday. The course instructors were Mary Hamilton, Jenny Horsman, Marina Niks and Joe Norris. They were available throughout the Institute to meet with participants and offer feedback and advice on individual research interests and projects. Descriptions of the courses are included in the Reports section of this document.



Workshops and Inquiry Sessions

All workshops and inquiry sessions were presentations by Institute participants. They were opportunities for participants to learn from each other. Sessions included reports of research projects as well as opportunities for people to explore various issues and questions in greater detail. Over three afternoons, a total of twenty sessions were offered. Descriptions of each workshop and inquiry session are included in the Reports section of this book.



Participatory Planning

The Institute process also allowed participants to provide input to the planning team and to articulate themes emerging from the experience. Two structures allowed for this input: affinity groups and rapporteurs.

Rapporteurs were participants who volunteered to chronicle sessions they attended. Their notes were vital to documenting the event, and are the heart of this report. Rapporteurs had another function, however: to serve as the eyes and ears of the Planning Team. In an orientation session before the Institute began, Elsa Auerbach invited

rapporteurs to notice themes, concerns, issues and delights about both the content and process of the Institute. Rapporteurs were asked to pay attention to where energy arose and to feed that information back to the Planning Team in meetings at lunchtime each day.

Each affinity group included eight or nine people from different parts of the country and different experiences with research. Everyone's group was identified by a sticker on their name tag. The groups were Fish, Flowerpots, Puppies, Hearts, Ladybugs, Balloons and Musical Notes.

Affinity Groups met several times over the course of the Institute. On the first evening, they met to articulate hopes, worries and questions.



At lunch on Wednesday, the meeting was an opportunity to check in. On Thursday afternoon, people met in their affinity groups to discuss what they had noticed and to articulate what questions or issues about research in practice were emerging. The themes became topics for discussion on Friday afternoon, and were reported to the final plenary on Saturday morning.

The planning team used the rapporteurs' notes from this session to identify themes for further discussion.

On Friday afternoon participants broke into groups to discuss these themes. They considered two questions:

- What form does this issue take?
- What are some of the strategies for developing this area?

A report of these theme discussions begins on page 11.

Affinity groups

First meeting (Tuesday evening) – to make connections and voice expectations.

- What are your hopes for the Institute?
- What are your concerns or worries?
- What are the questions you have?

Second meeting (lunch on Wednesday) – to check in. Any concerns?

Rapporteurs fed information from this meeting to the planning team.

Third meeting (Thursday afternoon) – to discuss three questions.

- What have you been noticing?
- What stands out for you?
- What are your questions?



Points of Connection

Organizers of the Institute wanted to allow participants lots of time to connect both formally and informally. Apart from meeting in the courses, workshops and inquiry sessions, participants had opportunities for discussion during meal times, in the Display Room, at social events, and in the generous amount of free time allowed by the agenda.

Refreshment breaks were held in the Display Room. Exhibits ranged from zipper sculptures by Bonnie Soroake to books from The Learning Centre to information from the National Literacy Secretariat and copies of the new journal, *Literacies*.



Another important point of connection was the daily newsletter, *Midnight Express*. Produced by participants Judy Murphy and Mary Norton, *Midnight Express* featured snapshots from each day, quotes from participants, as well as brief articles and notices about the Institute schedule and process. Copies were available in the Display Room at break times.



Social events included a Newfoundland and Labrador evening of supper and entertainment, and a lunch at the home of literacy friend Francis Ennis. Other social events included a poetry reading by attendees Nancy Cooper and Sheila Stewart (organized by a local poet), activities for National Aboriginal Day on June 20th, and spontaneous outings to see the sights of St. John's.





Closing

To bring together the range of learnings from the event, most of Saturday morning was devoted to a closing plenary. As participants gathered, they were asked to fill out two evaluations. The first was a personal evaluation of what each person was taking with them. The second was an assessment of the Institute itself. Overall people felt they were leaving the Institute with a broader understanding of research, more confident to pursue research in practice. People also felt much more connected, part of a real network of people who were all interested in asking questions about their work. Consistently, people expressed appreciation for the course format. A detailed summary of the evaluations is included in the Reports section of this book.

In the plenary session, participants heard reports from each of the four courses and from the six theme discussions from Thursday afternoon. Four people took the floor to reflect on the Institute. Participants also met in regional groups to talk about how to continue research in practice in their region. Finally, Eileen Antone led a formal closing. All of these activities gave us a sense of closure on our time together. With lifted spirits, we began to prepare for our journeys home,

taking a sense of connection with us. The following sections include reports from the theme discussions, the individual reflections and the closing ceremony.

Emerging Questions and Themes

The following six themes were identified by the affinity groups. Participants met to discuss these issues on Friday afternoon.

- who is missing
- responding to imposed policy
- advocacy and change (what, how, who)
- funding and funders
- practical ways to connect with researchers
- what's next

The following notes are from presentations at the final plenary.

Who's Missing?

Rapporteur: Janet Isserlis

Who is missing? How can we encourage more participation? We need to think about

- kinds of practitioners (for example, numeracy and ESL Literacy)

- Who does research? How does that get communicated? What bridges need to be built? What will the next Institute look like? We would recommend that the planning committee for the next gathering be more proactive in outreach.
- Challenge ourselves to be aware of who's here and who isn't.

What about the next Institute?

Recommendation: That the Planning Committee look at outreach issues, e.g. to ensure invitations go to a wide range of programs and locations and ensure that when a Coordinator gets an invitation it's passed on to instructors.

Change / Advocacy

Rapporteur: Cheryl Brown

Change happens when decision-makers buy into new ways of seeing. But change also happens from below. We can influence change at both levels. Small changes can lead to large change. What advocacy is for learners, practitioners and practice? Whose role is advocacy? Everyone's! But who is heard? Mostly, people in universities.

We need to find ways to change and need to be prepared to challenge each other.

We need to

- create a framework for advocacy
- be inclusive
- work as a relay team

Together, we have a chance to be heard if we work like a relay team: start with learners – move to practitioners – to practitioner researchers – to policy. We also need to look at ways to do research so it gets heard.

Making Connections

Rapporteur: Evelyn Battell

Our conversation went in two directions. One conversation had to do with interplay between universities and the field.

- At Memorial, students do a 45-hour diversity practicum in a community agency.
- Graduate students at UPEI are connecting with communities and literacy work through their own research project.
- In some local level research, practitioners donate their time and work with a volunteer resource person from a university who guides the research.
- Some universities sponsor projects for literacy practitioners who get research assistance. This is not within a degree program.

- Some academics evaluate projects so the community workers get free collaboration while the process is going on.
- The Metropolis project is a joint NLS-funded venture involving community groups and universities. This project is looking at immigration. It is not a literacy project as such.



We also we talked about current models of practitioner research:

- In BC, Marina Niks has a new project wherein 8 research projects, generated by practitioners, will be supported by an honorarium of \$1500/ year for two years. The practitioners will work with Marina and use her expertise to do their research. Researchers will connect online and meet with Marina.

- In Alberta, a university offered an online course for practitioners who chose and carried out research in their own programs.
- Other models presently in use were not represented in our group.

Problems mentioned include

- The SSHRC Literacy stream does not pay salaries or release time for practitioners. So it is only available to those practitioners with university credentials or to academics who choose to work with practitioners.
- Major foundations that fund community work commonly do not fund pure research so the project has to include an action component that is at least equal to the research component. Also they are not used to being asked for professional instructor's salaries as part of the grant. They generally work heavily with workers who are paid less.

Open questions

- If people at the universities are interested in knowing what practitioners know and practitioners are interested in mulling over their work and articulating some of their understandings, some methods might include
 - Online conversations
 - Online professional development events

- Funding the elusive release time to allow practitioners to do research and/or take courses
- Could *Literacies* be used to connect academics and practitioners either face-to-face or online?

Responding to Imposed Policy

Rapporteur: Suzanne Smythe

Policy drives our work. There is a lot of uncertainty about many policy initiatives, such as the new Canadian Learning Institute and what is meant by “evidence-based” research. What can we do about this uncertainty and how can we respond to policies?

- We need to learn about policies and policy objectives, and what is driving current policy. We could use *Literacies* as a forum to discuss policy.
- We need to situate literacy in a broader social context. We should reach out to places and people and organizations who might not call themselves literacy organizations, but for whom literacy is an important part of their work.
- We need to collaborate with other groups who don’t see literacy as an investment model or as an issue of human capital. We also need to create a new way about talking about literacy. Not a new way, but a different way.
- We need to build on the things that have already happened, like the

Standing Committee report, *Raising Adult Literacy Skills: The Need for a Pan-Canadian Response*. That’s one way of interacting with policy. We need to find a lot of others!

Alternative Models of Research and Funding

Rapporteur: Bill Fagan

First, we decided there are some key questions. They are:

- What are the sources of funding for research across Canada?
- What are the different forms or frameworks for doing research?
- How do we generate research problems?
- How do we write a research proposal without using the word research? That has funny implications.
- How do we become creative in overlapping research with some of the practices that we carry on every day?

We also came up with some ways to raise the profile of alternative research models.

- Set up a support system for practitioner researchers or research in practice, up-and-coming researchers and so on.

- Create a public profile of alternate models of research, to help develop acceptance.
- Use the Canadian Association of Literacy Educators (CALE) website on NALD. Everyone is welcome to submit ideas for feedback. It would become a sort of a mentoring system. Anyone doing a research project can invite others in from across the country. For that to work, we need a committed group of people.
- Use the journal, *Literacies*, to create a profile of alternate research models.
- We need a list of ongoing research. Completed research is already a done deal, but we would like to know what’s happening presently and what’s ongoing.



What's Next

Rapporteur: Diana Twiss

The dominant theme, the dominant energy in this group was that we want something! What it looks like, who does it, where it will be, whether it is a regional thing, whether is a national conference – we were unable to answer all of those questions. People want some kind of a committee to be set up, a group of people to seek out the energies and enthusiasms and to give voice to diverse groups.

We do need to establish some sort of network so that we can continue to build on this wonderful energy. Is there a network? What's next for a network? Do we let it stew for another bit and see what comes to the surface, or do we give it a structure?



Individual Reflections

BARB MARSHALL



We had a discussion in Marina's group this morning about our feeling about her sessions, but also the whole thing. One of the things that came out from me especially was how much I like the format of this whole Institute.

I like the fact that I got to go to the same place every morning with the same people to learn a lot about one thing. Because so often we go to things and we learn little bits of a lot of things and then go home and say, "Oh my God, now what am I going to do with that?"

My initial introduction to research and practice was with Helen and Mary this year and I tortured Mary and Helen to death with my confidence issues. "But I can't do research; I'm not a researcher. I'm just Barb Marshall from L'anse au Loup, Labrador. What do I have to say?" And I wanted to thank Helen and Mary and also Marina and the people in my group in the morning, because now I am

feeling, well, I am Barb Marshall from L'anse au Loup, Labrador and I do have something to say.

I just wanted to thank Helen, because she has introduced me to people like Elsa Auerbach through her writings or people like Allan Quigley, who is not here, or Jenny Horsman, who is here. Helen has taken it on herself to educate the masses. She has allowed me the confidence, I guess, to say to people who make decisions, "No, I don't agree." and "Yeah, I like that part, but I don't like that part." She's given me the confidence to say the "YES" word, when I am really passionate. Sometimes in my writing I say I'm really passionate about that, instead of I'm really pissed off. So I just wanted to thank Helen and to say how much I appreciate the support you have given to me and to a lot of people like me. So thanks to everybody.

RICHARD DARVILLE



I thought a bit last night, and I thought a bit this morning and I seem to have three things all of which begin with “A”. One is appreciation, one is an affirmation, and one is an ambition.

The appreciation I have is for the kind of work that is going on here, which I found quite exciting, quite stimulating, quite heartening. I was glad to see the heart on the evaluation sheet. The word that came to me to sum up my experience and observation of it was, trust. What has surprised me and struck me and moved me here is trust in a couple of senses. One is those of us who are from different kinds of locations, both geographically and within the community of people who are interested in research and practice. We can trust each other to sit down around a table together and talk. My sense was that generally everybody could trust that everybody else around that table would listen seriously and question seriously and try seriously to understand. The other half of the trust thing that has really struck me fits with what Barb was

saying. I’m seeing more trust in our own knowledge. As Barb was saying, “You know stuff, right?” We all know stuff. But there’s also questions that academics actually wonder about at times—whether we know things that are really reliable and can be depended upon and you can just trust your instincts and say things. That’s been my experience and it’s been immensely gratifying.

The affirmation is for the kind of work that I see going on here, which is really affirming the knowledge that exists in, is developed in, and grows out of practice. Which is undeniably the centre of what’s going on here. There really are particular kinds of knowledge that are grounded in the places where we organize programs and deal with particular students and try and help people with reading and writing and try to grapple with the other range of issues in people’s lives that connect to their learning literacy. That knowledge has a very particular character and very particular strengths. And it is to be valued, it is to be celebrated, it is to be held onto as the centre of an enterprise that we’re in the middle of growing and developing here. And so that’s the affirmation: to

hang on to both the trust that there’s real knowledge grounded there and to the sense that this is a project that has value and needs to be sustained and quite explicitly recognized in those terms.

The ambition is a sense that there’s really an open end to what we are involved in or an open horizon that we haven’t really figured out how to deal with. I certainly haven’t figured out how to deal with it. It’s the question about how the knowledge that’s grounded in practice and that’s developing and building out of what we do here can shape policy. It’s something we touched on in multiple workshops and discussions that I’ve been part of but it’s never been really elaborated. My sense is that’s probably a project of years, not of hours or days. Everything we do here is shaped within policy. It exists within policy in the sense that there are public processes and political processes and governmental processes that are promoting adult literacy work and that are funding adult literacy work. And it’s those that enable almost all of us to be here. It’s created a certain kind of space for us to do this sort of work that we are involved in. But on the other hand almost all of the discussions about practitioner research that are going on here really point to

aspects of the work that policy tends not to pay a lot of attention to. Policy largely says, "What's important is that people increase their skill levels because they will be more flexible and increase our national economic competitiveness." But there hasn't been a lot of talk about increases in skill levels or national competitiveness at this session. We tend to draw attention to things that this policy talk doesn't usually draw attention to. You know, to say "Well, if somebody comes to the door of a program and has a positive encounter with somebody who is there, that is a positive outcome and it counts. It counts in reality even if it doesn't count in policy." Or today, "There are questions of violence that really impinge on people's capacity to learn and the ways that people learn." That's important in reality and in practice, if it isn't important in policy. So my sense about the open edge of all this is that we need to find ways of developing and elaborating and systematizing this discussion about practitioner research that can actually build it into the ways that policy is thought about, so that we are not on the edges or doing something that feels slightly illegitimate and we constantly have to ask, "Can I get funding for that or would I be allowed to do that?" But something about which policy will actually say, "Yeah, those are also crucial parts of the work that need to be recognized."

SALLY CRAWFORD



A few years ago, I was talking to Pam Nason, one of the academic researchers at UNB. At the time I was working with an adult literacy program and she said, "Your Jenny Horsman is going to be at a conference and you should go." And I said, "My Jenny Horsman?" Because I hadn't read Jenny's things. I duly emailed Jenny and she was very gracious about responding and she was great and I read her stuff and I thought this is really good stuff. So I said I couldn't go to a conference, but I did. I went to Edmonton and it was great. I got there and there were all these people that were as passionate and interested as I was in literacy and helping people. I just felt like a sponge and I kept sucking in. So I went home, I was all excited, I was impassioned, and I was reading more stuff and learning more things. I became involved in an emerging literacies project in UNB.

The next year we went to Vancouver and I presented and I'm thinking, "Oh my goodness, who is this?" It was really good. It was a very

good experience. I learned a lot. Then they were going to do something a third time, and I thought, "WOW, I'm going there again!" And here I am in Newfoundland. And this year I'm a rapporteur, for two reasons, one I wanted to put back, because I've gained so much from it, but the other one was I got thinking about learners and I think we always have to stay connected to the learners. I thought, "I expect my learners to get outside their comfort zone—to read, to write, to talk, to communicate, and to get their ideas across. So I'll be a rapporteur, I want to be able to feel a little bit like that—outside my comfort zone."

I really appreciate the people that I've met and the things that we've done. And I echoed the sentiments that we have to bring all these voices together. And we have to listen to each other. Now I know that there are undercurrents and politics and I know that there's disagreements, but at least we are here talking. And I think it's important to bring everybody—learners, practitioners, researchers, and the others that we've talked about in our morning sessions, policy makers, government—we have to keep to getting people together to talk about this. It is emerging, it's getting there. So, you

know, I have gained a lot and I really appreciated being able to attend. For me, it's a chance to arm me and give me confidence to go out and do this work to change things for the better. You know, that's what it's all about, making things better for people. I also learned I'm not confused—I'm just asking questions.



ZOE FOWLER

I'm really interested in metaphor. And I just asked Margerit, do you have magpies? Because I had visions of coming up here and using that

metaphor and then you'd all sit and look blankly at me. I thought I came here and, like a magpie, I swooped down upon all these things. I believe that all that glitters can be somebody's gold. So I want to tell you about eight things which have glittered for me and which I'll swoop down on.

- Canada is a really big place.
- Importance of hope and vision.
- As practitioners we become holders of the stories of others.
- Theory needs to be rooted in the ground—we can be the theorists of practice.

- Importance of puzzle and play in research.
- The journey can be the destination.
- Optimism is the eternal condition.
- Believing we can make a difference.

First of all, kind of light-heartedly, Canada is a really big place! I've spent every night this week looking at my map of Canada. I now know that Prince Edward Island is on the east and some places aren't. And so I've got to go home and get another map!

Another thing is the importance of hope and vision in nurturing resistance and resilience. That really came out of my sessions with Jenny Horsman in the morning and the sharing of her hope, her vision. As practitioners, we have become holders of the stories of others, releasing them with some of the power they held out. That's really re-impressioned me in terms of my practice as well, this idea of being able to make a change.

We can become theorists for our own practice, if we have the confidence. And I felt so much of this conference has been about sharing vision and sharing hope, so we've all developed in our confidence. And I think that is tremendously important.

I learned about the importance of puzzle and play in research. As I point to my research, it all got a little bit serious and a little bit linear and this re-introduction of the ideas of puzzle and play were really important to me. The road is made as one walks and the journey can be the destination.

Finally, optimism can be a terminal condition.

I'm absolutely amazed I've met so many truly remarkable people and I'm so pleased that I came. It's meant a tremendous amount to me as a person as well as a researcher and as well as a practitioner. When I go back to my practice, it's been a conference about believing in ourselves. Believing that our work has validity. Believing that we are sometimes wiser than we know and believing that we can make a difference. So thank you everybody.



Closing Ceremony

Helen invited Nancy Cooper and Eileen Antone to formally close the Institute.

Nancy shared her poem:

*The wounds created by beauty never heal
May I bleed forever
Remembering your shores*

Eileen Antone, a member of the Onyota'a:ka (Oneida) of the Thames community, was invited to close this year's Institute with the traditional Iroquoian Thanksgiving Address. She invited everyone to stand in a circle and join hands. Eileen then gave thanks for all our relationships with each other and with Creation.

Eileen also gave thanks for bringing us together at the Institute so that we could share with each other information and activities that are important to the work of Research in Practice.

It was important to give thanks to the Creator for bringing us safely to this conference. It was also important to give thanks for the journey we were about to take back into our home communities so that we can all continue this work.

The closing was an opportunity to take the positive energy we have built together with us as we return to our communities. It was a time to remind us of that energy, and of everything we are thankful for. At the end of the Thanksgiving Address Eileen led participants in a traditional Unity Stomp dance. We danced in a counter-clock circle. Eileen called each line and we replied.

The essence of the song is that there is a fire in the center of the circle. This fire represents the Creator. As we go around in the circle, we turn into the center to raise up the spirit of the Creator and to acknowledge that we too have the Creator within each of us.

Creator, we raise you up.
You are with us.
This is good
Yes this good.

We danced counter-clockwise, keeping the spirit of the fire close to our hearts, to help us remember. As one, we danced, we sang, we gave thanks. It was a truly wonderful teaching and learning experience for us all.

Ya w^, Megwech, Thank you



Agenda

TUESDAY, June 17, 2003

7:00 - 9:00 p.m. **Wine and Cheese**

- ♦ Greetings: Helen Woodrow
- ♦ Opening: Nancy Cooper
- ♦ Launch of *Literacies*, the new Canadian journal
- ♦ Registration for workshops and inquiry groups
- ♦ Meeting with Affinity Groups

WEDNESDAY, June 18, 2003

7:30- 8:30 a.m. **Continental Breakfast**

8:30 - 12:00 noon **Concurrent Courses**
Various Rooms, Education Bldg

12:00 - 1:30 p.m. **Lunch with Affinity Groups**

1:30- 3:00 p.m. **Workshops**
Various Rooms, Education Bldg

- ♦ Violence and Learning: Taking Action (VALTA). Learnings from the Changing Practices Project
- ♦ Voice Activated Computer Literacy Project
- ♦ Practical Research Approaches for Communities
- ♦ Reading Policy
- ♦ What Makes Literacy/ABE Instructors Effective in their Practice?

3:00 - 3:30 p.m. **Break**

3:30 - 4:30 p.m. **Inquiry Sessions**
Various Rooms, Education Bldg

- ♦ The Role of Academically Trained Researchers in Practice
- ♦ Student Participation in the Research Process
- ♦ Understanding Learning and Literacy in a School Board Employment Preparation Program
- ♦ Sharing Research and Reflections: The journal needs you!
- ♦ Is literacy viewed as an accessibility issue among community services that do not have a literacy program?

6:00 - 7:30 p.m.
♦ After the Institute: Staying Connected

THURSDAY, June 19, 2003

7:30- 8:30 a.m. **Continental Breakfast**

8:30 - 12:00 noon **Concurrent Courses**
Various Rooms, Education Bldg

12:00 - 1:30 p.m. **Lunch**

1:30 - 3:00 p.m. **Workshops**
Various Rooms

- ♦ Reading Our Work: Implications for practices from researching literacies as social practice
- ♦ Letters Home from South Africa
- ♦ Doing Freedom: Ethnography of an adult literacy centre
- ♦ The Myth of Objectivity: Whose knowledge is it?

3:00 - 3:30 p.m. **Break**

3:30 - 4:30 p.m. **Affinity Groups Meet**

6:15 - 9:00 p.m. **A Newfoundland & Labrador Evening**
Supper and live entertainment

FRIDAY, June 20, 2003

7:30 - 8:30 a.m. **Continental Breakfast**

8:30 - 12:00 noon **Concurrent Courses**
Various Rooms,
Education Bldg

12:00 - 1:30 p.m. **Lunch**
Faculty Club, Arts Bldg

1:30 - 3:00 p.m. **Concurrent Workshops /
Inquiry Sessions**
Various Rooms,
Education Bldg

- ♦ Ethics in Practitioner Research (Inquiry Session)
- ♦ Supporting Inquiry Work: what do we know? what do we do?
- ♦ Blurring the Lines between Research, Teaching, and Action
- ♦ Electronic Conferencing as a Tool for Research: Youth Literacy What Works (Inquiry Session)
- ♦ Process of Empowerment: A Struggle of Strategy

3:00 - 3:30 p.m. **Break**

3:30 - 4:30 p.m. **Emerging Issues**
Education 5005

SATURDAY, June 21, 2003

7:30 - 8:30 a.m. **Continental Breakfast**

8:30 - 10:00 a.m. **Concurrent Courses**
Various Rooms,
Education Bldg

10:30 - noon **Affinity Group Presentations**

12:00 - 12:30 p.m. **Evaluation**

1:00 **Closing Lunch**
Faculty Club,
Arts Building

