

**2014 ATTRACTIONS ONTARIO RECIPROCAL ADMISSIONS PROGRAM
JUNE 1, 2014 - MAY 31, 2015**

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Attraction	Dates & Hours of Operation:	Admission Offer & Valid to	Restrictions/Special Conditions:
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A2original Experiences Victoria Island, 188 Middle Street, Ottawa, ON 613-584-9494 www.a2originalexperiences.com bookings@a2originalexperiences.com	May 1 - October 31 On reservation	Free Admission Discovery Program - tour & pow wow dance performance Employee/Volunteer	Must be reserved in advance (to join a prebooked group)
Adventure Village 580 Ian Macpherson Beach Road, Hamilton, ON L8E 3L3 905-549-9444 www.adventurevillage.ca info@adventure-village.com	April - October: Call for hours or check website	3 for 1 Bini/Boni, Crazy Karts, Rock Climb, Ducter Laser Tag and Fun Parks Employee/Volunteer	Not valid on holidays, July 1, Aug 1 & Sept 1

Reciprocal Program 2014 Ontario

**Shijing Xu, Luxin Yang, Yuhan
Deng, Shuai Fu**



Reciprocal Program 2014 Ontario:

Narrative Inquiry into Reciprocal Learning Between Canada-China Sister Schools Yuhua Bu, 2021-01-29 This edited volume explores how Chinese school based educators learn from others and attain awareness in dialogue with the world in an era of increasing globalization and information exchange Minzhu Primary School in Shanghai China and Bay Street School in Toronto Canada have been connected as sister schools of cross cultural exchange since 2008 Together they have explored ways to reciprocally learn in a cross cultural partnership while remaining grounded in their home culture and language In this book chapter authors examine how Chinese school based educators view themselves understand others and grow and develop as a consequence of a decade of cross cultural reciprocal learning as sister schools Further the authors discuss prospects for future educational interactions between Canada and China

Reciprocal Learning between Canada and China in Language and Culture Education Shijing Xu, Luxin Yang, Yuhua Deng, Shuai Fu, 2024-11-07 This book engages Canadian and Chinese language educators graduate students pre service teachers school principals and teachers in an enhanced reciprocal learning process by collaboratively reflecting on and writing up the school based language curriculum projects and school based language teachers professional development activities in Canada China sister schools The objective is to develop a knowledge base for generating positive reciprocal practitioner knowledge and methods to improve language teaching effectiveness in either context In this way it contributes to a public discussion of the reciprocal educational impacts on the knowledge based society in Canada and China

West-East Reciprocal Learning in Teacher Education Shijing Xu, Yibing Liu, Zuochen Zhang, Michael Connelly, Chenkai Chi, 2024-10-21 During this uncertain time teacher education has never been more needed for West East dialogues and Reciprocal Learning Xu and Connelly's concept of reciprocal learning aims to harmonize the West East dichotomy and foster appreciation in education and understanding of each other's culture and history This book focuses on the field work done by the Teacher Education Research Team with chapter contributors from Canadian and Chinese professors graduate students and pre service teachers who have been deeply engaged in the RLP Following Xu and Connelly's conceptual framework of Reciprocal Learning as Collaborative Partnership the book begins with knowing the Teacher Education RLP followed by doing the West East reciprocal learning through the program It concludes with a discussion of the envisioned future of the RLP and commentaries from distinguished scholars in teacher education one from the West and the other from the East

Teacher Education in Professional Learning Communities Xuefeng Huang, 2018-06-20 This book explores the unique experiences of a sister school network in Canada and China contextualized through the lens of the Reciprocal Learning Project which supports the relationship between a school network and teacher education exchange program of two countries Huang uses theoretical viewpoints from teacher learning and comparative education research to analyse and interpret what has happened in the emerging cross cultural school network The book juxtaposes teacher learning and comparative education research from Shanghai and Ontario as teachers in

the two places interact and provides detailed descriptions of teacher collaboration to show how these collaborations were initiated developed and sustained as well as the impact brought about from these collaborations The book offers a unique opportunity to examine how Canadian and Chinese teachers receive and react to opportunities of cross cultural collaboration and learning

Reciprocal Learning for Cross-Cultural Mathematics Education Sijia Cynthia Zhu, Shu Xie, Yunpeng Ma, Douglas McDougall, 2020-12-15 This edited volume examines new ways of teaching mathematics through a cross cultural reciprocal learning project between sister schools in Canada and China Situating teacher learning in the intersection of the two different school systems curriculums and cultures of mathematics learning and teaching in both nations this volume offers teachers a unique and much needed perspective on how practices between countries become more and more likely shaped by each other in the emerging global society Born out of a comparative study project sponsored by the SSHRC this volume compiles five years worth of findings from reciprocal partnerships between researchers teachers school administrators and students from both nations Through the process of reciprocal learning and narrative inquiry the research described in these chapters illuminates the unknown and shares newly created mathematics education knowledge

ICICKM2014-Proceedings of the 11th International Conference on Intellectual Capital, Knowledge Management and Organisational Learning Jim Rooney, 2014-10-17 These proceedings represent the work of researchers participating in the 11th International Conference on Intellectual Capital Knowledge Management Organisational Learning ICICKM 2014 which this year is being held at The University of Sydney Business School The University of Sydney Australia The Conference Co Chairs are Dr John Dumay from Macquarie University Sydney Australia and Dr Gary Oliver from the University of Sydney Australia The conference will be opened with a keynote by Goran Roos Advanced Manufacturing Council Adelaide Australia who will address the topic of Intellectual capital in Australia Economic development in a high cost economy The second day will be opened with a from James Guthrie University of Sydney Australia on the topic of Intellectual Capital and the Public Sector Research Past Present and Future

Canadian Almanac & Directory, 2015 Tannys Williams, 2014-10 The Canadian Almanac Directory is the most complete source of Canadian information available cultural professional and financial institutions legislative governmental judicial and educational organizations Canada s authoritative sourcebook for al

International Service Learning Marianne Larsen, 2015-12-14 International service learning ISL programs are growing more popular with students looking to advance their skills and knowledge to become global citizens While the benefits of these programs among students are well documented little is known about the implications they have on host communities themselves This volume explores the impact of ISL programs on members of host communities e g host families and local partner NGOs who are increasingly influenced by the presence of international students in their lives Drawing upon post colonial feminist and other critical and decolonizing theories it examines the complicated power relations between North American ISL students and host communities in East and West Africa the Caribbean and Central America It

stresses the importance of developing trusting relations between ISL students faculty and individuals in the host communities to create mutually engaging learning experiences

Learning Outcomes, Academic Credit and Student Mobility Christine Arnold, Mary Wilson, Jean Bridge, Mary Catherine Lennon, 2020-10-30 There is increasing interest in the use of learning outcomes in postsecondary education and deliberations have surfaced with regard to their potential to serve as a tool for advancing credit transfer Learning Outcomes Academic Credit and Student Mobility assesses the conceptual foundations assumptions and implications of using learning outcomes for the purposes of postsecondary credit transfer and student mobility Through a critical review of current approaches to the use of learning outcomes across national and international jurisdictions scholars and practitioners in postsecondary education provide a multivalent examination of their potential impacts in the unique context of Ontario and recommend future directions for the system The collected works are the culmination of a multi year study entitled Learning Outcomes for Transfer funded by the Ontario Council on Articulation and Transfer Contributions are authored by prominent international scholars across countries with significant outcomes based experience and education reforms South Africa the United States Australia Europe and the United Kingdom and an Ontario research consortium comprising college and university experts working to advance student pathways

Reciprocity in Population Biobanks Ma'n H. Zawati, 2021-09-22 Reciprocity in Population Biobanks Relational Autonomy and the Duty to Inform in the Genomic Era begins by discussing how current judicial interpretation keeps standard of disclosure at the core of genomic research The book then outlines multiple limitations individualistic autonomy faces in the context of gene and population biobanks including an analysis of the complexities of benefit considerations in the research setting Second the book explores how individualistic autonomy fails to acknowledge the multilateral relationships implicated in genomic research including those that affect the broader research community research participants families and the general public In carrying out this analysis this book pays special attention to alternative approaches and ways researchers public health officials and judicial bodies might interact in years to come In other words implementing an understanding of relational autonomy that acknowledges and sustains the multilateral relationships found in genomic research without compromising the rights of participants In short this book proposes a reconceived duty to inform for researchers and a new standard of disclosure that is more meaningful and impactful for research participants and researchers Examines the limitations individualistic autonomy faces in the context of gene and population biobanks Proposes a reconceived duty to inform for researchers and a new standard of disclosure more meaningful to genomic research participants Suggests ways researchers public health officials and judicial bodies might interact to drive genomic research while still protecting research participants

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