

March 5, 2012

By: Brenna Quigley

Welcome

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Hello!

The semester is well underway! March is always a very busy month on campus for students. I hope you have the chance to participate in the many exciting events taking place this month, including the upcoming Jean-Paul Dionne Symposium and Faculty Research Fair, the GSAÉD Elections, the GSAÉD Conference, and the EGSA's NVivo9 Workshop.

The program for the Annual CSSE Conference has also just been released and there are many great sessions by and for graduate students. The deadline to register (at the early bird price) for Congress and CSSE, taking place in Waterloo, ON from May 26-30, is *March 31, 2012*.

For the past few months, graduate students have been working hard to get increased access to academic services on campus, and we would

really appreciate your responses to a short questionnaire (see page 14 for the link).

Next week, there will be a special issue of the EGSA's Newsletter highlighting the upcoming Jean-Paul Dionne Symposium taking place on March 15, 2012. Be sure to come support your peers! All of the regular newsletter entries, such as those in *The Forum*, will resume in the following issue.

Thank you!

Event Recap: Microsoft Word Workshop for Graduate Students

by Rebecca Hogue

The Microsoft Word Workshop for Graduate students was held on Wednesday, January 18, and was full to capacity (20 people). The Wordle from the evaluation forms provides some insight into the workshop

— people found it very informative and useful, but there was a lot of information to squeeze into the 2-hour time slot.

Some of your comments:

"Great overview! Very up-to-date uses for Word on Macs and PCs. Lots of great suggestions for thesis writing." - Francine, MA'13

"This workshop was truly a life saver. I had recently updated to MS Word 2010 and was overwhelmed by all the changes. [This workshop] has truly saved me hours of frustration and wasted time." - Anonymous

What's next? People found the workshop very useful, and several people have enquired

about an additional workshop. Rather than using the same format, which was very fast and fragmented between Mac and PC demonstrations, . . .

(continued)



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Faculty of Education

Event Recap: Microsoft Word Workshop (Continued)

... we will have another workshop, but with a different format – more like a reverse workshop. For the reverse workshop, a bunch of tutorials will be sent out in advance (from an eBook Rebecca is working on), and then participants will come to the workshop with a document they wish to work on. Everyone will get a chance to work with the support of fellow participants and one or two knowledgeable facilitators. If this is of interest to you, please take a minute to complete the following form:

<https://docs.google.com/spreadsheet/viewform?formkey=dF9HcnZzR0VsaHJ>



Event Recap: EGSA's World Café on Ethical Inquiry

The EGSA-AÉDÉ hosted a World Café on ethical inquiry on January 31st.

We received excellent feedback from both students and Faculty members! Thank you very much to everyone who participated making this a memorable event. There was a high demand for another World Café, and we look forward to organizing another one of these events.

Here are the **comments, reflections, and event recaps submitted by participants:**

"A very inspiring and thought-provoking event."

– Jenn Rottmann

"There are no easy answers, but with exchange we can head toward a culture of expression and clarification"

– Anonymous

"One thing I learned recently from viewing a 2010-TED talk given by Steven Johnson was where good ideas come from. Johnson builds up the following evidence-based message: informal interaction that looks very much like a chaotic coffee shop provides hunch-cultivating mechanisms. This is because people from diverse experience and knowledge can connect ideas through what Johnson calls

"unpredictable collisions" that bring to innovative thinking. That's why when the Education Graduate Student Association decided to organize a World Café, I was hooked. Taking part in the seemingly chaotic but highly focused discussions was a rewarding experience to me. I not only had a few light-bulb moments about ethical issues in educational research but also got to talk with people I didn't know before." [Video: <http://www.youtube.com/watch?v=0af00UcTO-c>]

– Osnat Fellus



"This is, again, a VERY successful event organized under the auspices of the EGSA. Here, we can realize another example of how to build on the needs and interests of all graduate students in an all-inclusive manner. Onward!" – Anonymous

Event Recap: EGSA's World Café on Ethical Inquiry (Continued)

The World Café (soukh)

"The World Café seemed perfect as a follow-up to the Social media theme that was explored in the previous issue of the EGSA newsletter, so I decided to come and join in the conversation, meet my colleagues from other courses and 're-live' some of the moments we had in our classes. It was a great setting to discuss our ethical experiences, dilemmas, and stories. We talked about the 'ethics' of asking questions, and taking into consideration the emotional state of the interviewees, to wondering if it was ethical not to share our final drafts with the interviewees due to time constraints. I keep wondering if there will ever be an 'ethically correct' answer to the questions surrounding intellectual property, and authorship. Thank you to the EGSA team for organizing this event!"

– Veena Balsawer

"Held on a Tuesday afternoon, the world café luckily fit well within my busy schedule. I initially went to this event to experience the novelty of being a research participant and to support my colleagues in putting on this event. Once I arrived though, my motivations to participate in this event changed. I was compelled by the questions on ethics and the diversity of the participants. The first question—a question on how one recog-

nizes that one is in an ethical dilemma—prompted me to pause in my response. I realized that my answer wasn't straightforward—that I couldn't put all the things that go into recognizing an ethical dilemma into words. I stumbled out a response, a response that I immediately internally kicked myself for sounding too simplistic. To my surprise one of the other group members picked up on my response about how ethics are about the effect on oneself, the other and the environment and put forward a deep response. My co-participant's response caused the group which we were part of to go off on all sorts of interesting paths of thinking together about how our personal experiences and ideas go into our ex-

perience of ethics and ethical dilemmas. This was an important moment for me and demonstrated how rich the experience of a group of people can be when they are in an environment such as the world café—an environment that is predicated on the rich sharing and building upon what might seem like simple ideas."

– Noah Spector

"The World Café was a valuable experience for me. I was able to get an idea of what the concerns grad students had about the various ethical issues affecting them and get some feedback on some of the challenges I face as a faculty member. I was impressed by how well

the session was organized and the thought that went into the questions that framed the carousel activity that we participated in. Moreover, it was great to be able to meet the students new to me and get an update on the work of others I have already met. Frankly, participating in the session made me feel quite proud to be (at least marginally) associated with some of the progressive and innovative work our novice scholars are doing."

– Dr. Douglas Fleming

Photo Credits: Kelly Kilgour & Brenna Quigley



Event Recap: EGSA's World Café on Ethical Inquiry (Continued)

"Thanks to all who organized the fabulously successful World Café on research ethics in January. The well-attended event was a wonderful opportunity for graduate students and professors to exchange ideas in an informal and collegial manner. There are few opportunities for professors and students to engage on this level in the academic context, and I find that an event like this opens new avenues of dialogue that are difficult to create in a classroom or research context. I also appreciated the experience of exchanging ideas on a topic that is so foundational to our work as educational researchers but gets relatively little 'air-time' in our daily work (apart from those anxious discussions at ethics application time). I heard a variety of perspectives and a range of experiences related to the theme, all very enriching. Overall, the WorldCafé is a great example of how we can mutually enhance the experiences of students and professors in the Faculty, and I certainly look forward to future gatherings like this one."

– Dr. David Smith

"On January 31st 2012, while roaming the LMX hallways (absent-mindedly), I stumbled my way into a World Café on Ethical Enquiry. Such academic stumbling, as it often does, turned out to be a fortuitous pedagogical

opportunity for me to meet new graduate students who were entertaining the following provocative ethical questions: 1) How do you determine when you are experiencing an ethical dilemma?; 2) Have you experienced an ethical dilemma within a teaching and/or research setting?; and 3) What are the ethical considerations surrounding intellectual property, publication, and authorship? During this event we participated in dialogical encounters, imagined ourselves as cosmopolitan travelers, and migrated from table to table sharing our experiences and differing perspectives in response to such ethical provocations. In response to our questioning that afternoon, we sought to problematize the institutionalization of our ethical obligations in relation to the differing expectations of marginalized (and/or vulnerable) communities (refugees, First Nation, Métis, Inuit, etc.), teachers and students, etc. Is there a universal social ethics for conducting educational research that can be applied across the board? For example, does receiving ethical approval from the university, necessarily mean that you have met all of your obligations in terms of your research project and respective participants? Are such obligations static and defined by an officially approved piece of paper? What kinds of language do we need to con-

sider when attempting to access public institutions like local school boards? For example, instead of studying how the hidden curriculum works to marginalize certain students, how might we study how the explicit curriculum works to empower certain students? In our small groups we discussed strategies for writing up our applications to ethics that enable access while also affording us opportunities to study certain ethical dilemmas that various institutions would prefer to keep silenced.

We then transitioned our conversation toward sharing examples of our past experiences with different ethical dilemmas and deconstructed our responses as researchers, educators, and students. For example, as a teacher, if you hurt your student's feelings whether you were right or wrong, should you apologize? And, how and when should you apologize? Is an apology the most appropriate action? Should it be a private or public apology (Stephen Harper and residential schooling come to mind here...an ethical dilemma in and of itself)? Can we assume that politicians, university educators, educational researchers, public school teachers, and students can ever preempt the daily ethical dilemmas they encounter with prescribed responses like an apology? We also asked ourselves:

When the knowledge produced through our research serves the public good, does it justify causing (intentional and/or unintentional) harm to certain institutions (like multinational companies, a school board, a school) and individuals (politician, Enron executive, teacher, parent, student)? Where does one set the limit? How does one? For example, what are the ethical limits in terms of our participants' copyrights when sharing oral histories that are later published? How should graduate students' work as research assistants be acknowledged in future publications? When should they be included as an author? What are professors' ethical obligations toward research assistants within this context?

What became clear through our conversations is that there are no set universal answers for such ethical dilemmas. Nonetheless, the café provided us a unique pedagogical and curricular opportunity (a nice reprieve if you will for a stumbling academic) to reconsider our ethical relational sensibilities for, with, and toward each other within (and outside) the contexts of researching, teaching, and learning in educational settings like our university community. So how then will you know the next time...you are encountering (living) an ethical dilemma?

(continued)

Event Recap: EGSA's World Café on Ethical Inquiry (Continued)

... At least for me, each time we stumble across the world encountering one another, as cosmopolitan travelers, either inside or outside our university community we cannot escape such ethical dilemmas; it's part of living and sharing life on this planet (what some of us call earth) with others. So I want to offer a big thank you to the EGSA for welcoming my academic stumbling and I look forward to our next encounter."

– Dr. Nicholas Ng-A-Fook



Event Recap: EGSA's World Café on Ethical Inquiry (Continued)



Power & ethics



• including environment
of affect of research
individual vs. same for all
6 in tech
Tension
Cultural mix of Society
experiences
Novice vs. expert
- real world vs. textbook



Ethical dilemma
- 2 choices - tension
- potential harm to oneself + others
• including environment.
- visible affect of research

Ethics...
a question of culture?

Event Recap: EGSA's World Café on Ethical Inquiry (Continued)

Processus
continuel...

perspective?
Framing →

obligations? «taking sides»? →

ethics →

quels discours sont inclus? marginalisés?

où commence le processus?



obligations to public to my institutions

Ethics of case

Every encounter is an ethical dilemma



Authority vs. friendly in classroom.
power relations Phd student + Supervisor

institutional ethics - eg. student's starting 3 weeks late → Failure

Should you apologize if your student feelings? when you are right?

- Cultural minorities, arriving in Canada starting courses in 1st week.



Truth vs. Situational Moral Compass

W ↗ E

↘

Seminar on Narrative Research (Mar. 7)

Unité de recherche éducationnelle/Educational Research Unit

**L'adulte et l'apprentissage en milieu de travail/
Adult and Workplace Learning**

**Séminaire d'après-midi/Afternoon Seminar
7 mars 2012/March 7, 2012
De 16 h à 17 h 30/4:00 to 5:30 p.m.
LMX 124**

**Perspectives de recherche sur l'adulte et l'apprentissage en
milieu de travail/Research Perspectives on
Adult and Workplace Learning**

**L'utilisation du récit d'expérience dans
le cadre d'une recherche narrative**



Claire Duchesne

**Professeure à la Faculté d'éducation
et**

Amanda Skinn

Étudiante à la maîtrise en éducation

La présentation sera en français/Presentation will be in French

**RSVP avant le 5 mars à :
RSVP before March 5th at:
claire.duchesne@uottawa.ca**

CUPE 2626 Annual General Assembly (AGA) (Mar. 7)

From CUPE 2626:
(www.cupe2626.ca)

CUPE 2626 AGA Information

Date and time: Wednesday, March 7th, 2012, at 6:00 p.m.

Location: Chapel, room 112, Tabaret Hall, 550 Cumberland St., University of Ottawa

Submission of financial aid forms: 5:00 p.m. to 8:00 p.m.

Schedule of AGA: Refresh-

ments will be available at 5:00 p.m. The AGA will open at 5:30 p.m. The meeting should end around 8:30 p.m. with a light dinner for attending members.

This assembly is very important because we will:

1. Elect the majority of the members of next year's Executive Board (2012-13) and a jury;
2. Adopt next year's budget;
3. Receive Executive Offi-

cers' reports;
4. Discuss upcoming challenges for CUPE 2626.

IMPORTANT INFORMATION ABOUT FINANCIAL AID:

CUPE 2626 financial aid application forms (with requested documents) for this semester can ONLY be submitted at the AGA location, from 5:00 p.m. to 8:00 p.m. For more information, see below or visit: http://www.cupe2626.ca/english/aid_en.htm.

For more details concerning the AGA agenda and our last meeting minutes, please visit our Web site at: <http://www.cupe2626.ca/files/AGA2012/>

If possible, please bring your last CUPE 2626 contract as well as your student ID.

Annual General Assembly
Wednesday March 7, 2012

Meeting: Communauté d'apprentissage des doctorants en éducation (Mar. 13)

(In French) Chères doctores et chers doctorants en éducation !

Veillez noter que la prochaine rencontre de la communauté d'apprentissage des doctorant.e.s en éducation, un groupe d'intérêt spécial de l'AÉDÉ, aura lieu **mardi le 13 mars à midi au local LMX477**.

Nous utiliserons le logiciel Bridgit pour celles et ceux qui seront "à distance" (conférence : communauté des doctorant.e.s).

L'activité se déroule en français, et quoique qu'il ne s'agit pas d'une activité bilingue,

nous invitons tous les doctorant.e.s anglophones et francophiles qui veulent participer à se joindre à la prochaine rencontre.

À l'ordre du jour, nous éclaircirons la règle des 10 heures de travail et nous discuterons, entre autres, de possibles collaborations pour l'écriture d'articles.

Merci de confirmer votre présence en écrivant à l'adresse suivante :
ageli079@uottawa.ca

Au plaisir de vous voir !!!

Lynnda, Megan, Michael et Andréanne



Jean-Paul Dionne Symposium (JPDS) (Mar. 15)

The Jean-Paul Dionne Symposium (JPDS)

March 15, 2012

11:30 a.m. to 2:30 p.m. -
Poster presentations

(Including those by professors as part of the Faculty of Education's Research Fair)

12:30 to 2:40p.m. - Jean-Paul Dionne Symposium
Roundtable discussions

3 p.m. to 5 p.m. - Discussion panel - Educational Praxis: Bridging the Gap Between Theory & Practice

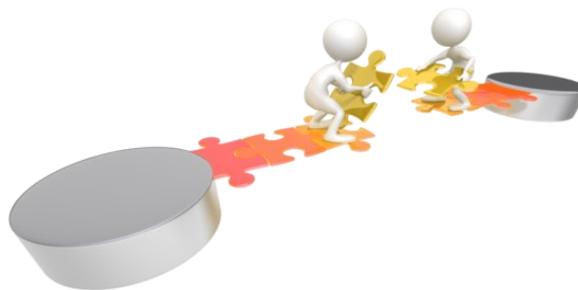
5 p.m. to 7 p.m. Cocktail reception

Please register online to confirm your attendance to the cocktail:

<https://web5.uottawa.ca/www3/educ/en/register.php?s=JPDS2012>

For more information, contact the organizing committee at jeanpauldionne@gmail.com or at edueve@uOttawa.ca

The next issue of the EGSA's Newsletter will be highlighting the JPDS. Stay tuned for more information!



GSAÉD Elections (Mar. 19-21)

The GSAÉD elections are fast approaching! To learn about the candidates running for the Executive positions visit: electionsgsa-ed2012.wordpress.com.

See also the latest issue of *La Rotonde* available in print and online at: <http://www.scribd.com/doc/84002490/Edition-du-5-mars-2012>

The Debate:

Monday, March 12

3:00pm-5:00pm

Café Nostalgica

Come meet the candidates running for the Executive and for the Senate. Hear also the arguments by the chairpersons of the UPass referendum campaign committees.

Voting is March 19-21!

All graduate students can vote! Bring your student card to one of the following polling stations:

Lamoureux Hall – Lobby:
March 20, 21

GSAÉD Office: March 19, 20, 21

Arts Hall – Lobby: March 19, 21

Desmarais Hall – Lobby:
March 19, 20, 21

Roger Guindon Hall – Lobby:
March 19, 20

SITE – Cafeteria: March 19, 20, 21

University Centre (UCU) – 1st floor, near the cafeteria:
March 19, 20, 21

Campus Maps:

<http://www.uottawa.ca/maps/>

Visit gsaed.ca for more information about:

- The General Elections
- The Candidates
- Polling Stations
- UPass Referendum



Élections GSAÉD 2012 / GSAÉD Elections 2012

Votez! Vote!

March 19-21 mars

GSAÉD's Interdisciplinary Conference (Mar. 26-28)

15e colloque interdisciplinaire de la *gs@éd*'s 15th Interdisciplinary Conference

futurs proches ↔ near futures

26 mars March 26th	<p>Philip Allott The Socializing of the Human Species La socialisation de l'espèce humaine Midi Noon</p>	<p>Chaque activité sera accompagnée d'un repas ou d'un goûter !</p> <p>Meals or snacks will be served during every event!</p> <p>Gratuit Free Ouvert au public Open to the public</p>
27 mars March 27th	<p>Cindy Blackstock Justice for First Nations Children La justice pour les enfants des Premières Nations Midi Noon</p>	
27 mars March 27th	<p>Hélène Simard Le modèle coopératif comme alternative au capitalisme The cooperative model as an alternative to capitalism 18h30 6:30pm</p>	
28 mars March 28th	<p>Caroline Arcand L'économie sociale comme alternative au capitalisme Social economy as an alternative to capitalism Midi Noon</p>	
28 mars March 28th	<p>Soirée de clôture Chocolat, vins et fromages Closing Night Chocolate, wine and cheese 18h30 6:30pm</p>	

3 jours • 4 invité.e.s • 3 à 4 panels par jour • 5 présentations par panel
3 days • 4 guests • 3 to 4 panels per day • 5 communications per panel

Horaires et thèmes : www.gsaed.ca
Themes and schedules: www.gsaed.ca

Du 26 au 28 mars 2012 : March 26th-28th, 2012:
55, avenue Laurier Est, Ottawa, ON K1N 6N5, Pavillon Desmarais, Salle DMS 12102



EGSA's NVivo Workshop (Mar. 30)

The Nuts & Bolts of NVivo9

March 30th

12:30pm – 2:30pm

LMX 477

This workshop is designed as an introduction to working with QSR NVivo 9 software for qualitative data analysis. The fundamentals of NVivo 9 will be covered including how to create, and navigate around, a project; import materials such as Word & PDF documents; and import videos, audio files and photos. This workshop will also provide an opportunity to become familiar with NVivo terminology and offer helpful guidance in the coding process to create and define nodes and generate queries. In order to better facilitate hands-on exploration with the software, it is recommended that participants download

the free, 30-day trial of NVivo prior to the workshop at

http://www.qsrinternational.com/products_nvivo_free-trial-software.aspx.

Registration: <http://www.doodle.com/4x75mm27ecpbvg3n>

The number of participants is limited to 25.

Those of you who have specific questions re NVivo 9 that you would like to be addressed in the workshop are invited to email them to:

egsa.aede@gmail.com

These questions will give a sense of what features of NVivo 9 can be addressed in the upcoming workshop and

whether future workshops will be needed.

If you are interested in purchasing your own copy of NVivo 9, the following are details that were compiled from a correspondence with a Business Development Manager QSR.

1) NVivo 9 has a one-year version (\$199.00) and a perpetual version (\$650.00). There is a discount for an upgrade of a perpetual version.

Providing that there are more than three students who purchase the software, the NVivo 9 Software at Educational Pricing is - 15% discount on the NVivo 9 Full License (\$552.50) or 12 Month Student License (\$169) Quick Start NVivo 9 Training - 2 hour on-line training \$129,

discounted to \$89. Prices may change.

2) The perpetual version is transferable to additional computers/new computers as long as it's the same user.

3) If you want a copy of the software on a CD, there is an additional cost of \$37 plus tax for shipping.

4) There is no MAC native version of NVivo. However NVivo does run on MACs with the following requirements: NVivo 9 will operate on an Intel-based Macintosh (Mac) computer using the following software products:

1. Apple Boot Camp (Boot Camp is included in the latest Mac OS X version 10.6, Snow Leopard)
2. Parallels Desktop for Mac
3. VMware Fusion



Questionnaire: Academic Services on Campus for Grad Students



Graduate students have been working towards getting increased access to specialized services to support academic writing.

More information is available here: <http://gradrep.wordpress.com/2012/02/25/motion/>

Please take a few moments to fill out the following questionnaire:

<http://gradrep.wordpress.com/2012/03/05/questionnaire/>

Thank you!

The Forum

Concours d'essai littéraire Jean-Robert Gauthier 2012

Lynnda Proulx a gagné 2e place au concours d'essai littéraire Jean-Robert Gauthier 2012.

Félicitations, Lynnda!

Le concours d'essai littéraire Jean-Robert Gauthier est un concours national pour les francophones et particulièrement ceux vivant en milieu minoritaire.

“Le concours d'essais littéraires Jean-Robert Gauthier vise à stimuler, auprès des jeunes francophones de partout au pays, une réflexion sur leurs valeurs et intérêts communs ainsi que sur les institutions démocratiques qui encadrent leurs communautés, en plus de contribuer financièrement au succès de leurs études, tant universitaires que collégiales.”

Jennifer Marjie Brown, une autre étudiante de l'Université d'Ottawa, a remporté le 4e prix.

Pour plus d'information, voir le site web: <http://www.concoursjrg.ca/>.

Le thème: “Les réseaux sociaux, le français et les communautés francophones du Canada”

L'intelligence collective au service des réseaux sociaux

par Lynnda Proulx

C'est en interagissant que l'on se construit une culture commune, une identité, une langue commune. Dalley, 2008

Plus les membres des différentes communautés



Lynnda Proulx accompagnés par Mme Gauthier (M. Jean-Robert Gauthier étant décédé) et par Mauril Bélanger, député libéral de la circonscription de Vanier, et les deux autres gagnants.

francophones¹ interagissent entre eux, plus ils se connaissent et mieux ils se comprennent! Si c'est le but que veulent atteindre les gouvernements et les différentes composantes de la société civile, alors les outils des médias sociaux sont essentiels pour arriver à créer ces réseaux sociaux!

Contrairement à ceux qui croient que l'Internet et les réseaux sociaux déshumanisent les liens sociaux et creusent un gouffre entre les branchés et les non bran-

chés², je suis partisane du discours optimiste de son utilisation. Ce discours suppose que les communautés virtuelles, les utilisateurs internautes et les friands de technologie intelligente participent, à différents niveaux et à travers différentes couches sociales, à la confection d'un tissu collectif et font preuve de créativité sociale qui encourage l'interaction et la mobilisation. Ainsi, parce que les médias sociaux utilisent l'intelligence collective dans un esprit de collaboration en ligne et que l'accès à des applica-

tions ou des interfaces telles que *Wikipédia*, *Twitter*, *Facebook*, *YouTube* est peu coûteux et relativement flexible, il serait possible de créer une francophonie canadienne qui ne craint pas ses différences culturelles et ses variations linguistiques. Il serait possible de créer une unité francophone canadienne qui se sente forte dans son identité et valorise sa parlure colorée d'où qu'elle provienne! Sur la toile, plus de frontières! La proximité physique n'est plus une . . .

(continued)

Concours d'essai littéraire Jean-Robert Gauthier 2012 (Continued)

... condition *sine qua non* pour entrer en communication avec l'Autre. Au lieu d'isoler la personne, l'Internet, avec ses réseaux sociaux, multiplie les rencontres et les communications entre les individus sans enlever les rencontres quotidiennes face à face ou les contacts par téléphone. N'est-ce pas d'ailleurs pour cela que de vrais mouvements sociaux se sont mis en branle? La mobilisation des peuples arabes en est un exemple. Les gouvernements des pays où les sociétés civiles se sont révoltées ont même bloqué l'accès à certains sites comme *Facebook*, mais les populations civiles, à l'aide des *hackers*, ont trouvé d'autres moyens technologiques de les contourner et ont continué à montrer au monde entier ce qui se passait dans leur pays parce qu'ils ont filmé, pris des photos et publié leur production sur *YouTube* ou *Facebook*. Le secret de cette réussite passe par la capacité collective à mobiliser chaque individu.

En ce moment, au Canada, la vie francophone donne plutôt l'impression d'être morcelée. Tantôt une ville bilingue qui cache le français dans ses fonds de tiroir et qu'on va sortir seulement s'il reste de l'argent pour l'afficher³, tantôt des mobilisations de dialogues entre organismes pour s'ouvrir à l'arrivée d'immigrants qui viennent bouleverser l'identité et les valeurs d'une francophonie sur ses gardes

pour cause d'insécurité⁴. Les médias sociaux se présentent comme une belle solution pour agir comme ciment social et réunir les fragments épars de la francophonie canadienne. Ils permettent à tous de s'exprimer et de sentir qu'ils font partie de cette collectivité.

Sur les sites Internet des différentes composantes de la société civile et des gouvernements du Canada, pourquoi ne pas encourager les utilisateurs francophones et francophiles à produire et publier des vidéos, des photos pour donner une image à cette francophonie qui vient de tous les horizons! Il importe d'encourager la production de textes et la mise en commun d'idées vers la création d'une toile collective, mais également de promouvoir la libre expression. Par exemple, il pourrait y avoir sur tous les sites des gouvernements et des députés des différents partis au pouvoir un hyperlien qui permettrait aux citoyens de déposer des commentaires, car visiter un lien est une chose, laisser une empreinte qu'on y est passé en est une autre! De plus, cette manière de communiquer donnerait accès directement à la pensée citoyenne de toutes les couches sociales sans avoir à passer par différents intermédiaires. La multiplication de blogueurs hébergés sur les sites des organismes et institutions francophones est un autre exemple qui permettrait de varier les

points de vue et dynamiser les échanges sur les forums de discussions. Les balados, les flux RSS à suivre, seraient également des espaces virtuels qui permettraient de faire connaître la francophonie à l'heure du jour et d'en diversifier les produits. Même si cela existe peut-être déjà, les blogues, les forums de discussion, les MySpace ne sont pas suffisamment promus et connus! D'ailleurs, un rapide coup d'œil sur le site de Wikipédia⁵ me fait découvrir que bien que le terme « canadien-français » existe, il n'existe encore aucune entrée pour celui de « francophonie canadienne ». Peut-être que l'on pourrait commencer par là puisque l'encyclopédie Wikipédia est un des sites les plus fréquentés par les internautes?

Voilà pour les réseaux sociaux mis au service des communautés francophones et des gouvernements du pays... maintenant, le comment utiliser les réseaux sociaux dépend beaucoup du but derrière la volonté de les créer ou d'y participer. Il faut comprendre que leur utilisation n'est pas qu'une entrée dans le monde virtuel des internautes : réagir, clavarder, consulter un site, chercher des informations, visionner une vidéo sur *YouTube*, *Skype*, *Twitter*, *Facebook*, *Orkut*, demande du temps réel pour organiser les informations afin de les mettre en ligne et de les rendre accessibles sur les réseaux sociaux! Et cela demande un peu,

beaucoup, énormément de temps! Du temps réel où quelqu'un est assis devant son écran de portable ou de téléphone intelligent pour créer tout cela! Et que dire du temps réel nécessaire pour répondre aux personnes qui veulent intervenir, interagir, faire des commentaires et vouloir recevoir des réponses? Car qui dit émettre un message sous-entend aussi y répondre — puisque sans l'un ou l'autre, il n'y a pas de communication, pas de message reçu ou transmis. Qui sera responsable de gérer, de coordonner tout cela? Pour répondre à cette question, la meilleure réplique que je peux donner est la suivante : il faut penser à l'embauche de responsables de communautés, d'éditeurs de médias sociaux ou de journalistes-développeurs pour gérer la production de tout ce réseautage social virtuel. Les réseaux sociaux ont plus d'avenir avec eux à la barre! Ils sont formés, ont de l'expérience et permettront d'économiser non seulement du temps mais de l'argent!

1. La définition de « communautés francophones » est prise dans le sens de celle donnée par les auteurs du *Plan stratégique pour favoriser l'immigration au sein des communautés francophones en situation minoritaire*, représenté par le Comité directeur de Citoyenneté et ...

(continued)

Concours d'essai littéraire Jean-Robert Gauthier 2012 (Continued)

... immigration Canada, 2006, p. 2. Elle englobe ainsi toutes les forces vives de la société civile qui contribuent à l'enracinement et à l'épanouissement de la francophonie en situation minoritaire.

2. Simon Laflamme et Sylvie Lafortune. (2006). Utilisation d'Internet et relations sociales. *Bibliid* 0382-73, p. 97-128.

3. Graham Fraser. (2011). *Ottawa, ville bilingue?* (Page consultée le 27 janvier 2012), http://www.ocol-clo.gc.ca/html/speech_discours_03112011_f.php

4. Faculté d'Éducation de l'Université d'Ottawa. (2009). *École et Faculté, Dialogue*. Université d'Ottawa. Fédération des communautés francophones et acadienne du

Canada (FCFA). (1999). *Dialogue*. (page consultée le 10 janvier 2012), http://www.fcfa.ca/fr/Bibliotheque_De_La_Fcfa_Sections_33/Immigration_Et_Diversite_Culturelle_88

5 Wikipédia, l'encyclopédie libre. (2012). *Page d'accueil*. (page consultée le 29 janvier 2012), http://fr.wikipedia.org/wiki/Wikip%C3%A9dia:Accueil_principal

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[tion_Et_Diversite_Culturelle_88](#)

Fraser, G. (2011). *Ottawa, ville bilingue?* (page consultée le 27 janvier 2012), http://www.ocol-clo.gc.ca/html/speech_discours_03112011_f.php

Laflamme S. et S. Lafortune. (2006). Utilisation d'Internet et relations sociales. *Bibliid* 0382-73, p. 97-128.

Wikipédia, l'encyclopédie libre. (2012). *Page d'accueil*. (page consultée le 29 janvier 2012), http://fr.wikipedia.org/wiki/Wikip%C3%A9dia:Accueil_principal

The Language of Education

Column Editor: Osnat Fellus

This column will explore the ever-changing, multi-layered, and complexified nature of theory and practice in education. It will be open to possibilities, and not only limited to just etymology, but will also include terms that are pertinent to the work of the practitioner and the theorist. You are invited to engage in discussion and respond to the entries.

Student Engagement

by Osnat Fellus

The problem of student disengagement has consumed the attention of teachers, educators, and educational researchers for as long as the beginning of formal schooling. Thanks to growing research and deeper understanding of what works and what does not work in education, we have learned how to mitigate the problem, however, we still have a long road ahead. Even though we have curricula in place, clear sets of expectations, highly qualified teachers, and top-notch

technology, we still struggle to formulate learning environments and teaching practices that are engaging for all students—no exceptions. For all our efforts, the questions persist: How can we make it possible for all students to be fully engaged in school work and to succeed academically? And what precludes this from happening?

I have recently read *Learning to Labour: How working class kids get working class jobs* (1977) by Paul Willis.

(continued)



The Language of Education (Continued)

... It is an ethnographic research that, inter alia, highlights students' resistance to or disengagement with schooling because, as Willis' work shows, they perceive it as incompatible with their future aspirations and with their ways of knowing the world. Educational research and practice mostly uses the word "motivation" to reference students' level of engagement. But because the language we use determines what we can think about, we might find it helpful to understand that "motivation" entails meanings that are counterproductive to what we think schools are for. In fact, the connotation of the word motivation leads us to a path we may not wish to tread. When we use the word motivation to reference students' engagement in school, we unwittingly cement our thinking about education in the realm of behaviourism. This is an idea Alfie Kohn alludes to in an interview with Ron Brandt (1995):

It's remarkable how often educators use the word *motivation* when what they mean is *compliance*. Indeed, one of the fundamental myths in this area is that it's possible to motivate somebody else. Whenever you see an article or a seminar called "How to Motivate Your Students," I recommend that you ignore it. You can't motivate another person, so framing the issue that way virtually guarantees the use of controlling de-

vices (Brandt, 1995, p. 15).

By extension, I don't think we want to imply that we see our students as marionette puppets. This understanding of what motivation means speaks to the denotative senses of the "motivation": Reason or cause (Fee & McAlphie, 2011, p. 390) and setting in motion (Klein, 1967, p. 1008, 1010).

If we see motivation as reason or cause, we may imply that "unmotivated" students find no reason or see no cause in engaging with school work. Using this word flattens them to unidimensional participants who are either "motivated" or "not motivated." Furthermore, it shuts down any possibilities for attentiveness. While this meaning helps us identify the problem of disengagement, it does not teach us anything about what we can do to address it and so we are taken back to square one.

If we see motivation as setting in motion, we may imply that teachers and educators hold operation keys in the classroom that determine what one does, when one speaks, to whom, and for how long. While we do need some level of control over what's happening in class, I want to frame this control within what Brent Davis calls proscriptive (attentive) rather than prescriptive (retentive) rules (Davis, 1996, p. 91). But I digress and for the

sake of succinctness I will leave this here.

Fortunately, recent theoretical and empirical research has provided us with a collection of alternative concepts that reference the multidimensionality, dynamic, and agentive nature of learners. Some of these concepts are investment, belonging, alignment, figured worlds, and imagined communities, to mention just a few. There is empirical research that shows how these concepts can be used to prevent disengagement altogether or to address it effectively and productively (e.g., Black, Williams, Hernandez-Martinez, Davis, Pampaka, & Wake, 2010).

For further readings about this redirection of thinking, you can consult the selected resources listed in the Recommended Resources section in this newsletter.

References

- Black, L., Williams, J., Hernandez-Martinez, P., Davis, P., Pampaka, M., & Wake, G. (2010). Developing a 'Leading Identity': The relationship between students' mathematical identities and their career and Higher Education aspirations. *Educational Studies in Mathematics* 73(1), 55–72. DOI: [10.1007/s10649-009-9217-x](https://doi.org/10.1007/s10649-009-9217-x)
- Brandt, R. (1995). Punished by rewards? a conversation with Affie Kohn. *Educational Leadership*, 53(1), 13-16.
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Recommended Resources for Graduate Students

by Osnat Fellus

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9–31.

Paradise, R. & Rogoff, B. (2009). Side by side: Learning by observing and pitching in. *Ethos*, 37(1), 102–138.

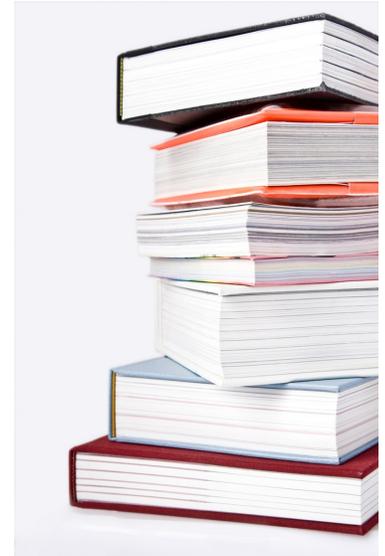
Solomon, Y. (2007). Not belonging? What makes a functional learner identity in undergraduate mathematics?

Studies in Higher Education, 32(1), pp. 79–96.

Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. New York: Cambridge University Press.

All four resources are instructive as to the rethinking of flattening concepts such as "motivation" in the field of education. While the first three provide contextual and empirical explorations of the

"new" vocabulary, the last one provides a solid theoretical background for the need to rethink the use of words such as "motivation".



Grad Student Writers

For this issue, the Grad Student Writers were each invited to explore "**Knowledge Mobilization**."

The Prompts

Take a look at the following article in *University Affairs* by Dr. Ben Levin on 'Knowledge mobilization' and 'sharing our research effectively' available at: <http://www.universityaffairs.ca/mobilizing-knowledge.aspx>.

"Graduate students can act as bridges. In many fields, notably the professions, graduate students are also experienced practitioners who have the potential to connect research to practice in effective ways. Yet universities often ignore students' practical experience while their work settings denigrate the value of research. If graduate students were trained

explicitly in how to act as knowledge brokers, they could make a huge contribution."

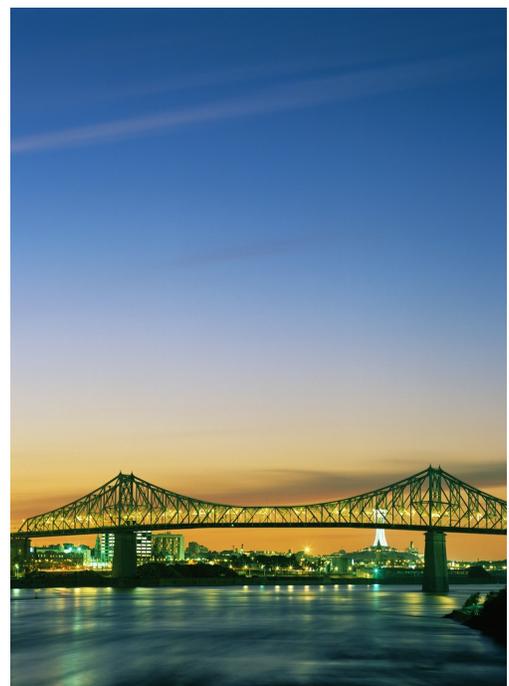
Perhaps also consider the image above from SSHRC's 'Knowledge Mobilization Strategy' available at: http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/KMbPI_FinalE.pdf.

Here are a few **questions** for further consideration:

- What are your thoughts on Dr. Levin's remarks about graduate students? Do you act as a bridge or as a knowledge broker?
- Is it important to you to connect research to practice?
- Do you share your work with your peers? If so, how and why?
- What have your experiences

with conferences and publishing your work been like? What have you shared, and what have you gained?

If you would like to add any comments to the conversation, email egsa.aede@gmail.com.



Maria Bastien

Throughout my graduate career I have felt myself naturally moving deeper into the culture of academia. In this progression I can identify many positive forms of growth: I am more able to deeply critique research and research practices, explore issues of ethics, and make creative links between theory and practice. I am also changing in what might be more negative ways: I find myself focusing on narrow areas of study and working less and less collaboratively with my peers. Although honing one's area of interest can be a necessity for specialization and research projects, I would suggest that working less collaboratively is not. As my experience as a practitioner in the traditional sense is

rather limited, I would like to explore how graduate students have the opportunity to collaborate as practitioners of research.

One of the most interesting things that I observed at a recent conference was not so much the papers presented, but the degree of interaction between graduate students during breaks and meals. Students were actively pursuing connections, discussing practical aspects of research projects and exchanging bibliographic information. A colleague from the University of Ottawa went away from the weekend with pages of notes, new ideas for avenues of research, and I suspect quite a few direct contacts. As evidenced by this experience,

novice and questioning researchers have a unique ability to act as knowledge brokers. Positioned similarly as explorers hoping to make our mark on academia, we reach out to each other to exchange as much information as possible. Additionally, we view the world of academic literature through fresh eyes. When we read new articles in graduate school, they are exactly that – new. We are likely knowledgeable enough in our fields to identify certain researchers as leading authorities in their areas of specialization, but I think we also have an openness that allows us to go beyond canon authors and make novel and interdisciplinary connections that we can bring to our research and our inter-

actions with other researchers. Perhaps it is with these freedoms granted us as students that we can act as a bridge not only between theory and practice, but as a conduit for knowledge exchange between specializations.

As a fellow graduate student and knowledge broker, I propose that we take advantage of our time together at the University of Ottawa and actively choose to share resources, strengthening our individual and collective knowledge in and beyond the field of education.

Julie Comber

Do you want to make the World a better place? Then you're probably already keenly aware about the importance of knowledge mobilization. And you probably also realize that some of the most important knowledge gained through research does not reach the people who need it most. This is because when there is no financial incentive to produce a product, it is much more difficult to fund knowledge mobilization strategies.

I have not seen any numbers or figures about the costs of knowledge mobilization. So I'll do a bait and switch. World-

wide, 90% of the money for health research is spent on 10% of the disease burden. Let me repeat that. 90% of health research dollars spent on 10% of the disease burden. In other words, 90% of the diseases causing so much misery for disadvantaged people receives only 10% of the money for research. Big Pharma does research on profitable diseases. Diseases that rich people get. Because rich people can buy the drugs.

My point: follow the money. When Big Pharma knows that they've got a blockbuster drug, believe me, they will put

knowledge mobilization into high gear. They will make damn sure you know wonderful things (and not the unsavory things) about the drug and why you should use it. And that you will go to your doctor. And ask for it. By name. Which, by the way, almost guarantees you will get it (Brodie & Levitt, 2002).

So what about knowledge mobilization for innovations, ideas, products, and strategies that could make the World a Better Place? For example, there's been lots of research on environmental education, and on the environ-

mental behavior of individuals as well as populations. But as a species, we are still going to hell in a gas guzzling handbasket. How come all that we learned in the Ivory Tower is not getting out there?

Oh. I was hoping *you* would answer that question. Well, let's see...the simplistic idea that increased environmental awareness will lead to increased pro-environmental behaviour is (unfortunately) wrong (Kollmuss & Agyeman, 2002; Lukas et al., 2008). Common-sense observation, . . .

(continued)

Julie Comber (Continued)

... confirmed by the literature, is that knowledge is a necessary, but not a sufficient precondition for developing pro-environmental moral norms and attitudes which in turn contribute to pro-environmental behaviour (e.g., Bamberg & Moser 2007, Kollmuss & Agyeman, 2002).

Chawla and Cushing (2007) (and others...like me) think the goal of EE is to increase pro-environmental behaviour, but they argue that an analysis of the world's most serious environmental problems suggests that the effect of private actions (the focus of previous research) is limited unless it is combined with equipping people to organize for collective public change (Chawla & Cushing, 2007).

On a similar tack, Hargreaves (2008)'s research suggests that pro-environmental behaviour demands fundamental changes to social order and everyday life that is not captured by a focus on individual behaviour change.

So this is why I have to be such an Environmental Activist and Front Girl for an Activist Band while dutifully pursuing my PhD. Yes, come make this logical leap with me. That's what us grad students, AKA knowledge mobilization bridges, do.

Through my particular research, I hope to understand whether Wildlife Clubs are an effective form of EE. Through my connections as an Activist, I hope to have the channels to get this knowledge to people

who can use it. As an Artist, I hope to explore genuine, creative, and effective dissemination of my research findings back to Makushi communities, especially to Youth. Ideas discussed with community members included documentaries, comic books (with talented local artists), songs (my vote!), or radio-dramas to be broadcast on the community radio station.

I don't have a lot of money to pour into knowledge mobilization for my research project, but I do have blood, sweat, and tears. And a song in my heart. • I figure knowledge that is delivered beautifully will be mobilized.

1. It's supposed to be a dialogue, right? So...have you seen any references on this?
2. This is called the 10/90 gap

by the Global Forum for Health Research.

3. I mean, really, you don't expect me to do all the work, do you?

Look, Mom, I have **references!**

Bamberg, S., & Moser, G. (2007). Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psycho-social determinants of pro-environmental behaviour. *Journal of Environmental Psychology*, 27(1), 14-25.

Brodie M, Levitt L. (2002). Drug advertising: The right or wrong prescription for our ailments? *Nat Rev Drug Discov*. 1:916-920.

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ior. *Environmental Education Research*, 13(4), 437.

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Lucas, K., Brooks, M., Darn-ton, A., & Jones, J. E. (2008). Promoting pro-environmental behaviour: Existing evidence and policy implications. *Environmental Science & Policy*, 11(5), 456-466.

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Maria Gordon & Osnat Fellus

Maria: The first thought that comes to my mind when I think about the concept of knowledge mobilization is about sharing knowledge. The idea that as graduate students we are often doing interesting work outside the university as well as conducting interesting research is the very link between theory and practice. That is, our presence in different locations makes it possible to create those nodes that connect between ideas. After all, as students we do not live in ivory towers. We do not ensconce ourselves within the university walls and spend hours on end reading, writing, and speaking only to other like-minded people. However, we do have easier access to a wealth of knowledge and so the question I want to ask is how can we find ways to share all of this wealth of information? To me, some of the im-

mediately available ways are going to conferences, attending seminars and thesis defenses, participating in public sessions, writing for the student newsletter etc. We make constant effort in thinking of diverse ways of sharing our work and ideas with a wider community and we constantly building on the benefits of doing so. One thing I've been doing is giving public speeches to parents in the community as well as writing articles in community newspapers and newsletters.

Osnat: I do not disagree with you. But I think that there is an underlying problem that needs to be addressed which is the way we speak of knowledge mobilization. Specifically, I refer to the metaphors we use. The use of metaphors is revealing as it teaches us about underlying values that shape people's actions and

frame their communication. Now, the use of the bridge metaphor in relation to knowledge mobilization carries very specific connotations. Like *bridges* so *mobilization* evoke the pining down of knowledge as a neatly-packaged, clearly shaped, and two-dimensional product. That is, when we talk about knowledge as something that needs to be mobilized, we strip it of a very essential feature, one that points at its constant reformulation. If we divorce ourselves from using metaphors of mobilization, bridges, and goods, we may open space for a new way of knowledge production, one that relies on input from all participants. A more useful metaphor may be that of knowledge brokering which carries a more inclusive meaning as to who gets to formulate and reformulate knowledge. Levin alludes to

this feature of knowledge brokering in his first recommendation to improving the impact of research through what he calls "a diffuse process." So for me, it is knowledge brokering that we need to be talking about.

Maria: Yes so true, by sharing knowledge hopefully, we are not only enriching others but as students we are also gaining from the experience too. I wonder how other students perceive their experiences of knowledge brokering.

Osnat: Perhaps we can invite students to think about their experiences as they proceed with their studies. Better yet, maybe our readers could share their thoughts and experiences with us. What a great way of knowledge brokering!

Rebecca Hogue

Just the other day, one of my classmates said to me "You really do this social media stuff, don't you?" It made me think about what I do from a social media perspective.

I use Facebook (who doesn't?) – not too much, I don't use it to play games or fill in surveys or anything, but I use it enough to see what my friends are doing. I like to say that Facebook tells me when I need to pick up the phone and call – or in the case of friends who just had a baby, their

Facebook status told me not to call!

I use LinkedIn. I've been using LinkedIn since a member of my MA class invited me. I did my MA online so it was interesting that an online colleague was the source of my first connection. Since then, LinkedIn has allowed me to stay in touch with old colleagues who have moved on to two or three different jobs since I had last seen them. It also got me my last full time job (I posted that I was look-

ing for work and someone connected me to a hiring manager that week), and it has gotten me two or three contracts. So, I'm all in favour of using LinkedIn as a job search tool. It has worked for me!

I use Twitter. I didn't see the value in it at first. Why would you want to hear about what your friend had for breakfast? To be honest, I get more of that type of update on Facebook. With Twitter I can choose who I listen too, so if

someone babbles too much about stuff I don't care about, I stop following them. But for me, what has made Twitter useful is that I've connected to a couple of communities (#phdchat and #lrnchat). The community that I converse with the most is #phdchat – (tip: the community is identified by the hash tag that is used to search for messages associated with the community/conversation).

(continued)

Rebecca Hogue (Continued)

. . . #phdchat is a bunch of PhD Students from around the world in various stages of their research. When I get stuck on something (like finding a free tool to do word frequency counts) someone on PhD chat usually answers my query, and usually pretty quickly too! The other thing that Twitter has done for me is helped me increase the number of people reading my blog.

Which brings me to blogging. Not everyone would call blog-

ging social media, but I consider it part of my social media sphere. I blog because it helps me focus my thoughts, and I know people are reading. When I write a blog post, I send a quick update to my Facebook friends and the #phdchat group on Twitter. These folks usually leave comments or retweet my posts with a few comments that encourage me to keep blogging. In this way, I don't feel like I'm alone in my journey.

Now, it wouldn't be fair to talk about social media without also talking about MOOCs (or Massively Open Online Courses). Last summer I participated in a MOOC on mobile learning (MobiMOOC). MobiMOOC was a 6-week "course" on mobile learning – I say "course" but a MOOC is really more about having conversations than taking a course – and in the case of MobiMOOC, I got to learn more about Mobile Learning from some of the leaders in

the field all for free. This participation led to me joining up with a few other participants to write a few research papers. So far, our team of seven has written three papers, two of which have been published, one of which won a Best Paper Award.

So, yes, I guess I would have to agree with my colleague's statement. I "do" social media.

Lynnda Proulx

Une mobilisation pour quel savoir?

Ma position actuelle ne pourrait pas être meilleure pour traiter de la mobilisation du savoir. Le fait d'être doctorante en parallèle à celui d'exercer le métier d'enseignante au collégial me donne l'occasion de me sentir tout à fait à l'aise avec ce sujet. Ma recherche me permet d'enrichir ma vie au travail et ma pratique enseignante alimente ma recherche de doctorat. Mieux encore! Grâce à ma pratique en salle de classe, j'ai trouvé une question qui mariait mes intérêts de recherche de doctoran-

te en éducation à ceux de ma pratique enseignante. C'est le match parfait de la pratique à la théorie et de la théorie à la pratique. Mes contacts étroits avec les chercheurs et le milieu de la recherche me permettent de jouer un rôle intermédiaire au sein de mon propre milieu de travail. Pour donner une image plus précise aux lecteurs, disons que je suis comme une courroie de transmission qui s'assure que la diffusion se rend vers l'application. Levin (2008) définit la mobilisation du savoir à travers trois éléments clés : diffusion, transmission et application. Afin d'illustrer l'idée

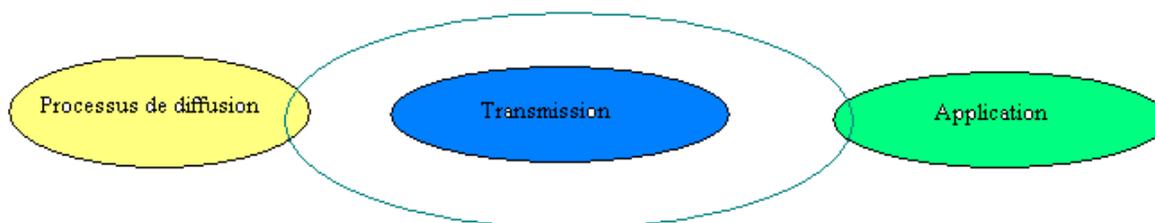
de la courroie de transmission, je reprends ici, sous forme de schéma conceptuel, les éléments principaux de sa définition.

La transmission vers les réseaux

Depuis le début de mes études en éducation, j'ai voulu partager mes réflexions avec mes collègues dans mon milieu de travail. Cela a été en quelque sorte, le moteur initial à vouloir transmettre, discuter avec mes collègues ce que je trouvais comme information. Puis, je me suis assuré de poursuivre cette transmission en faisant circuler des articles

scientifiques directement par courriel– des articles susceptibles de les intéresser, des sites qui instruisent sur de nouvelles stratégies d'enseignement et d'évaluation, sur la politique d'aménagement linguistique au postsecondaire, etc. Je participe aux réunions de mon secteur et à des sous-comités où je partage mes connaissances, mes recherches, mon questionnement. Je m'engage aussi dans des discussions de couloir ou sur l'heure du lunch avec des collègues d'autres départements qui sont curieux . . .

(continued)



Lynnda Proulx (Continued)

...d'apprendre ce que je fais comme études. Bien que je me considère une courroie de transmission fidèle qui offre un certain accès aux connaissances scientifiques, il n'en va pas toujours de même pour tous les agents communication, transmetteurs d'information.

De quel savoir est-on l'écho?

À mon avis, pour s'assurer d'avoir une bonne mobilisation du savoir, il faut également

s'assurer d'avoir de bons agents de communication qui feront passer l'information tout en s'assurant qu'il s'agit de la bonne information et non d'une rumeur ou d'un « j'ai entendu dire que... ». L'expérience que j'ai acquise dans certains milieux de travail m'a amenée à constater que pour certaines personnes, participer à la construction et à la mobilisation du savoir signifie faire circuler la mauvaise information. Pour

certain, il est même de mise de garder l'information pour soi et de la retenir. Car qui dit avoir de l'information détient aussi une sorte de pouvoir puisqu'il peut aussi la contrôler et la disséminer à qui il en vaut la peine en échange d'autres informations ou pour-quoi pas, en échange de services. Ce genre d'échange est, selon moi, malsain, mais il existe et il importe d'en être averti. Il entraîne un environnement de travail où il est

difficile de s'épanouir, d'évoluer positivement à moins d'avoir la capacité d'en faire abstraction. Rappelons-nous qu'en toute circonstance, ce qui est important aujourd'hui devient désuet demain.

Jenn Rottmann



I wish I considered myself a knowledge broker. . . or a bridge . . . or perceived as any other prolific metaphor Dr. Levin suggests. I would bet that most of us who are pursuing graduate studies cling to the hope (for dear life, that is) that our research will have some sort of an impact on educational policy, practice or the larger community we are working with. At the very least, I think most of us would be

tickled pink if someone out there read our work, other than those who are commissioned to do so, and thought that we might actually be on to something. I agree that publishing one's work is a large part of knowledge mobilization that many of us presumably strive for. By publishing, we do add to our growing CV's but those who may actually read these works are most likely other academics. Call me a cynic, but I see this as a potential esoteric cycle that goes round and round and round. Admittedly by publishing our work, we are adding to a body of knowledge that has hopes of creating new possibilities and fuelling

future change; however, unless our research spreads beyond the confines of academic journals and texts, I think the only knowledge mobilization happening is within our scholarly bubble.

It rattles me that I sound so pessimistic but this is something I've been struggling with ever since I entered into the world of graduate studies. I would like to think that my work has the potential to influence pedagogical practice in the classroom but the likelihood that teachers/ practitioners would come across the one (co-authored) article that I have managed to publish or any paper that I've presented at conferences is, undeniably, slim. All of my teacher friends focus on what they need to in order to get through the teaching day, which is not reading a 30 page article in the *Island Studies Journal* on how book clubs can act as discursive spaces where members nego-

ciate local knowledges and enhance engagement with text. Furthermore, publishing takes time, energy and commitment which can be a struggle for those of us who are just trying to tackle the many milestones/hurdles presented to us in our graduate studies journey. I have this re-occurring, motivating thought that I will concentrate on publishing after each of these "milestones" is checked off my list. To my dismay, this has yet to happen as once I am finished one, the next step feels like it's 10 times more daunting than the previous. I am not complaining as I love the work and the challenge but it terms of mobilizing knowledge at this stage of the game, I am, and will remain, a cynic.

Image retrieved from: http://www.zazzle.com/sarcastic_and_cynical_sticker-217889033275673881

Shannon Sweeney

Prior to post-secondary studies, I detested peer-editing or sharing my work because I feared that it was not of the same calibre as that of my classmates. During my undergrad I was finally forced to concede when I discovered that my French language level was below par. My grades had begun to suffer because a particular professor strictly enforced the use of proper grammar on assignments. I asked my Francophone classmates to edit my work in order to raise my grades. Instantly, my grades improved and the usual abundance of red marks on my assignments decreased significantly. Ironically, following this experience, I have become equally as strict when editing my peers' work.

My favourite tool for editing

French papers is Antidote. This computer program works in conjunction with Microsoft Word, and contains both a correcting function and an excellent dictionary. The corrector is able to identify grammar and spelling errors more effectively than Word's spell check, while additionally highlighting possible Anglicisms, pleonasms, Quebec-isms, and calques. Antidote even suggests when you may be confused between two words which are not necessarily homonyms/homophones. The dictionary, however, is by far my favourite feature. For any word that you look up, Antidote provides definitions, synonyms, antonyms, concurrences (words that are generally used in conjunction with your word), conjugations (if it is a verb), words of the same

family, famous quotes which contain the word, and a detailed etymology. The only downfall of Antidote is that it can't help me edit my English texts.

Recently, I noticed that my focus on French grammar has transferred to my English writing and I have developed an interest in grammar rules and APA citation formatting. No longer do I fear sharing my assignments with my close peers, yet I still dread the notion of presenting my work at a conference. It is simply intimidating to me to present my ideas and see the immediate reactions of my colleagues. Instead, I would prefer to email my work so as not to know how it was initially received. Ignorance is bliss, right? The additional amount

of work involved is the least of my concerns, and I certainly do not believe that there is a lack of encouragement from the faculty or my peers, since I have been presented with many opportunities and received a plethora of support from my colleagues. Perhaps all I need is a shove (a push might not be enough) in the right direction in order to participate in a conference. I would be interested in learning if there are any conference presenting workshops for the more hesitant students who are curious about the proceedings and expectations.

Call for Submissions: Interest Form



Please complete this form to indicate your interest in submitting to the **Winter issues** of the *EGSA's Newsletter*. The following list of opportunities is an **invitation for both graduate students and Faculty members** to contribute.

https://docs.google.com/spreadsheets/viewform?hl=en_US&formkey=dFNmMnVXX29sWnB2cThURHhIQUIRQ1E6MQ#gid=0

Deadlines to submit for upcoming Winter issues:

- Vol. 2, **Issue 4**: Wed. Mar. 21, 2012
- Vol. 2, **Issue 5**: Wed. Apr. 11, 2012

Please submit your newsletter contributions to egsa.aede@gmail.com.

Thank you!

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