Diversity in Education Pedagogy:

Mobilizing Knowledge for the Education of All

Keynote Address by Dr. Wendy Luttrell

Faculty of Education
1137 Western Rd.
London, ON

29 March 2019
9:00 am to 5:30
Welcome to the 10th annual Robert Macmillan Symposium in Education, presented by the Education Graduate Student Association. This year’s theme is “Diversity in education pedagogy: Mobilizing Knowledge for the Education of All”. We are excited to feature a wealth of research on education from a variety of scholars from Western University and other universities around the country.

Dr. Wendy Luttrell will be with us for a keynote address titled “Collaborative Seeing: A Reflexive and Flexible Frame for Ethically Engaging Visual Research” followed by paper, roundtable, poster, and creative format presentations, plus two unique workshops on story telling through body movement and the Muslim mind.

We gratefully acknowledge that we have received funding support from the Faculty of Education Research Office, and the Joint Fund of Research Western, SOGS, and SGPS for this event.

The Robert Macmillan Graduate Research in Education Symposium was founded with a commitment to being by and for the graduate students of Western’s Faculty of Education. We hope that it will be a day of stimulating discussion, supportive feedback, and warm friendship.

Najmeh Keyhani, Chair
# Table of Contents

EventsXD ............................................................................................................. 3  
Schedule ............................................................................................................. 4  
Keynote Speaker ................................................................................................. 5  
Workshop #1 ....................................................................................................... 6  
Workshop #2 ....................................................................................................... 7  
Paper Sessions #1 .............................................................................................. 8  
Paper Sessions #2 .............................................................................................. 9  
Poster Session ................................................................................................... 11  
Roundtable Sessions ......................................................................................... 12  
Workshops & Creative Format Session .............................................................. 14  
Paper Sessions #3 .............................................................................................. 15  
Who We Are & Acknowledgements .................................................................. 17  

---

Photo Credit: Faculty of Education – Western University. (2017, June 1).
https://www.facebook.com/westernuEdu/photos/a.10151045311010070/10155282203665070/?type=3&theater
EventsXD

For a mobile friendly version of this program, which includes summaries of all the presentations, download the EventsXD application on your smartphone and search for “Robert Macmillan”.

Download

Search

Go to Schedule

Select the sessions you wish to attend. You can find your selections all under the “MY AGENDA” tab.

Give feedback. 5 minutes after a session starts, “SURVEY” will appear at the bottom of each session.
## Schedule

8:30 am – 9:45 am: Registration/Coffee & Tea – Community Room (1139)
9:45 am – 10 am: Welcoming Remarks – Community Room (1139)
10 am – 10:55 am: Keynote Address – Community Room (1139)
11:05 am – 12:05 pm: Paper Sessions 1
12:05 pm – 1:05 pm: Lunch and Poster Session
1:05 pm – 2:05 pm: Paper Sessions 2
2:10 pm – 3:10 pm: Round Tables
3:15 pm – 4:15 pm: Workshops & Creative Format Presentations
4:20 pm – 5:20 pm: Paper Sessions 3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1114</td>
<td>Addressing Wellness</td>
<td>Acquiring Language</td>
<td>Experiential Education and Knowledge Mobilization</td>
<td>Internationalization and Global Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1118</td>
<td>A Look at Literacy in Schools</td>
<td>Higher Education</td>
<td>Muslim Mind Workshop</td>
<td>Global Trends in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Educational Leadership</td>
<td>Children's Perceptions and Curriculum Actualization</td>
<td>Creative Format Session</td>
<td>The Power of Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1010</td>
<td>Voices from the Classroom (1 Virtual)</td>
<td>Gender and Equity (1 Virtual)</td>
<td>New Understandings in Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Youth Studies and Military-Connected Children's Needs</td>
<td>Special Needs and Inclusivity Wellness &amp; Sensitivities Young Learners &amp; ECE</td>
<td>Wordless Workshop</td>
<td>Science, Technology, Engineering and Mathematics Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1139</td>
<td>Lunch &amp; Posters</td>
<td>Indigenous Perspectives Multi: Language Acquisition &amp; Differentiated Instruction Global Perspectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Keynote Speaker: Dr. Wendy Luttrell

Dr. Luttrell is currently a professor at the City University of New York. She is a leading expert regarding how urban American schooling influences and reinforces beliefs, including those related to race, knowledge and power. For more information about Dr. Luttrell, please visit: https://www.gc.cuny.edu/Faculty/Core-Bios/Wendy-Luttrell

Collaborative Seeing:
A Reflexive and Flexible Frame for Ethically Engaging Visual Research

This keynote will focus on a research practice I have called collaborative seeing. The practice grows out a longitudinal project that put cameras in the hands of a group of diverse young people growing up in working-class, communities of color in Worcester, MA. at ages 10, 12, 16 and 18. I will discuss how the young people used their cameras to compose their identities, highlight their values, act on behalf of their family, friends and communities, and frame their learning and growth. When given the opportunity to visually represent themselves, I argue that the young people were able to scrutinize ‘inspecting gazes’ and to open up complex, layered, counter-hegemonic ways of seeing themselves and others. Collaborative seeing combines an epistemological stance that complicates the notion of a singular ‘child’s’ voice or ‘eyesight’; a set of methodological protocols and ethical practices; and an analytic process which aims to address the structural imbalances of power embedded in adult-child research relationships. Our “educational lens” – what educators train our gaze upon in schooling -- has been increasingly shuttered by performance measures, standardization and overly instrumental, singular definitions of children’s learning and teachers’ teaching. This project aims to pry open these narrow lenses through a visual research practice that is complex, multi-layered and humanizing.

Photo Credit: Victoria Restler
Workshop #1

Wordless Workshop: Accessibility to Languages (interactive)

Facilitator: Jenelle Rouse, room 1100, 3:15 pm - 4:15 pm

This workshop explores a unique lens toward a concept of accessibility of languages within societal and educational systems concerning young Deaf children and their families. Access to languages is one of many keys to children’s language acquisition (and development). In the face of both systems in Ontario, there have been attempts to provide accessible opportunities for families of Deaf children to develop and acquire American Sign Language (ASL; Snoddon, 2008, 2014, 2016). Insufficient opportunities in societal and educational systems for teachers, parents and children to access ASL lead to inequities, not only with regard to resources but also with issues of accessibility and equal life opportunities. The presenter will explore why having access to languages is a necessity for every individual, regardless of degree of hearing “loss.” Further, the presenter will offer an interactive body movement (dance) workshop. It allows individuals to explore creative ways of telling stories without signed or spoken words (languages) based on four vital parts: hands, mouth, eyes and ears. The presenter will depict in either action and/or video sharing a brief thought-provoking story that strongly reflects issues existing in societal and educational systems in which young Deaf children and their families typically experience: access to ASL as a language; their first-language acquisition; and resources. The workshop validates the highlights of having languages, whereas children acquire vocabulary, culture, and any other complex aspects of language(s) every-day interactions with known circles of families and/or peers.

Jenelle Rouse is a PhD student in the field of Applied Linguistics, a bilingual teacher of the Deaf, and a body-movement dance artist. She brings a BA with honours, B.Ed, and MA into her passion of learning and teaching. She is a firm believer that having a strong first-language base (L1) is of utmost importance for every child, especially Deaf children. Her research focus is on accessibility to resources that recognize and promote American Sign Language (ASL) acquisition of young Deaf children.
Workshop #2

The Muslim Mind: Embracing Inclusion in Today's Classroom

Facilitators: Asad & Ghazala Choudhary, room 1118, 3:15 pm – 4:15 pm

Inclusion is no longer a philosophy or a buzzword, but a classroom reality. This workshop will discuss some of the Muslim sensitivities that exist in our classrooms, and how teachers can better prepare themselves to accommodate the needs of Muslim students by having a proper understanding of the Muslim Mind. How do the core beliefs of Islam affect students? How do you deal with Muslim parents? What can & can't Muslim students do? How can we distinguish between the religion & culture? Chances are that teacher candidates will have Muslim students in their classroom, so time will be allocated for a question and answer period to answer any specific questions about understanding and accommodating Muslim sensitivities! Certificates will be issued.

Asad Choudhary is the Principal at the London Islamic School and a co-founder of Tarbiyah Learning, an Ottawa-based private school with a homeschooling philosophy. He graduated from Carleton University with a Major in Psychology and minor in Mathematics, and completed his B. Ed at the University of Ottawa. Asad also pursued his Masters in Education with the key focus on the Psychology of learning and using innovative technological means inside classrooms and online environments. He is currently doing his doctorate studies in educational leadership from the University of Calgary. Through his passion for teaching, he also co-founded the Higher Learning Institute in 2011; a center which fosters a positive learning environment for students of all ages by providing them with individualized attention.

Ghazala Choudhary received her Bachelors in Social Studies from the University of Ottawa and her Bachelors with honours from Carleton University. She has recently completed her Bachelors of Education at the University of Ottawa and just completed Masters of Education at the University of Ottawa. She currently acts as the principal at Tarbiyah Learning. Ghazala’s love of teaching began over 10 years ago, when she became involved with the Muslim Youth of Ottawa and more specifically, when she began teaching at the Ottawa Islamic School. Following that, she moved to Windsor, where she also taught at An Noor School. She then moved to Doha, Qatar, where she homeschooled her two young children and taught kindergarten at a Canadian school in Doha called The Hayat School.
<table>
<thead>
<tr>
<th>ADDRESSING WELLNESS</th>
<th>Paper</th>
<th>Room 1114</th>
<th>11:05 am – 12:05 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Melanie-Anne Atkin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a Culture of Mentorship for Multidisciplinary Practitioners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Chloe Lau, Western University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refugees in Canadian Schools Past and Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sofia Noori, York University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing Trauma and Violence Informed Care Workshops to Associate Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Christina Amico and Michelle Philippe, Western University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A LOOK AT LITERACY IN SCHOOLS</th>
<th>Paper</th>
<th>Room 1118</th>
<th>11:05 am – 12:05 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Zheng Zhang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing 21st Century Literacies: Improvisation and Inquiry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Mary Ott, Western University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiliteracies for Inclusion: A Lip-Dub-Flash-Mob-Portrayal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sarah Hennessy, Western University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Literacy and Ontario’s Early Childhood Education Documents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Carla Ruthes Coelho</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATIONAL LEADERSHIP</th>
<th>Paper</th>
<th>Room 2017</th>
<th>11:05 am – 12:05 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Jun Li</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario’s Student Success Strategy: A Case Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Yvan Brochu, Ontario Institute for Studies in Education</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Educational Administration and Teachers’ Performance in the 21st Century</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Darcia Roache, University of Saskatchewan</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging Education Equity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Abbey Duggal, Western University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOICES FROM THE CLASSROOM</th>
<th>Paper</th>
<th>Room 1010</th>
<th>11:05 am – 12:05 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Melody Viczko</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants (TAs) in the Language Classroom: Successes and Challenges.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Abidemi Bankole, Western University (Skype)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor Attitudes Around Technology Use in Blended Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Taru Malhotra, York University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between the Student Voice and University Mandates: Undergraduate Motivations to Attend, and Expectations of, University. A Case Study of a Canadian, Research Intensive University.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Cliff Davidson, Western University</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Moderator</td>
<td>Paper</td>
<td>Room</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td><strong>ACQUIRING LANGUAGE</strong></td>
<td>Dr. Deanna Friesen</td>
<td>Using Television Program to Learn Vocabulary</td>
<td>Xiaoman Liu, Western University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Pedagogical Application of the Bilingual Language Profile Questionnaire to Promote Metacognitive Awareness in L2 Learning</td>
<td>Martha Black, Western University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy Use Predicts Reading Comprehension Success in French Immersion Students</td>
<td>Bailey Frid, Western University</td>
</tr>
<tr>
<td><strong>HIGHER EDUCATION</strong></td>
<td>Dr. Rita Gardiner</td>
<td>Towards a Participatory Approach to Learning Spaces for Doctoral Education</td>
<td>Serveh Naghshbandi, University of British Columbia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Students, Feminist Pedagogy and Hope for the Neoliberal University</td>
<td>Jill Hoffman, Western University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discursive Representations of Skills in Student Affairs and Services Practice</td>
<td>Shannon McKechnie, Western University</td>
</tr>
<tr>
<td><strong>CHILDREN’S PERCEPTIONS &amp; CURRICULUM ACTUALIZATION</strong></td>
<td>Dr. Jacqueline Specht</td>
<td>Peer’s Perspectives on the Social Exclusion of Children with Behavioural Difficulties</td>
<td>Kayla Edwards, Western University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ontario Curriculum Analysis and Actualization: FSL Grade One</td>
<td>Natalie Killick, Western University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Voices of the Experts: Children’s Perceptions of the Preschool Room</td>
<td>Safra Najeemudeen, York University</td>
</tr>
</tbody>
</table>
### GENDER AND EQUITY

**Moderator:** Dr. Jennifer Ingrey  
**Paper **  
Room 1010  
1:05 pm – 2:05 pm

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in Relationships and Sex Education Pedagogy: A Comparison of the UK and Canada and Recommendations for Educational Practice</td>
<td>Helen Dring, Lancaster University (Skype)</td>
</tr>
<tr>
<td>Student Well-being and the Trade Offs Schools Make</td>
<td>Heather Krepski, University of Manitoba</td>
</tr>
<tr>
<td>The Ontario Health and Physical Education Curriculum - A Guide to Queer and Trans Inclusion</td>
<td>Tayden McKenzie-Picot, Western University</td>
</tr>
</tbody>
</table>

### YOUTH STUDIES & MILITARY CONNECTED CHILDREN

**Moderator:** Dr. Susan Rodger  
**Paper **  
Room 1100  
01:05 pm – 02:05 pm

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission to Dissent</td>
<td>Robert Pozeg, Memorial University</td>
</tr>
<tr>
<td>Canadian Secondary School Professionals' Awareness of the Needs of Military-Connected Children</td>
<td>Shannon Hill, Queens University</td>
</tr>
<tr>
<td>The Missed Education of Young People Who Are Homeless</td>
<td>Sabina Mirza, York University</td>
</tr>
</tbody>
</table>
The Restructuring of Vietnamese Public Universities towards the Corporate Governance Model *
  Thi Hoai Anh Le, Western University

Application of research methodology and methods on principal leadership ability and teachers’
performance at a primary school in Jamaican
  Darcia Roache, University of Saskatchewan

Reading Comprehension and Strategy Use in English Language Learners and Monolingual Children
  Katherine Schmidt, Western University

From Expectation to Experience: My Changing Identity as a Chinese International Student
  Yin Wang, Western University

International mobility of pedagogy: Communicative Language Teaching in China
  Aide Chen, Western University

Using Online Dating Websites to Facilitate Informal Second Language Writing
  Tomlin Gagen, Western University

Experiencing Existence: How Existential Well-Being Can Contribute to Experiential Learning Research
  Harshita Jaiprakash, Western University

Auditing Canadian Curricula for the Prevalence of Personal-Finance Related Terms Using Text-
Frequency and Distant-Reading Software Tools
  Wesley Armstrong, Western University

Identifying appropriate materials for English language learners
  Mengyuan Wang, Western University

Critical Analysis of English-Immersion Curriculum: A Case of K2 curriculum of English Language School
  in China
  Xin Shu, Western University

Critical Pedagogy of Intercultural Language Teaching and Learning in English classroom of China
  Lin Zhu, Western University

Is Ecuadorian Higher Education moving towards Internationalization? A qualitative document policy
  analysis
  Diego Sornoza Parrales, Western University

* Researching International and Contemporary Education (RICE) poster
### EXPERIENTIAL EDUCATION AND KNOWLEDGE MOBILIZATION

**Moderator:** Dr. Melanie-Anne Atkin  
**Round table** Room 1114  
**02:10 pm – 03:10 pm**

- Bringing Men into the Conversation: Recruiting, Engaging, and Encouraging Male Students in Psychology of Gender Courses through Experiential Learning  
  *Jaclyn Siegel, Western University*

- Experiencing Existence: How Existential Well-Being Can Contribute to Experiential Learning Research  
  *Harshita Jaiprakash, Western University*

- Developing Scholarly Communities Online: Proposing a Blended Model for Sustainable, Collaborative Professional Learning in Secondary Schools  
  *Arushi Manners, University of Calgary*

### SPECIAL NEEDS AND INCLUSIVITY

**Moderator:** Dr. Jacqueline Specht  
**Round table** Room 1100  
**02:10 pm – 03:10 pm**

- Teaching Elementary-Aged Children on the Autism Spectrum: The Key Issues, Challenges and Successes Described by Specialist Teachers  
  *Maria Shaikh, Queens University*

- Down Syndrome Parent Support Group Needs: Quantitative and Qualitative Parental Perspectives  
  *Katie Hart, Western University*

- Canadian Military Families on the Move: Supporting Military-Connected Adolescents Through School Transitions  
  *Shannon Hill, Queens University*

### WELLNESS & SENSITIVITIES

**Moderator:** Dr. Susan Rodger  
**Round table** Room 1100  
**02:10 pm – 03:10 pm**

- Empathy in Motion: Helpful or Hurtful?  
  *Jill Dombroski, Western University*

- Implementation of a Healthy Relationships Program within the Children’s Aid Society  
  *Bridget Houston, Western University*

- Islamic School Principals’ Approach to Student Mental Health in Ontario: An Exploratory Multi-Site Case Study  
  *Khalid Mahamad, Western University*
<table>
<thead>
<tr>
<th><strong>YOUNG LEARNERS &amp; ECE</strong></th>
<th><strong>Round table</strong></th>
<th><strong>Room 1100</strong></th>
<th><strong>02:10 pm – 03:10 pm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Veronica Pacini-Ketchabaw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diverse Backgrounds, One Goal: Mobilizing Knowledge in Early Childhood Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Hennessy &amp; Carla Ruthes Coelho, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removing Barriers for Lower Socioeconomic Students: An Alternative Approach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Smyth, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using our Senses to Perceive the Beauty of the Natural World Around Us-Literacy and Indigenous Perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ela Mastej, Wilfred Laurier University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INDIGENOUS PERSPECTIVES</strong></th>
<th><strong>Round table</strong></th>
<th><strong>Room 1139</strong></th>
<th><strong>02:10 pm – 03:10 pm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Brent Debassige</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities in Practice: A Deep Listening and Leadership Model in Indigenizing Post-Secondary Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Burbee, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming a Teacher in a Northern Canadian First Nations Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Budrow, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsettled Research Collaborations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica Tessier, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MULTITOPIC: LANGUAGE ACQUISITION AND DIFFERENTIATED INSTRUCTION</strong></th>
<th><strong>Round table</strong></th>
<th><strong>Room 1139</strong></th>
<th><strong>02:10 pm – 03:10 pm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Lin Sun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Use of Reading Strategies in Second Language Adult Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taninder Atwal, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction in Biology Secondary Classes in Ontario</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mohammed Estaiteyeh, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Literacy Learning Among Adult Refugees in Canadian English as a Second Language Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kate Paterson, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GLOBAL PERSPECTIVES</strong> *</th>
<th><strong>Round table</strong></th>
<th><strong>Room 1139</strong></th>
<th><strong>02:10 pm – 03:10 pm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator: Dr. Augusto Riveros</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Analysis of Immigrant High School Students Whose First Language is Portuguese in the Toronto District School Board in Recent Years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcia Dos Santos, Mount Saint Vincent University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment for Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doan Nguyen, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing Conception of Equity in Education: A Trinidad and Tobago Context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Sandy-Thompson, Western University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Researching International and Contemporary Education (RICE) session*
## Workshops & Creatives  
**3:15 pm – 4:15 pm**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Speaker(s)</th>
</tr>
</thead>
</table>
| Creative Room 2017 03:15 pm – 04:15 pm | **CREATIVE FORMAT PRESENTATIONS**  
Moderator: Eva Jaberi  
If I Could Give Reason & Rhyme  
Robert Pozeg, Memorial University  
Storied Engagements with Children and Photoshop: Inclusive Approaches to Identity  
Sarah Hennessy, Western University | Creative Format Presentations | Eva Jaberi  
Robert Pozeg, Memorial University  
Sarah Hennessy, Western University |
| Workshop Room 1100 03:15 pm – 04:15 pm | **WORDLESS WORKSHOP: ACCESSIBILITY TO LANGUAGES (INTERACTIVE)**  
**Jenelle Rouse, Western University** | Wordless Workshop: Accessibility to Languages (Interactive) | Jenelle Rouse, Western University |
| Workshop Room 1118 03:15 pm – 04:15 pm | **THE MUSLIM MIND: EMBRACING INCLUSION IN TODAY’S CLASSROOM**  
**Asad Choudhary, University of Calgary; Ghazala Choudhary, Tarbiyah Learning** | Muslim Mind: Embracing Inclusion in Today’s Classroom | Asad Choudhary, University of Calgary; Ghazala Choudhary, Tarbiyah Learning |
### INTERNATIONALIZATION & GLOBAL DEVELOPMENT *

<table>
<thead>
<tr>
<th>Paper</th>
<th>Room 1114</th>
<th>04:20 pm – 05:20 pm</th>
</tr>
</thead>
</table>
| A Comparative Study of Internationalization Policies in Chinese and Canadian Higher Education  
*Shuai Yu, University of Saskatchewan* | | |
| Internationalization Strategic Plans and Chinese International Students’ Recruiting: An Investigation into the Practices of Faculty Recruiters  
*Jing Qu, Western University* | | |
| Decolonizing the Classroom in Social Justice Learning: Perspectives on Access and Inclusion for Participants Living with Disabilities  
*Bridget Houston, Western University; Pamela Johnson, St. Lawrence College* | | |

* Researching International and Contemporary Education (RICE) session

### Global Trends in Education: Private Sector Engagement and the Right to Education (PANEL) *

<table>
<thead>
<tr>
<th>Paper</th>
<th>Room 1118</th>
<th>04:20 pm – 05:20 pm</th>
</tr>
</thead>
</table>
| India’s Right to Education Act: Marginalized Parents’ Perspectives on Engagement in School and School Responsiveness  
*Namarpreet Rodrigo, Western University* | | |
| Refugee Girls’ Education in Canada: The Importance of Understanding Culture and Experience  
*Eliana Rosenblum, Western University* | | |
| Education Equity and Finance: Insights from the Global ‘North’ and ‘South’ in Achieving SDG 4  
*Deanna Matthews, Western University* | | |
| Examining the Implementation and Funding of Information and Communication Technology (ICT) Education Initiatives in East Asia and the Pacific and South Asia  
*Daphne Varghese, Western University* | | |

* Researching International and Contemporary Education (RICE) session

### THE POWER OF LANGUAGE

<table>
<thead>
<tr>
<th>Paper</th>
<th>Room 2017</th>
<th>04:20 pm – 05:20 pm</th>
</tr>
</thead>
</table>
| Codeswitching: Construction and Negotiation of Identity  
*Susuana Kwaning, Western University* | | |
| Kiiloona Ktakiinsihna (We Read)  
*Ian McCallum, Queens University* | | |
| The Role of L1 in the L2 Classroom  
*Muath Algazo, Western University* | | |
### NEW UNDERSTANDINGS IN EDUCATION

**Moderator:** Dr. Rachel Heydon  
**Paper**  
**Room 1010**  
**04:20 pm – 05:20 pm**

- **Transformative Social Work Education: Student Learning Needs and the Truth and Reconciliation Commission’s 94 Calls to Action**  
  *Garrison McCleary, Wilfred Laurier University*

- **I Believe Everyone Has a Story to Tell: Autoethnography as a Student Engagement Method**  
  *Robert Pozeg, Memorial University*

- **Intradisciplinarity: From Humanities to Posthumanities**  
  *Rajarshi Banerjee, Western University*

---

### SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS EDUCATION

**Moderator:** Dr. Anton Puvirajah  
**Paper**  
**Room 1100**  
**04:20 pm – 05:20 pm**

- **STEAM Movement in Ontario, Canada: A Case Study on the Curriculum and Instructional Models of Four STEAM Programs**  
  *Marja Miller, Western University*

- **A Narrative Inquiry of Designing an Aesthetic Mathematical Experience**  
  *Maryam Koozehkanani, Western University*

- **Female Enrolment in Ontario High School Computer Science Courses**  
  *Steven Floyd, Western University*
Who We Are & Acknowledgements

We would like to extend our thanks to all those who have contributed to making this Symposium happen:

Faculty of Education, Research Office, Dr. Perry Klein, and Jennifer Heidenheim
Faculty of Education, Graduate Programs Office
Faculty of Education Library
Society of Graduate Students
Research Western
School of Graduate and Postdoctoral Studies
IMPACT Group
The moderators, volunteers, steering committee
And you!

Our Committee

Chair
Najmeh Keyhani

Steering Committee
Aide (Edward) Chen
Kayla Edwards
Siying (Veronica) Fan
Khalid Mahamad
Namarpreet Rodrigo
Kathleen Sandy-Thompson