

**PRESENTED BY THE GRADUATE STUDENTS  
OF THE FACULTY OF EDUCATION**



**The 2nd Annual  
RESEARCH IN  
EDUCATION  
SYMPOSIUM**

**April 20, 2011**



# *Welcome*

We are pleased to welcome you to the second annual **Research in Education Symposium**.

This event showcases the wide range of research being conducted by our master's and doctoral students and gives you an opportunity to review the excellent work our students are doing. For some students, the posters and discussions are the first opportunity they will have had to present their research publicly. For others, the presentations are an opportunity to polish their ideas. We encourage you to ask questions of the presenters and to provide feedback about the studies.

I wish to recognize and thank the Symposium Organizing Committee; their hard work, planning and initiative are very much appreciated. Beginning early last September, this committee created excitement for the Symposium among the graduate student body such that students felt encouraged not only to present their work, but also to become involved in the planning of this event. As a result, this event has proven to be a wonderful opportunity to build connections and community among our students.

I hope you enjoy this event and thank you for coming.

*Bob Macmillan*

Associate Dean (Graduate Programs & Research)



# *Greetings*

On behalf of Western's Faculty of Education, I am delighted to welcome you to the 2<sup>nd</sup> Research in Education Symposium. Our graduate students are an integral part of the life of this Faculty and they represent the future of Education, yet we don't always have the opportunity to learn about their research. Our own doctoral students have taken the initiative to organise this symposium on an annual basis to make sure we do have that opportunity. And I know that we will continue to be extremely impressed by both the quality and the quantity of the work that is showcased here today.

I would like to warmly congratulate each one of our graduate student presenters and to thank everyone who has taken the time to attend today to support this celebration of graduate research. Last, but by no means least, I would like to thank all of the students who contributed to the organisation of this symposium, particularly Wendy Crocker and Xiaoxiao Du, whose tireless work and enthusiasm has made it all possible.

Western's graduate students in Education are exceptional, and as you interact with each of these presentations today, bear in mind that you are standing on the frontlines of the cutting edge in educational development and research. Thank you for this opportunity.

*Carol Beynon*

Acting Dean



# *Guest Speaker*

## ***Dr. Steve Killip***

***Manager of Research and Assessment Services, Thames Valley District School Board***

Steve received his PhD in applied social Psychology from the University of Calgary and worked for a number of years with social service agencies in Calgary before beginning his career with the London School Board and now the Thames Valley District School Board. As the Manager of Research and Assessment Services, Steve works with a diverse team of researchers, evaluators and data specialists. Making data, information, and research better understood and accessible, and helping to advance the use of evidence to better inform decisions around student learning are overriding goals of the department.



## **SCHEDULE OF EVENTS**

**3:30 - 4:00 p.m.** — All posters will be on display and remain for viewing until 8:00 p.m.

**4:00 - 4:30 p.m.** — Poster session in the cafeteria with presenters

**4:30 - 5:30 p.m.** — Roundtable presentations (Room 1141)  
First paper presentation session  
(Rooms 2017, 2021, and 2023)

**5:30 - 6:00 p.m.** — Official Opening and Welcome (Community Room)  
\* Welcome from Dr. Carol Beynon, Acting Dean of Education  
\* Dr. Steve Killip — Thames Valley District School Board

### *Light Refreshments*

**6:00 - 7:00 p.m.** — Second paper presentation session  
(Rooms 2017, 2021, and 2023)

**7:00 - 7:30 p.m.** — Poster session in the cafeteria with presenters

**7:30 p.m.** — Closing Remarks (Community Room)  
\* Dr. Robert B. Macmillan, Associate Dean (Graduate Programs and Research)

*Would you like to converse with a new colleague? Discuss some interesting research? Feel free to relax in our "Ideas Café", located in the Community Room from 7:30 - 8:30 p.m., and continue the conversation.*



## **PRESENTER LIST**

### *Poster Presentations (Board #)*

Amirmooradian Malhami, Ani (1)	Kirkpatrick, Lori (31)
Bairos, Kelly (2)	Langeman, Ann (17)
Bano, Nazia (3)	Larkin, Allyson (18)
Burleigh, Dawn (4)	Li, Vickie Wai Kei (19)
Castrodale, Mark (5)	Sauder, Adrienne E. (9 and 20)
Crocker, Wendy A. (6, 9, and 30)	Scucuglia, Ricardo (21 and 32)
Despaigne, Collette (7)	Sinclair, Jennifer (22)
Dishke-Hondzel, Catharine (8 and 9)	Stepien, Magdalena (23)
Garbati, Jordana (10)	Vidwans, Mithila (24)
Gichiru, Wambui (11)	Vo, Vi (25)
Gregory, Karen (12)	Watson, Anne (26)
Irwin, Bill (13)	Young, Gabrielle (27)
Kamau, Njeri (14)	Zhang, Bailing (28)
Khosrojerdi, Farzaneh (15)	Zhang, Zheng (29)
Khorsandi-Taskoh, Ali (16)	

### *Roundtable Presentations (Table)*

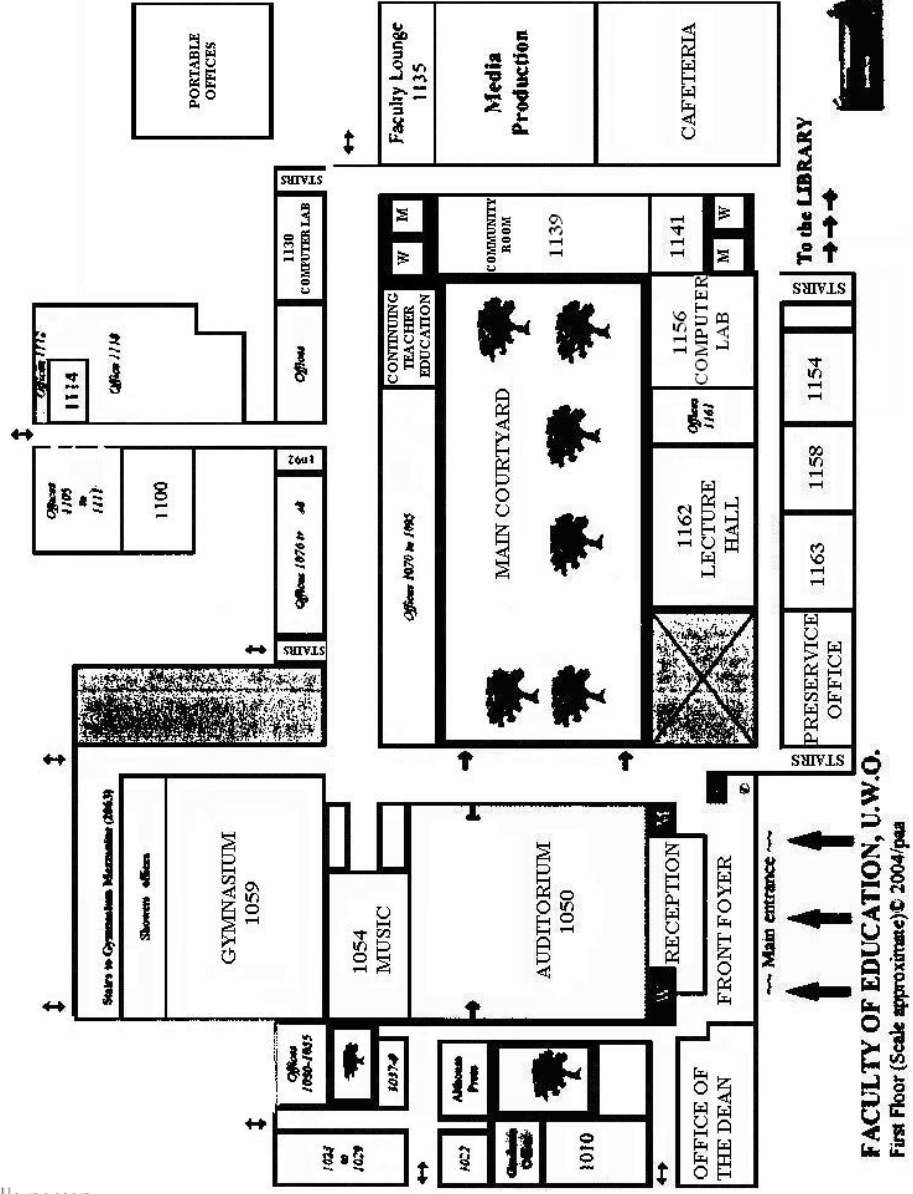
Anderson, Kerry (B)	Malins, Pam (A)
Burm, Sarah (C)	Parkinson, Holly Carol (C)
Du, Xiaoxiao (B)	Sanchez Cruz, Elida (A)

### *Oral Presentations (Room #)*

4:30 p.m.	6:00 p.m.
Batiibwe, Marjorie (2017)	Fyn, Dawn (2021)
Dishke Hondzel, Catharine (2021)	Hinschberger, Brenda (2017)
Ingrey, Jennifer (2023)	Lyons, Christopher (2023)
Loerts, Terry (2021)	Ng, Tiffany (2021)
O'Neil, Peggy (2017)	Rice, Natashya Rae (2023)
Walsh, Wendy (2023)	Stripe, Jacqueline (2017)

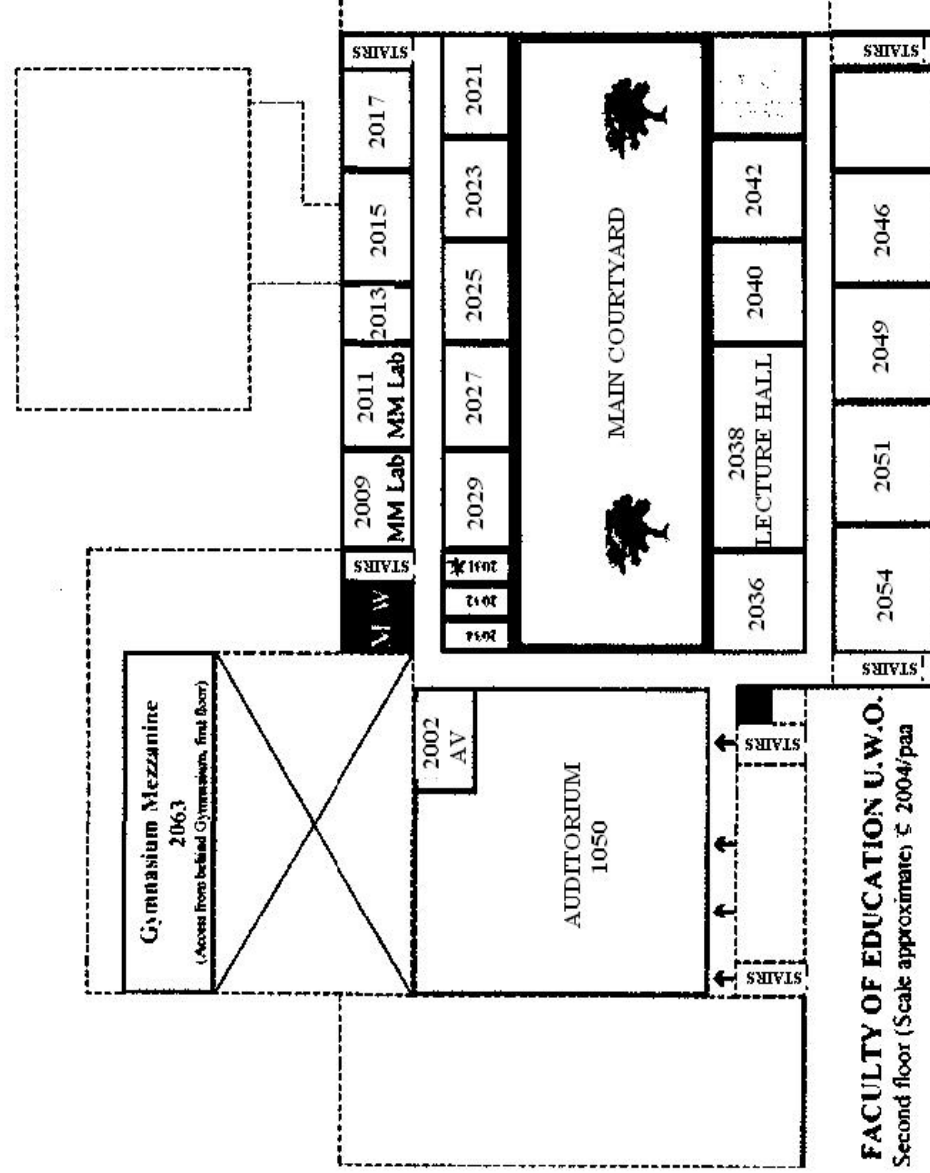
*\* Note for following pages: degree designation relates to program and to the degree to be conferred \**

## LOWER LEVEL



**FACULTY OF EDUCATION, U.W.O.**  
First Floor (Scale approximate) © 2004/pas

## UPPER LEVEL



## **POSTER PRESENTATIONS - ABSTRACTS**

**Ani Amirmooradian Malhami, PhD., Policy**

*Becoming academically literate, globalization and technology*

In the last decade, English speaking countries such as Canada, Australia, the U.S.A., the U.K. and South Africa are increasing their demand for international students (Holder, Jones, Robinson, & Krass 1999). The increase in demand is leading to a “shift from elite to mass university education, [which has resulted in an] increasingly diverse student population” (Holder et al., 1999; p.19) in these countries. According to Hirst, Henderson, Allan, Bode, and Kocatepe (2004) “With the massification of higher education and ... increased diversity of student populations, there is no guarantee that students have been equipped by their previous life experiences to cope with the academic or tertiary literacies required of them” (p. 66). The above led the researcher to address the issue of how the academic literacies of the learners emerges as the learner engages between school, home, community, and workplace, in the globalized and technologically advanced world or how self forms itself as subject or how the self is becoming self-organizing in academia between school, home, community, and workplace considering globalization and technological advancement.

**Kelly Bairos, MEd., Policy**

*Knowledge through reflection: A journey of decolonization*

As an education policy student interested in the area of Aboriginal Education, I have struggled with being new to the area of Aboriginal Education policy, as well as with being a non-Aboriginal person studying this field. In particular, I have many questions about the appropriateness of my positioning as a non-Aboriginal scholar. Recently I attempted to create guidelines for educators regarding the implementation of Holistic Education in public schools – an idea inspired by various Aboriginal traditions and stories. I thought I could simply read about Aboriginal traditions, stories, and ways of living and be able to transfer the knowledge. I was wrong. This event led me to the beginning of my decolonizing journey. Inspired by authors such as Linda T. Smith (1999) and Celia Haig-Brown (2009), I have sought to understand what brought me to this point – this situation where my educational experience has failed to prepare me for respectfully applying Aboriginal ways of knowing. In this poster presentation I am exploring my connections and relationships with Aboriginal knowledge from both the past and in the present, searching for some meaning and connection to the knowledge now and understanding where I stand in relation to that knowledge. This autobiographical decolonization is the start of my personal journey, which I hope will lead down a path where I will be better situated to inform policies regarding Aboriginal Education.



**Nazia Bano, PhD., Policy**

*Multiple cultures, multiple literacies, and collective agencies: Chinese and Pakistani immigrants' perceptions of family literacy support*

Challenging the deficit view of immigrant families' roles in family literacy support, this study is situated in the multiliteracies theoretical framework, which celebrates marginalized, yet diverse, literacy practices in immigrant families. This study used semi-structured interviews and focus group discussions to map diverse family literacy practices in Chinese and Pakistani families. It explores whether and how available educational institutions have been inclusive of immigrant families' multiple cultures and multiple literacies. Adopting a bottom-up advocacy approach, this study also invites Chinese and Pakistani families to envision family literacy programs by themselves. It brings to light immigrant families' potential collective agencies in effecting changes to enable more inclusive family literacy programs in the culturally and linguistically diverse context of Canada.

**Dawn Burleigh, PhD., Curriculum**

*Promises of literacy: An Aboriginal literacy initiative and cross-cultural training*

In the summer of 2005, the Lieutenant Governor of Ontario, James Bartleman, launched the Lieutenant Governor's Aboriginal Literacy Summer Camps (LGALSC). The primary objective of the program was to promote literacy amongst Aboriginal youth. The program was facilitated through Frontier College, by non-Aboriginal leaders, in thirty-two communities in the Nishnawbe Aski Nation (NAN). Although the training was well intentioned, this work focuses on the need to generate a culturally responsive training curriculum for future LGALSC staff. I have adopted the stance of an autoethnographer to actively reflect upon and analyze my personal journals, photos, and artifacts collected, as the sources of data. My experience and position in this work is that there is a need for cultural awareness when implementing programs, such as literacy camps in cross-cultural settings for non-Aboriginal counselors in Aboriginal communities.

**Mark Castrodale, PhD., Gender, Equity, and Social Justice**

*The production of disability research in human geography: An introspective examination*

The 'geographies of disability' is an important and evolving area of scholarship within human geography. Uniting the disparate areas of inquiry in this sub-discipline are researchers' shared interests in understanding processes of disablement and socio-spatial experiences of disability. What drives human geographers to engage with this scholarship? We address this and other introspective questions through presenting an analysis of the findings of an online survey conducted with 30 such disability researchers. The overriding purpose is to understand how and why these researchers do what they do. Our presentation of the survey findings is divided into four organizational categories: (1) the researcher; (2) the inquiry; (3) the research outputs; and (4) the institutions. A key finding is that conducting disability research in human geography is very much about negotiating around or through constraints while identifying and enacting enablers in order to accomplish goals associated with producing disability research.

**Wendy A. Crocker, PhD., Curriculum**

*Aganetha and Isaac go to school: An exploration of the in- and out -of - school literacies of Mennonite children*

There are pockets of settlement across rural areas of southwestern Ontario where the predominant culture is that of conservative colony Mennonite (Reimer, 1999). Often the first language of these people is Low German (Plautdietsch) - a predominantly oral hybrid of Dutch/ German which is rarely written or read (Epp, 1999). For some children, the first time in which they encounter the need to speak only English occurs when they arrive at the local public school. For Low German speaking Mennonite (LGM) children school serves as the interface (Levinson, 2007) where the autonomous view of literacy (Street, 1985) meets the home literac(ies) of this minoritized culture (McCarty, 2002). My research investigates the relationship between the in- and out-of-school literacies of LGM children. It examines how the children are pathologized (Heydon & Iannacci, 2009) and positioned as deficient by virtue of their lived experience (e.g., second language learners). Using my lens as a school administrator, I pose reflexive questions to interrupt the dominant discourse of school literacy and posit what might be if administrators recognized the 'funds of knowledge' (Moll, Amanti, Neff & Gonzalez, 1992) these children bring with them daily to school.

**Wendy A. Crocker, PhD., Curriculum***More than eight dollars a day: Revitalizing the role of the Associate Teacher*

Within the current literature on teacher education programs little exists related to the pivotal role of the Associate Teacher (AT). This conceptual research examines a unique partnership between Thames Valley District School Board and the University of Western Ontario to work with active and prospective ATs to share the skills, knowledge and attitudes considered necessary (McDonald, 2004; Moore, 2004) to be an effective mentor of new teachers within the current Ontario context. Using data sources which include participant reflections as well as policy and institutional texts, this narrative inquiry (Clandinin & Connelly, 2000) explores the successes and challenges of revitalizing the role of the Associate Teacher.

**Collette Despagne, PhD., Curriculum***Critical autonomy: Empowering indigenous English learners in Mexico*

I propose to undertake a qualitative case study of a group of 40 minority students from the Sierra Norte de Puebla who study English as a Foreign Language (EFL) in an intercultural program at a private university in Mexico. The pedagogical approach of this university's Language Department is based on the psychological version of language learning autonomy, which focuses on individual transformation (Echevarría, Vogt & Short, 2007; Little, 2001). Whereas results are positive for the majority of students, indigenous students expressed feelings of intimidation about learning EFL. This research will study whether a critical/political version of language learning autonomy would be culturally more relevant to students from the intercultural program. I will guide my answers to these questions through the lens of Latin American postcolonial theories (Mignolo, 2005; Quijano, 2000) by connecting them to critical autonomy (Benson, 2001; Pennycook, 1997). These theoretical frameworks seek transformation on a societal level and will enable minority students to walk in both worlds by learning EFL, their local world and the global one. The adopted methodology will move away from the «colonizing discourse of the Other» (Fine, 1994:30) by integrating participants' voices, students, and community members, in the data analysis through Interpretative Focus Groups.

**Catharine Dishke Hondzel, PhD., Educational Psychology/Special Education**

*Leadership, personality, and well-being on-campus: A national survey of residence assistants*

Students who work in residential university housing have a unique opportunity to mentor individuals new to the on-campus community, but at what cost to themselves? This study investigated the relations between the gendered personality constructs of self-silencing, agency, communion, and their unmitigated counterparts, and well-being in a sample of Canadian Residence Assistants. Results confirmed that agency and communion were significant predictors of positive affect, whereas self-silencing and unmitigated agency were best able to predict low levels of life satisfaction and negative affect. Results of this study are examined in relation to the unique demands of the Residence Assistant job role and implications for student affairs and leadership.

**Catharine Dishke Hondzel, Adrienne E. Sauder, & Wendy A. Crocker**

*Presence and self: Preliminary results from a survey of tattooed preservice teachers*

Within 21st century Western culture, tattoos have become more mainstream an accepted expression of individuality. In this study, we uncover the untold narratives behind the tattoos of preservice teachers in education and explore how this outward expression of body art relates to expressions of personal identity. The theoretical framework used in this study draws from social comparison theory (Festinger, 1954) and the belief that individuals in society perceive themselves in relation to others in a conscious drive to maintain self-esteem and group standing. Two personality measures were used to give insight into social behaviour and the degree to which participants demonstrated social comparison tendencies. Semi-structured interviews with volunteer participants elicited the story behind their tattoo(s) and the tensions (perceived and experienced) between their personal and professional identities.

**Jordana Garbati, PhD., Curriculum***Teaching English abroad: Goals, attitudes, motivation*

This poster presentation presents a study which investigated the goals, attitudes and motivating factors of a small group of teachers working at a summer camp in Switzerland. The study was developed in light of previous research in the fields of study abroad and English language education worldwide.

**Wambui Gichuru, PhD., Curriculum***African immigrant students and literacy: Expanding the possibilities*

Globalization has created unprecedented mobility and has altered Canadian cultural patterns visible in the composition of urban classrooms. Despite the growing numbers of immigrant children in Canadian schools, there is a dearth of research related to the ways in which immigrant children [particularly those from Africa], negotiate their identity in Canadian classrooms (Cooper, 2008; Adams & Kirova, 2007). Although immigrant students struggle with schooled literacy, they are actively engaged in out-of-school literacy practices. To support literacy attainment for immigrant students, schools need to consider multiple literacies and pedagogies that address the learning needs of a diverse population (Cummins, Brown, and Sayers, 2007).

The purpose of this qualitative study is to explore literacy practices among African immigrant children in Southwestern Ontario, to contribute to the knowledge base on how educators can draw on diverse students' out-of-school literacy practices to support academic literacy development. The sociocultural perspectives (Vygotsky 1978) on literacy as social practice (Barton & Hamilton, 1998, 2000; New Literacy Studies notions' of multiliteracies inform my study. A case study using ethnographic tools will be conducted with 10 African immigrant children attending school in southwestern Ontario. Data will be collected using interviews, observations, and artifacts. Data will be analyzed thematically.

**Karen Gregory, PhD., Educational Psychology/Special Education**

*Justifying teacher decisions and practices in the development of the individual education plan for students with intellectual developmental disabilities in alternative programs*

Current trends in special education focus on what students with developmental disabilities are taught and accountability for the provision of quality programs and student progress. In Ontario, improving outcomes for all students is an education goal. The purpose of this study is to investigate how teachers in Ontario make effective decisions about the nature and content of a student's special education program which is not based on expectations taken from the Ontario curriculum. The role of intuition, professional judgement, and classroom assessment data to inform teachers' decisions will be examined. Recent literature expresses concern regarding 1) the collection and use of relevant information to inform effective decision making about students' programs 2) monitoring and assessing alternative expectations against appropriate benchmarks 3) the considerable variation in the process used to make appropriate decisions about IEP content, and 4) variation in programs in the absence of curriculum to provide direction for special educators. Practices of Ontario teachers in the decision making process regarding IEP content has not been well examined therefore this study will be important for informing future teacher practice in the individualization of programs for students with developmental disabilities.

**Bill Irwin, PhD., Policy**

*School closures in Ontario: A case of conflicting values?*

In response to financial pressures and declining school enrolments in many parts of Ontario, the provincial government developed a new policy on school closures in 2005. The implementation of this policy at the local level by school boards has created much debate and has been resisted by many parents, students and other community members. Using two specific schools as examples, and informed by debates on neoliberal marketization and on communitarianism, I will conduct a critical policy in practice analysis (Hood, 1986; McDavid and Hawthorn, 2006; Howlett, Ramesh & Perl, 2009; Pal, 2009) of school closures that will provide a detailed case study of policy development and implementation. A number of questions drive my research. How do the values of the decision-makers influence and shape the policy agenda and its delivery? How do people view the concrete and practical application of school closure policy in their communities? How do they view the consequences of school closings, especially as they occur in local settings? How does (or do) the end results of school closures reflect what community members value?

**Njeri Kamau, PhD., Gender, Equity, and Social Justice**

*The educational experiences of HIV-positive children in Kenyan public schools*

The introduction of Antiretroviral treatments has extended the life expectancy of many HIV-positive children into their school age years (Cooper, Risley, Drake & Bundy, 2007). However, the majority of Kenyan schools have been unprepared for this trend and resultantly some ugly incidences of harassment and denial of access to education have been reported countrywide. This study investigates the educational experiences of HIV-positive children from Kivuli Children's Home, whose exclusion from public education was challenged in court in 2004 (Marc, 2004). While numerous studies on the HIV adult population have been conducted (Skinner & Mfecane, 2004), little has been written about HIV children's educational experiences, particularly those related to AIDS stigma and discrimination. Consequently, the current understanding of their experiences is based primarily on adult's observations and perceptions (UNICEF, 2000). In order to understand the children's unique experiences, this study utilized an ethnographic case study method and methodology. I also employed theories of symbolic interactionism by Blumer (1969) and social stigma by Goffman (1963) to illuminate the lived realities of these children and teacher's perceptions. I believe that the results of my study will contribute significantly to the HIV-positive children's literature. It will also enlighten policy makers and school administrators on the need to enhance effective interventions aimed at reducing AIDS stigma and discrimination in schools.

**Farzaneh Khosrojerdi, PhD., Gender, Equity, and Social Justice**

*Muslim women and the veil: Challenging historical and modern stereotypes and its implications for education*

In the aftermath of September 11, when Westerner's preoccupation with the veil has been intensified and the veil, more than any other historical conjuncture, has been turned to a strong symbol of Muslim women's oppression studying the politics of veiling and Muslim subject looks like an urgency. Through an extensive literature review and drawing on feminist and post-colonial theories, this paper attempts to highlight some of the colonial and Orientalist attitudes towards veiled Muslim subjects. Since challenging the one-dimensional picture of Islam, prevailed in the West, is only possible through representing a body of counter hegemonic knowledge about Islam and veiling practice, this paper tries to portray some of the existing historical knowledge around these issues. Rejecting the homogeneous picture of veiled Muslim women and considering the heterogeneity of their lives, this paper also tries to highlight Muslim women's agency evident in their voices. The last part of the paper particularly deals with "education". The findings of available research (in Canadian context) demystify the negative impacts of the existing reductive stereotypes of veiled Muslim students on their educational success; the implications of these notions for Canadian education system have been discussed.



**Ali Khorsandi-Taskoh, PhD., Policy**

*Beyond the academic-political factor of internationalism in higher education*

The term internationalization has many meanings within higher education, and it contains different academic and non-academic aspects and directions ranging from standalone travel experiences, study abroad programs, collaborative research, and faculty exchanges to processes for integrating international or intercultural perspectives into the teaching, research, and service functions of the university (Knight 1999, 2004, Schweitz, 2006; Schoorman 1999, 2000, and Bogotch, 2010). This documentary-analytic paper outlines a new conceptual-theoretical perspective on non-academic (and non-financial) aspects of internationalism in higher education. The discussion is grounded in a multidisciplinary perspective which integrates various theoretical directions in socio-cultural theories and postcolonial and postmodern thought, particularly those found in the works of Bhabha (2000, 2003, 2006), Henry Giroux (2005, 2007), and Ashcroft (2001). This paper assumes that one of the major reasons that many international students consider an international university education to be attractive is the 'cultural factor'. However, this argues that when international students experience and begin to internalize the new contextual and cultural beliefs and values, they are faced with the inevitable shocks, challenges and even a sense of displacement resulting from trying to reconcile their new cultural understanding against the values and beliefs of their home country.

**Lori Kirkpatrick, PhD., & Dr. Perry Klein, Educational Psychology/  
Special Education**

*Digital natives as writers*

Many students today are so-called *Digital Natives* (Prensky, 2001), meaning that they have grown up in a digital world. As such, they turn to the Internet as a source of information (Kuiper & Volman, 2008) and much of their school-based writing is based on sources from the Internet and other Information and Communication Technologies (ICTs) (Lenhart, Simon, & Graziano, 2001). ICT sources differ from print-based sources in ways that may change the nature of reading and writing tasks, and the behaviours and strategies needed to perform those tasks successfully (Coiro & Dobler, 2007; Eveland & Dunwoody, 2000; Leu et al., 2004). The purpose of our project was to answer the question, *What are students' processes and strategies for writing from the Internet?* Nine high-achieving Grade 12 students researched and wrote a persuasive essay, based on information from the Internet. Data include think-aloud protocols, computer-screen recordings, web-cam recordings, written materials, and post-writing interviews. In this interactive poster presentation, we highlight different overall processes used by participants. Embedded hyperlinks allow you to hear participants' thoughts, see the computer screen as they saw it, and watch them construct their notes, plans, and texts. We invite you to drop by the poster, see the data, and discuss the implications for theory, research, and practice.



### **Ann Langeman, MEd., Curriculum - Art**

#### *Cultural transgression: The pursuit of art and education*

My research seeks to answer the following questions. How did the experiences of art and education influence the life of a female learner and educator whose culture of origin sanctioned neither? What can be learned from these experiences? My struggle to obtain an education in Canada and thereby develop my artistic skills was a *cultural transgression* against Old Colony Mennonite ideology. I was born in Mexico, migrated between Canada and Mexico, and was eventually raised in south-western Ontario. My research methodology is autoethnography, a triadic research model. The content is autobiographical; the interpretation is cultural and artistic, and the research process is ethnographic. My research is situated within a postmodern theoretical framework; it offers new creative ways of doing academic research including opportunities for self-study such as autoethnography. It sanctions the expression of emotions and feelings, and endorses greater creativity in writing style and analysis. My research examines my otherness, my cultural experiences, and my passion for art and education; it serves as a critique.

### **Allyson Larkin, PhD., Gender, Equity, and Social Justice**

#### *Crisis, what crisis? Manufacturing a teacher motivation crisis in international development literature*

International development literature on education produced by organizations located in the global North discusses the role of teachers and their contribution to education from a position situated on the periphery. Teachers are critiqued for their preparation, ability to cope with challenging situations, lack of resources and weak infrastructure, but rarely is their own voice heard among the pages of reports designed to construct responses to what has been a continual failure of education to overcome the complexities of underdevelopment. My research is grounded in a discourse analysis of reports and documents produced by international agencies and is contrasted with internal reports produced by Tanzanian NGO Haki Elimu to suggest that teachers are not passive with respect to their position in education and are in fact agents of social change and human resources neglected by many international stakeholders.

**Vickie Wai Kei Li, PhD., Curriculum**

*Canadian second language immersion programs: Implications for the Hong Kong context*

An ongoing debate in the Hong Kong education sector concerns the medium of instruction (MOI) in secondary schools. The Mandatory Mother-tongue Education Policy implemented after Hong Kongs political handover from Britain to China in 1997 and the recently implemented Fine-tuning arrangements of secondary schools MOI have streamed Hong Kong students into either Cantonese- or English-medium education. Drawing on the Second Language Immersion Programs in Canada (Baker, 2006; Cummins, 2000; Cummins & Corson, 1997), this study suggests the possibility of having a bilingual rather than a monolingual medium (English or Cantonese) education for Hong Kong students.

**Adrienne E. Sauder, PhD., Educational Psychology/Special Education**

*Poetic revelations: The different world of being gifted*

Gifted individuals often perceive a difference between themselves and their non-gifted peers and attribute that difference to the intensity with which they react to the world. This poster is based on insights gained from a qualitative phenomenological study that used an adaptation of the Listening Guide method (Gilligan, Spencer, Weinberg, & Bertsch, 2003) to expose the inner world and distinct multi-layered voices of gifted individuals. This method focused on the first person voices of the participants in order to create poems that revealed how these individuals see themselves and the role giftedness has played in their lives.

**Ricardo Scucuglia, PhD., Curriculum**

*Interpreting Zone of Proximal Development through the ontological quadrivium*

Definition: *Zone of Proximal Development* (ZPD) "is the distance between the actual developmental level as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Proposition: ZPD can be interpreted through *metric*; There are many issues on Russian/English translations involving Vygotsky's works (Wertsch, 1985), including those on ZPD (Junior, 2010). If distance is an appropriate word to define ZPD, then it is possible to interpret it through topology (Lewin, 1936). Thus, it is convenient for individuals interested in developmental psychology to investigate mathematical problems, as such as "taxicab geometry."

Theorem: ZPD can be interpreted through the *ontological quadrivium* (Levy, 1998); Deleuze (1994) theorizes four states of being: real, actual, virtual, and possible. Regarding this perspective, Levy (1998) posits an *ontological quadrivium* to develop the notion of *becoming virtual* as the nature of the cognitive ecology – a metaphor for both collective intelligence and psyche in the digital age. Then, ZPD can be interpreted as *a path connected by humans-technologies through real, actual, virtual, and possible levels of developments*.

Corollary: Mathematical learning can be understood through this alternative notion of ZPD.

### **Ricardo Scucuglia, PhD., Curriculum**

#### *Math + Science Performance Festival*

Traditionally, "mathematical performance" is conceptualized on the domain of assessment and evaluation. It is related to students' achievement in tests. However, I assume an alternative view. I see mathematical performance as the process of communicating mathematics using the performance arts (Gadanidis & Borba, 2008). Thus, digital mathematical performances are digital media (e.g., video and audio files, flash animations, and virtual objects) used to communicate mathematics through cinema, music, theatre, poetry, storytelling, etc. The Math + Science Performance Festival ([www.mathfest.ca](http://www.mathfest.ca)) offers opportunities for students and teachers to publish and share their digital math performances in a cyberspace. That is the scenario of my doctoral study. My research question is: "what is the nature of mathematical performance in the Math + Science Performance Festival?" In my presentation, I highlight qualitative case studies to discuss how students created digital math performances for the Festival. Based on the video recordings of students' skit performances, activities in learning sessions, and interviews, I point out that math performance can offer ways to: (a) disrupt students' negative images and stereotypes of learning mathematics; (b) produce mathematical meanings and knowledge with creativity and imagination; (c) share mathematics beyond classrooms, and; (d) students' construction of identities as performance mathematicians.

**Jennifer A. Sinclair, PhD., & Dr. Robert W. Sandieson, Educational Psychology/Special Education**

*Evidence-based practice in autism? A review of IBI meta-analyses*

The evidence-based practice movement currently dominates special education. The increased publication of randomized controlled trials in special education research journals corresponds with this trend in legislation and educational policy across North America. Meta-analyses are increasingly being used to make sense of the abundance of data from these experimental studies as well as to support policy and practice decisions in special education. Meta-analyses however are not wholly unbiased and different methods and criteria for information retrieval, integration, and interpretation can result in disparate findings. One approach to ensuring a more objective understanding of the cumulative evidence on a particular educational intervention is to perform a synthesis of meta-analyses. A great deal of research in special education has focused on children with autism. In particular, research on Applied Behavior Analysis (ABA) and Intensive Behavior Intervention (IBI) is abundant. Seemingly, since Lovaas' 1987 UCLA Young Autism Project, ABA and IBI have become synonymous with autism intervention. Numerous replications of Lovaas' study have been undertaken as have studies on more contemporary "branded" versions of IBI interventions. Eighteen meta-analyses on these interventions have been conducted and this study will examine their methodological rigour as well as make sense of their findings.

**Magdalena Stepien, PhD., Educational Psychology/Special Education**

*What kind of values? The flow and framing of character education in Ontario*

Recently, the US and Canada have experienced a resurgence of character education (CE), or values/moral education, throughout elementary and secondary schools. This renewed interest has attempted to address fears over perceived decline in academic achievement and performance, pressures for economic competitiveness and human capital, perceived moral decline, safety and school violence, civic disengagement, and loss of common culture (Winton, 2008; Apple, 2006; Sears & Hyslop-Margison, 2007). I begin to lay out a framework for the analysis of Ontario's character education policy by tracing this policy flow from the US into Ontario, beginning with the 1992 inception of the Character Education Partnership (CEP 1992; Josephson Institute, 1992) and with the legislation of CE under the No Child Left Behind policies (NCLB Sec. 5431, 2001). In Ontario, the influence of CEP researchers and members, namely Marvin Berkowitz and Avis Glaze, has steered much of the development of Ontario's own CE policy, *Finding Common Ground: Character Development in Ontario Schools K-12*, or FCG (Ontario Ministry of Education, 2008; Anderson, 2010). I examine the translation of this flow into the Canadian context focusing on the manner in which Ontario's FCG allocates and frames values thereby privileging, naturalizing, and prioritizing of certain interests over others.

**Mithila Vidwans, MEd., Curriculum***Supporting English language learners in science classrooms:  
A corpus-based study of textbooks and teacher-talk*

As the population in North America is becoming diverse, it has become essential to understand how to respond to such demographic change in the public school system. In spite of the growing linguistic diversity, teachers are generally at a loss when teaching English language learners (ELLs) in mainstream classrooms. One area of particular challenge for teachers is how to integrate content and language instruction. Patterns found within the literature include using visual aids, building on their prior knowledge, simplifying the language and encouraging group work among others. Little is known about the specific language of every subject. This corpus-based study attempts to address this gap by examining the language of science in content-based classrooms. The theoretical framework has come from Corpus Linguistics. In this project, the language of science was analyzed by using science textbooks and tape-recorded teacher-fronted science lessons as corpora. Data was also gathered through interviews with science teachers and through classroom observations. The preliminary findings of this study are presented. This corpus can provide appropriate feedback to teachers and administrators to determine the unique linguistic and grammatical elements that make up the discourse of science. Effective teaching and learning strategies and resources can be developed based on such corpora and analysis.

**Vi Vo, PhD., Gender, Equity, and Social Justice***Challenges and possibilities of equity work in education*

This qualitative research draws on a critical policy analysis framework to examine the impact of neoliberal education reform on equity policy and practice in one school board. Specifically, information was collected on the experiences of three equity workers using semi-structured interviews. This thesis explores how these equity workers were able to remain equity focused with limited resources and funding for equity initiatives. By mediating the demands created by the reforms, the equity workers were able to resist the pressure to be less equity and student focused. Their experiences illustrate the challenges to moving from policy to practice as they were each confronted with different challenges and opportunities to doing equity work. Their experiences are critical to learning and engaging in a dialogue of why we should and how we can implement equity policy and practice in schools.

**Anne Watson, PhD., Curriculum***Not just a boy problem: An exploration of the complexities surrounding literacy underachievement*

This paper examines literacy underachievement and the limitations of gender-based literacy reforms grounded in essentialist notions of masculinity. It draws on qualitative case-study research conducted in one Ontario secondary school in a working-class community. It focuses on two grade-nine students and their teacher who participated in a larger study which examines how the norms and values associated with school-based literacy practices contribute to underachievement. The cases highlighted in this paper are employed to raise critical questions about the way in which literacy underachievement continues to be articulated as a boy problem (Martino & Kehler, 2006). This paper also illustrates how the complex and situated nature of the students gendered and classed identities, interwoven with contextual and pedagogical factors, contribute to literacy underachievement for some boys and some girls. In addition, it argues that the disjuncture between in- and out-of-school literacy practices warrants further study.

**Gabrielle Young, PhD., Educational Psychology/Special Education***Attending a demonstration school: Its impact on students self-concept and school motivation*

This study followed students as they transitioned from a two-year elementary demonstration school and were re-integrated into high school. This exploratory study examined the impact of assistive technology, and the degree to which attending a demonstration school impacted students' academic achievement, self-concept, and school motivation. Twelve former demonstration school students with severe learning disabilities (4 females and 8 males) and their parents consented to participate. These students were between 14 and 16 years of age, with a mean age of 15. Students and their parents were interviewed in January and June 2010. Students completed the Motivation and Engagement Scale (Martin, 2009), the Patterns of Adaptive Learning Scale (Roeser, Midgley, & Urdan, 1996), and the Psychosocial Impact of Assistive Devices Scale (Day & Jutai, 1996), with the demonstration school and their current high schools in mind. Students also completed the Self Perception Profile for Learning Disabled Students (Renick & Harter, 1988) on four separate occasions. Assistive technology enabled students to complete academic tasks which they were previously unable to accomplish. This had a positive impact on the way students felt about themselves. Students perceived the demonstration school to be a supportive learning environment. For the first time,

students felt that they were not "alone" in having a disability and they felt like they "belonged" at this school. Additional interview and survey data will be shared in order to demonstrate the way in which attending the demonstration school impacted students' self-concept and school motivation.

### **Bailing Zhang, PhD., Gender, Equity, and Social Justice**

#### *Barriers and constraints to education for girls in rural China: Four stories*

Through a feminist and critical sociological orientation, this study examined the barriers and constraints in the educational experiences of individual females in rural China. In particular, it explored the personal and emotional costs associated with rural girls' educational attainment. Four Chinese females, who hold a bachelor's degree or higher and who had been educated in rural China for at least six years, participated in this research. Data were collected through observations and interviews, and were analyzed through discourse analysis. Based on the findings, five major barriers and constraints were identified in rural girls' education: harsh living conditions, poor learning environments, patriarchal conceptions from their parents and teachers, the challenges to accommodate themselves to the new environment and the requirement to be independent at an early age. In addition, the frustrations and other emotional costs of the participants in their school years were described. This research provided an in-depth understanding of female educational experiences in rural China and offered conclusions about girls' education that will be useful for future study.

### **Zheng Zhang, PhD., Curriculum**

#### *A nested model of academic writing approaches: Chinese international graduate students' views of English academic writing*

Adopting Lea and Streets (1998) three models of academic writing (i.e., the study skills, academic socialisation, and academic literacies), this qualitative study explored 10 Chinese international graduate (CIG) students' perceptions of differing literacy practices in a different academic milieu and in various disciplines at a Canadian university. The findings reveal how different epistemologies in different cultures and disciplines have impacted these CIG students' English academic writing. This paper acknowledges the limitations of the exclusive use of skills study and academic socialisation orientations in writing support for international students. It recommends a nested model of writing support, which is more inclusive and transformative in nature.

## **ROUNDTABLE PRESENTATIONS - ABSTRACTS**

### **Kerry Anderson, MEd., Policy**

*Students living in foster care and the Learning to 18 initiatives.*

With the goal of increasing graduation rates, children living in Ontario are now required to remain in school until the age of 18 years. Increasing the length of time for mandatory school attendance may pose great difficulty for students who struggle to remain in school and graduate. Students living in foster care have been identified as one of the most vulnerable populations to be at-risk for early school leaving. This study will focus on how students living in foster care are being influenced by the Learning to 18 Policy and initiatives. The research will be conducted using semi-structured interviews with secondary school students currently living in foster care to explore their lived experience of the policy change.

### **Sarah Burm, MEd., Curriculum**

*The view from here: Exploring Aboriginal literacy as a White classroom teacher*

Through the research of The New Literacy Studies has come recognition of the importance of human creativity and the importance of students being able to explore multiple perspectives, produce new texts, and exchange and create with others. However, persistent inequalities in educational achievement and development of literacy skills are evident among many populations who are positioned by the dominant group as deficient Heydon & Iannacci (2009). Among these minoritized learners are those from the Aboriginal population. Often identified as being at-risk, Heydon & Iannacci (2009) Aboriginal student achievement has been identified by the Ontario Ministry of Education as one of the challenges facing Canada (Stanley, 2010). In drawing on my own teaching experiences at an elementary school in a remote First Nations community, I have witnessed how important it is for students to have their identity and culture affirmed as a starting point for further learning. These experiences in education have led me to think about the potential effectiveness community-based literacy learning may have in creating opportunities to allow language and cultural identity to thrive within the educational realm.

### **Xiaoxiao Du, PhD., Curriculum**

#### *Ph.D. students with families in the academic world: Issues and concerns*

There are always challenges in doing doctoral studies while for those who enter the doctoral programs with families, there are more challenges such as make a good balance between family and study. It is challenging for female doctoral candidates to take good care of their children and families and at the same time do well in doctoral studies. I am interested in female doctoral candidates' journeys toward becoming academics in their doctoral programs. My main research question is How do female doctoral candidates (with families) manage to take different roles during their doctoral studies? Sub-questions include What are challenges facing female doctoral candidates? How do they deal with different challenges? In order to have a good understanding of female doctoral candidates' experiences toward becoming academics in Canada, I will conduct a case study which allows me to get to know the participants' insights in their contexts (Yin, 2003). Data collections include families visits, interviews and on-going communications. All data will be analyzed thematically through interpretational analysis (Wolcott, 1994). The findings of this study will have implications for universities and (future and current) female doctoral students.

### **Pam Malins, MEd., Curriculum**

#### *Queering classroom discourse: Turning curriculum into content*

Through a critical discourse analysis, I have investigated Ontario Education curriculum documents for content that is inclusive of or flexible to discuss issues surrounding sexual orientation, gender, and the complexities of youth identities. This analysis has included older documents dated 1997 through 2000, as well as the Language, Health, and Social Sciences documents updated in 2006-07. It was evident that curriculum vocabulary has changed in efforts to include sexual orientation and identities that cross gender binaries. From this research, I have highlighted the opportunities within the Ontario curriculum where queer identities can be integrated into the discourse of the classroom in a normative way, so that all our students feel accepted and reflected in the school environment. It is my view that changes made to curriculum are only significant if educators acknowledge and articulate the content. For future research, it is my intent to interview teachers about their practices in the classroom to gain a thorough understanding of how they are implementing the revised content and whether they are ensuring that queer identities are being addressed within the classroom. It is my prediction that many teachers shy away from queer content due to external influences such as parents, administration, and job security.

**Holly Carol Parkinson, PhD., Curriculum**

*Other duties as assigned: An institutional ethnography of teachers' work in grade one*

My proposed roundtable session will discuss findings from a recent investigation into the social organization of grade one teachers' work. Specifically, I describe teachers' accountability work and identify implications for the operationalized curriculum. I will present data gathered in week long site visits to two grade one classrooms.

My study employed data collection and analytic strategies associated with Institutional Ethnography (IE) (Smith, 2005) to explore the work carried out by teachers in two grade one classrooms. In analyzing the data, I categorized the teachers' work and found that assessments took large quantities of time. My analysis began to map social relations and to propose ways in which the work was being coordinated to meet the accountability requirements of the school board which in turn were coordinated with translocal economic processes underpinned by discourses of skill and competition. I found the curriculum in both classrooms was dominated by assessment work. My presentation will outline the methodology and key findings from the study and will include excerpts from interviews with the teacher participants as a basis for discussion.

**Elida Sanchez Cruz, PhD., Gender, Equity, and Social Justice**

*Gender equity policy in Mexico: A case study*

We know little about the everyday experiences of female students engaging in higher education in developing/globalizing countries such as Mexico. Considering that there is at least a policy environment supportive of gender equity, this study seeks to examine how and how well gender equity aims are enacted in male-dominated disciplines at the graduate level. For such a project, I will employ a case study method to study a Science and Engineering (SE) graduate program in a Mexican university. I will study the national and institutional gender policies; and at the same time, I will examine the experiences of five female students, three male students, five professors and five administrators of the SE program to illuminate the implementation of the policies.

## **ORAL PRESENTATIONS - ABSTRACTS**

**Marjorie Batiibwe, MEd., Makerere University, Uganda**

*Teachers' pedagogical content knowledge and teaching statistics in secondary schools in Wakiso district in Uganda*

Pedagogical Content Knowledge (PCK) has been identified by many researchers as a critical factor in mathematics [statistics] achievement, yet very few empirical studies have been conducted regarding this matter. This study investigated teachers' PCK and teaching statistics in secondary schools in Wakiso District in Uganda. PCK was contextualised as teachers' general knowledge, pedagogical knowledge and content knowledge. The sample of the study consisted of 60 secondary teachers; forty-two of which took mathematics as their major subject and 18 took mathematics as their minor subject in their Bachelor of Science with Education degree. Of this number, 80% were males and 20% were females; 71.7% were below 38 years of age, 61.7% had a teaching experience of above 11 years, and 78.3% held bachelor's degrees.

Data was collected from self-administered questionnaires, teachers' schemes of work and lesson plans, classroom observation and post lesson interviews. Quantitative data was analysed using the Statistical Package for Social Sciences software and qualitative data analysed using the grounded theory.

The study found that teachers generally lack PCK, a crucial factor that leads to effective statistics teaching, and as a result, teach theoretically. This research concluded that a lot of training is necessary in order to equip teachers with statistical knowledge and recommended that the collaboration of the Ministry of Education and other concerned bodies, teachers and researchers would uplift the standards of teaching statistics in the country.

**Catharine Dishke Hondzel, PhD., Educational Psychology/Special Education**

*Prepared, capable, and supported: What do teachers believe when it comes to teaching creativity?*

To produce innovative thinkers in business, technology, and science, it is imperative that students are given opportunities to develop and practice critical thinking, problem-solving, and risk-taking before they enter the workforce. Unfortunately, the predominant focus on standardized testing, rote work, and memorization fails to provide students with these skills. Moreover, teachers tend to associate creativity with undesirable behaviours. By tracing creative development back to the intermediate school level, I ask if it is possible to learn about the ways in which students are guided in creative thinking and problem-solving? This paper will discuss the current literature on teacher practices with regard to nurturing creative and innovative behaviours, and present a proposal which will investigate the creative experiences of teachers and students through the use of a hands-on reflective learning activity.

**Dawn Fyn, PhD., Curriculum**

*Prioritization of L2 over L1... What does it mean? Who does it impact?  
Who decides?*

This presentation looks at language choice for Inuit learners in Nunavik and the need to prioritize Inuktitut. While Inuktitut is a strong, robust language, spoken by most Inuit, this study shows a great concern about the future of Inuktitut and therefore the need to preserve the language. Currently children in Nunavik study from K-2 exclusively in Inuktitut and then have a one or two year transitional bilingual program (Inuktitut and either English or French). After grade four, Inuktitut becomes a course of study. This presentation considers the need to support Inuit learners and Inuktitut, the policies that are in place to support bilingual learning, and suggestions about why bilingual learning is not the norm.

**Brenda Hinschberger, MEd., Policy - Leadership**

*The role of the principal in classroom assessment practices*

The purpose of this study was to explore the principal's perception of their role within the context of classroom assessments. Effective assessment practices have been demonstrated to have the most consistent positive impact on student achievement. The research on the specific role of the principal in the process of classroom assessment is limited. This study used a qualitative interview methodology. Eight elementary principals with at least five years of experience were interviewed from both rural and urban schools in Southwestern Ontario. Interviews were conducted face-to-face using a semi-structured format. The recorded interviews were transcribed and analyzed. There were three key findings from the study. Principals' levels of assessment literacy were varied, from having a very limited understanding of assessment literacy to a more comprehensive understanding. Principals had a very limited view of the elements of a sound assessment system, and the link between classroom and wide-scale assessments and reporting systems. Principals considered their role as more of a manager than an educational leader. There are two recommendations offered: first, at the provincial level, that more resources be developed that include a common language about assessment and for the development of assessment literacy of the educational community; and second, that the local board look at the role of the principal from a leadership position as opposed to policy implementer.

**Jennifer Ingrey, PhD., Gender, Equity, and Social Justice**

*The public toilet in schools as site for gender trouble*

This paper derives from a larger study which looked at how students in one secondary school in Ontario problematized and understood gender expression as they witnessed in their own experiences. This study aims to apply a Foucaultian analytic framework to the problem of the bathroom in public schools. It focuses specifically on the surveillance and regulation of gender non-conforming individuals within such a space. How those individuals negotiate such surveillance of their bodily presence is significant to how they are formed as a subject in a social world. I use Foucaults (1979, 1980) concept of subjectivation, or, how a subject is formed through mechanisms of disciplinary power as well as Butlers (1990) gender performativity theory to complicate the notion of gender and introduce it in non-binary terms. Additionally, the public toilet space itself can be theorized using queer theory, particularly in terms of conceptualizing the washroom as a closeted space.

**Terry Loerts, PhD., Curriculum**

*The curricula conundrum: Where do students contribute most?*

My research reflects concern over how literacy practices are enacted within different levels of curricula (Eisner, 1985). Using a multimodal theoretical framework (Jewitt & Kress, 2003) which attends to the full range of modes for making meaning (such as print, music, speech, movement, gesture, sound-effects, image, and gaze), my research illustrates how different modes are seen as equally significant for meaning and communication (p. 2). I also use the New Literacy Studies (eg. Heath, 1983; Street, 1984) which helps to contextualize literacy practices and sees people as active meaning makers. Using a case study methodology, I observed four students and their teacher in a grade six classroom during the morning sessions where language arts classes took place. Using a proven method of uses literacy events themselves as units of analysis (Dyson & Genishi, 2005) I have looked at literacy events from a multimodal perspective and analyzed them as they occur within the curricular context. Using a Modified Constant Comparative Method of analysis (Handsfield, 2006), I identify themes within each of the levels of curricula and give examples of each as they are contextualized within this particular grade six classroom, some of which will be the focus of my presentation.

### **Christopher Lyons, PhD., Policy**

#### *The Advantage New Brunswick Report and New Brunswick Action Plan: Corporate hegemony and the death of the liberal arts*

The purpose of this paper is to provide a critique of the *Advantage New Brunswick Report* and *New Brunswick Action Plan*. The presentation of this paper will provide an introduction to the policies under review as well as an explanation of the major problems addressed in the documents. Entailed in this presentation is an examination of the context of the policies under review and a critique through a critical theory framework. The critique will describe the central problems that the *Advantage New Brunswick Report* and *New Brunswick Action Plan* are intended to resolve, place the policies into a historical context, discuss the influence of multinational organizations like the World Bank and OECD on the justification for *Advantage New Brunswick* style policies, and give an account of the major issues presented in the documents, such as graduate education, research infrastructure, apprenticeship, quality protocols and accountability mechanisms. This paper also engages a discussion of the neo-liberal policy framework and imperative of bureaucratic rationality that underlies the *Advantage New Brunswick Report* and *New Brunswick Action Plan*. Further problems with post-secondary education restructuring and the intersection of these policies with the liberal arts will also be emphasized.

### **Tiffany Ng, MEd., Curriculum**

#### *Chinese Cantonese international language programs: An opportunity or a lost cause to the promotion of Chinese language maintenance?*

My master's research is concerned with first language (L1) maintenance in a second language (L2) environment, focusing on how immigrant children's involvement in international language programs affects language and cultural maintenance. Specifically, my ethnographic case study investigates the relationship between the Ontario's international language program and the heritage language maintenance of second-generation Chinese Canadians. The purpose of this study is two-fold: on the macro level, it aims to explore how power relations effect language within society and the classrooms by studying the underlying issues and challenges discussed by administrators in charge of international language programs; it also aims to examine current educational policies to see what can be amended to better cater to the needs of second-generation Chinese Canadian students. On the micro level, it aims to determine how the overall level of language and cultural maintenance for these second-generation Chinese Canadians are affected by parental and students' perceptions, attitudes, as well as patterns of use of Cantonese Chinese in the Canadian setting. Their perceptions of the benefits of learning Cantonese Chinese, the roles of Cantonese Chinese international language (IL) programs, the current status of the IL schools, the factors leading to these schools' success, the major challenges, and the future prospects of the IL schools will be explored and examined.

## **Peggy O'Neil, PhD., Policy**

### *Toward a philosophy of inter-professional health education and practice*

Recently, collaborative communications and decision-making in health teams toward better patient outcomes has been a topic of much interest, discussion and funding. Programs pursuing these ideals are gaining momentum and the research community is beginning to reflect on its theoretical evolution. Current reviews of the literature call for more theory development (Scott, 2010; Clark, 2006). Specifically, there are emerging questions regarding education goals, student/practitioner outcomes and the correlated training models that might prove most effective in achieving desirable results. As this initiative begins to describe, interpret and identify itself, a comprehensive analysis and discussion of the literature and its implicit ideals would be useful in shaping further training program implementation, evaluation and workforce development. Through a Humanities lens, this research a) investigates the virtues, rationale, curriculum, and instructional methods evident in the literature as well as in the Ontario codes of ethics and selected accreditation standards for the 23 regulated health professions; and b) presents a respective philosophy of education. This work contributes to the theoretical advancement of this movement and offers a conceptual reference for school and health agency education program administrators, instructors, practice leaders and students.

## **Natashya Rae Rice, MEd., Curriculum**

### *Educational global illusions and local mirrors*

I believe that Davidson-Harden (2005) succeeds in linking the process of restructuring teacher-education and teacher governance to neoliberal-policy and neoliberal governmentality from a local (Ontario) to a global (England) level. He utilized critical policy analysis (CPA), three sub-frameworks and three themes to assist in the developmental process of his neoliberal-policy theory. His foresight inspired probing questions from me which may shape my future research. In this paper I ponder whether or not government control is an illusion just as I believe that Ontario College of Teachers (OCT) as a self-governing body is an illusion. OCT, a self-governing body, governs itself but governmentality shapes reality and the government controls OCT or do they? If the government governs itself and other structures but neoliberal governmentality shapes reality and privatizers through marketization then business actually governs the government. If this is so, privatizers govern the government but proletariat governmentality shapes reality and the masses govern everything through consumerism. Additionally I explore whether or not policy-making create a context where the classroom and the workplace are mirrors of one another?

**Jacqueline Stripe, MEd., Curriculum**

*Multiliteracies pedagogy within the context of the Language Arts curriculum*

The purpose of this research study is to explore the ways in which teacher's can practice multiliteracies pedagogy within the context of the current Language Arts curriculum document expectations. My primary research question explores how this can be achieved and implemented in a Language Arts classroom. Using a qualitative case study, I will examine a) what a language arts program looks like that encourages the use of multiliteracies and new literacies, b) how educators may be able to use the current Language Arts curriculum document to create a multiliteracies pedagogy in the classroom, and c) what support is needed for educators to create opportunities to engage with multiliteracies in the classroom. Current educational curriculum does not emphasize pedagogy of multiliteracies even though there may be opportunities for teachers to engage in multiliteracies pedagogy in the current Ontario Language Arts curriculum document.

**Wendy Walsh, MEd., Counseling Psychology**

*Speaking from (lived) experience: A qualitative approach to the study of physical disability*

This research explored factors associated with self-determination among university-educated women with physical disabilities. Autoethnography and case study methods were employed. Participants were the researcher and five other women. Semi-structured interviews were conducted and the researcher also responded to the interview questions. Interviews were transcribed verbatim and transcripts were analyzed using a content analysis procedure. Journal entries by the researcher were analyzed as part of the autoethnographic data. Themes from the researcher data were compared to themes from the participant data at four levels: identical themes, similar themes, overlapping themes and unique theme. Themes were also compared to available literature concerning the experiences of people with disabilities. Implications for educators and counselors were presented.

# *Notes*

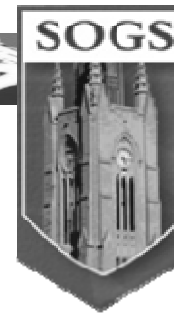
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## **Shutterbug Thursday!**

**Special thanks to all those who  
participated in Shutterbug Thursday!**

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