The 3rd Annual Graduate Research in Education Symposium

April 11th, 2012

Presented by the Graduate Students of the Faculty of Education

Welcome

We would like to take this opportunity to welcome you to the 3rd Annual Graduate Research in Education Symposium which features the work of student scholars here at the Faculty of Education through various formats including poster, roundtable, and creative presentations. This is a very significant event at the Faculty as it showcases the work of our students and their accomplishments. We think it is important for students to share their research ideas as it is only through dialogue and sharing that we can learn from one another. We believe that research in education is essential to mobilizing knowledge which is important to teachers, students, policymakers, and the broader community itself.

We encourage you to share your research and engage in the dialogue. Enjoy this wonderful event and we wish you all the very best!

Professor Goli Rezai-Rashti and Professor Jason Brown
Associate Deans of Research and Graduate Programs

Over the last several months in my role as Dean, Faculty of Education, I have greatly enjoyed getting to know our graduate students and hearing about their research. It is exciting to be part of an environment where inquiry and action are so closely aligned. I want to take this opportunity to express my gratitude toward our graduate students for taking leadership in organizing a symposium that will showcase their research and hone their presentation skills. The graduate research symposium is an integral part of scholarly activity in a research-intensive university. By bringing together emergent scholars working in closely allied areas and providing a formal structure for interaction, your efforts in organizing this symposium will further the individual research goals of each participant. As importantly, this research initiative will help create an air of professional seriousness by encouraging scholarly interaction above and beyond the requisite classroom experience. I congratulate our graduate students for building a rich platform for the exchange of research ideas across an interdisciplinary landscape.

Vicki Schwean, Dean, Faculty of Education

Western Education

Keynote Speaker

Professor Bob Lingard is currently a Professorial Research Fellow in the School of Education at The University of Queensland and a Fellow of the Academy of Social Sciences in Australia. He has also been Professor at the University of Edinburgh (2006-2008), where he held the Andrew Bell Chair of Education, and the University of Sheffield (2003-2006) in the UK. From 1989-2003, Bob worked in the School of Education at The University of Queensland, where he was also Professor and for a time Head of School. Bob has an international research reputation in the areas of sociology of education and education policy and has published widely in these fields. His most recent books include: *Globalizing Education Policy* (Routledge, 2010), co-authored with Fazal Rizvi, *Changing Schools* (Routledge, 2012), co-edited with Pat Thomson and Terry Wrigley and *Educating Boys*: *beyond structural reform* (Palgrave, 2009), co-authored with Wayne Martino and Martin Mills. Routledge will publish his selected works in 2012. Bob has published more than 100 journal articles and book chapters and was co-director of government research in Australia which developed the influential concept of 'productive pedagogies', which has had policy and practice impact around the globe. Bob is also co-editor of the journal *Discourse: Studies in the Cultural Politics of Education* and editor of the book series, *Keys Ideas and Education* with Greg Dimitriadis (Routledge, New York). Bob was the first two year President of the Australian Association for Research in Education (AARE), 1999 and 2000 and was also a long term Executive member. He was also the inaugural Chair of the Queensland Studies Authority (QSA), appointed by the Minister for Education, and is currently a member of the Governing Board of the QSA and Chair of its P-12 Curriculum Committee. He is currently President of the Australian College of Educators.

Schedule of Events & Presenter List

4:00 - 4:15 p.m. Welcome to the Symposium from Dean Vicki Schwean
* Special Musical Performance by *Joy of X*

4:15 - 5:15 p.m. First Roundtable presentations (rooms listed below)
First oral presentation sessions (rooms listed below)

5:15 - 6:15 p.m. Official Opening and Keynote Speaker (Community Room)
* Dr. Bob Lingard, Queensland University

6:15 - 7:00 p.m. Poster session and Wine and Cheese (Front Lobby)

7:00 - 8:00 p.m. Second Roundtable presentations (rooms listed below)
Second oral presentation sessions (rooms listed below)

8:00 - 9:00 p.m. Closing Remarks and Ideas Café (Community Room)

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 8:00 - 9:00 p.m., and continue the conversation.

Oral Presentations (Rm #)

4:15-5:15 p.m.
Melanie Anne-Atkins (2015)
Michelle Gibson (2021)
Andrew Judge (2029)
Christopher Lyons (2023)
Aruba Mahmud (2015)
Jenn Pearce (2017)
Donna Swapp (2027)
Bailing Zhang (2025)

7:00-8:00 p.m.
Jordana Garbati (2017)
Jennifer Ingrey (2025)
Christopher Lyons (2025)
Ricardo Scucuglia Rodrigues da Silva (2027)
Mithila Vidwans (2017)

Roundtable Presentations (Rm #)

4:15-5:15 p.m.
Jamie Bechard, Jennifer Burns, Christopher Silcox, Richard Tamminga, and Deborah Wrack (2017)
Leslie Gloor Duncan (2027)
Kathryn Hansen (2023)
Brahm Cameron Harrison (2025)

Eugenie Steyn (2021)

7:00-8:00 p.m.
Colin Couchman (2029)
Marlene Frederick (2015)
Laura Hogarth (2023)
Katie Knowlton (2015)
Abdul Malik (2027)
Jennifer McAlpine (2023)
Natashya Rae Rice (2029)

Poster Presentations (Board #)

Kelly Bairos (4)
Beatrix Bocazar (7)
Monica Caldeira (15)
Sarah Copfer (2)
Wendy A. Crocker (16 & 17)
Jeremy Doucette & Jessy Pandori (3)
Laura Elliot, Linda Pressley, Mike Sereda, Wendy A. Crocker, Katina Pollock (21)
Marlene Frederick (24)
Kathryn Hansen (6)
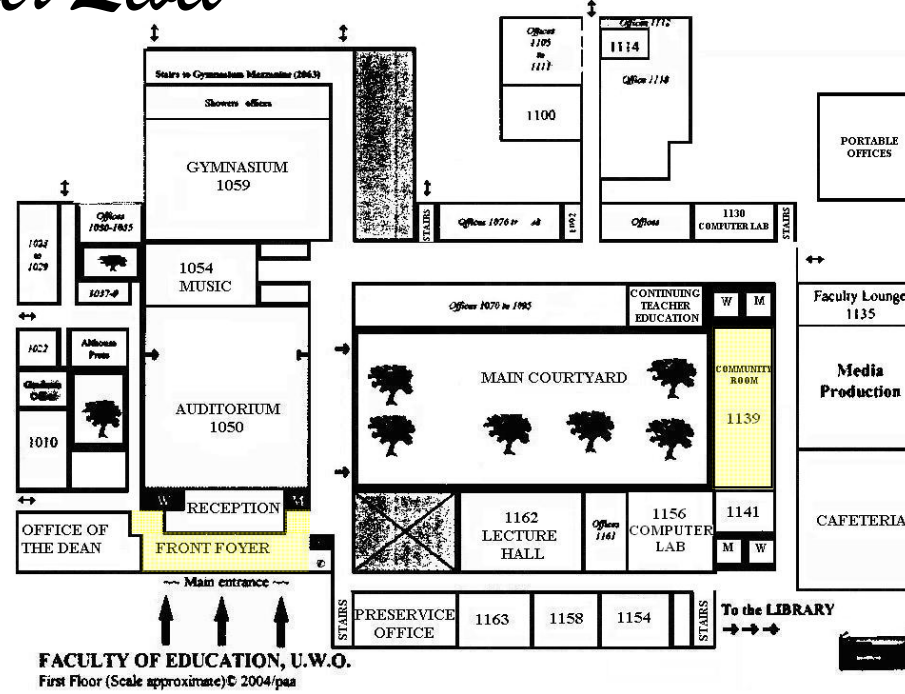Catharine Dishke Hondzel, Adrienne E. Sauder, Wendy A. Crocker (14)

Catharine Dishke Hondzel, Ron Hansen, Beatrix Bocazar, Andrew Colgan, Kathryn Hansen, Kathleen Schmalz (12)
Bill Irwin (20)
Allyson Larkin (19)
Holly Carol Parkinson (18)
Francillia Paul (22)
Natashya Rae Rice (13)
Ricardo Scucuglia Rodrigues da Silva (9)
Allison Segeren (8)
Magdalena Stepien (23)
Eugenie Steyn (5)
Donna Swapp (10)
Ali Khorsandi Taskoh (1)
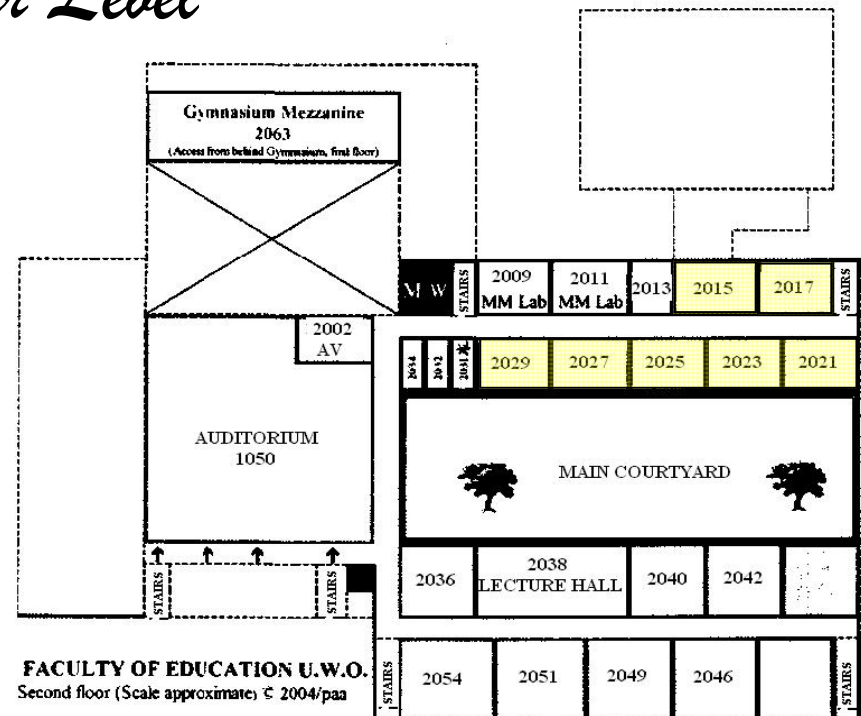Jamie Warren (11)

Other Presentations

Magdalena Stepien
(art – Front Lobby)

Ricardo Scucuglia Rodrigues da Silva, Marlene Frederick, Jessica Taylor Charland
(Joy of X—musical performance, Community Room @ 4:00pm)

Lower Level

Stairs to Gymnasium Mezzanine (2063)

Showers offices

GYMNASIUM 1059

Offices 1105 to 1111

1114

Offices 1112

Offices 1116

1100

PORTABLE OFFICES

Offices 1050-1055

STAIRS

Offices 1076 to 1092

1092

Offices

1130 COMPUTER LAB

STAIRS

1028 to 1029

1037-9

1054 MUSIC

CONTINUING TEACHER EDUCATION

W M

Faculty Lounge 1135

1022

Althouse Press

MAIN COURTYARD

COMMUNITY ROOM 1139

Media Production

Graduate Office

AUDITORIUM 1050

1010

W RECEPTION M

1141

M W

CAFETERIA

OFFICE OF THE DEAN

FRONT FOYER

1162 LECTURE HALL

Offices 1161

1156 COMPUTER LAB

~ Main entrance ~

STAIRS

PRESERVICE OFFICE

1163

1158

1154

STAIRS

To the LIBRARY

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

Upper Level

Gymnasium Mezzanine 2063
(Access from behind Gymnasium, first floor)

M W

STAIRS

2009 MM Lab

2011 MM Lab

2013

2015

2017

STAIRS

2002 AV

2004 2012 2016

2029

2027

2025

2023

2021

AUDITORIUM 1050

MAIN COURTYARD

STAIRS

STAIRS

2036

2038 LECTURE HALL

2040

2042

FACULTY OF EDUCATION U.W.O.
Second floor (Scale approximate) © 2004/paa

STAIRS

2054

2051

2049

2046

STAIRS

Presentation Abstracts

Melanie-Anne Atkins, M.Ed., Educational Psychology/Special Education   **Oral Presentation**

Can they or can't they? Shifting discourses in the academic outcomes of black students

The purpose of this paper is to use a social constructivist and anti-racist framework to review current discourses used in research identifying the cognitive and systemic factors contributing to adolescent black students' academic outcomes in the face of persistent challenges with black student engagement, achievement, and retention (e.g., see Dragnea & Erling, 2008; Toronto District School Board, 2008). A literature review of Canadian, British, and American sources from the past ten years was conducted to identify: (1) how black students' socioemotional development can influence their school experiences, and (2) sources of academic motivation for black students. The review concludes that using a discourse of achievement is an effective and empowering way to identify strategies that foster black students' academic success.

Kelly Bairos, M.Ed., Policy Studies   **Poster Presentation**

An examination of networks as a viable solution to closing the research-practice gap

This research will investigate the role which networks play in closing the research-practice gap in education in Ontario. It is well-known that research being conducted in education is not fully reaching its intended practitioner audiences. The Ministry of Education has also acknowledged this gap and has come up with various solutions to combat this issue (Levin and Macmillan, 2011). One of the more promising ways is through the creation of the Knowledge Network for Applied Education Research (KNAER). This network funds several projects which have created or built upon existing networks with the aim of closing the research-practice gap. This study will examine several KNAER projects and the characteristics of the networks involved in order to determine the role networks play in helping research knowledge reach its intended audiences. The dynamics of networks and characteristics of successful and unsuccessful networks will be explored, using theories borrowed from economics, business, and computer science such as network formation theory and game theory. The basic features of a network has been explored very little outside of these fields yet they exist in every area. Studying the particulars of networks and understanding the particulars behind them will allow interested parties in education to properly use networks to put research in the hands of its intended audiences and increase the likelihood of closing the research-practice gap. If networks can be understood on a simpler level, the possibilities for creating and using them as prime method of disseminating research could be endless. With more information about the mind-set behind connections, the motivations related to each 'node' of a network, and other intricate details, networks could be created and sustained with little effort across education and related fields. Networks are a key piece to closing the research-practice gap because research shows that connections, such as those that form networks, make knowledge more easily transmitted as opposed to traditional forms of dissemination such as publishing in journals (Qi and Levin, 2011). I will be using qualitative methods with interviews with KNAER project leads being my main source of data.

Jamie Bechard, Jennifer Burns, Christopher Silcox,   **Roundtable Presentation**
Richard Tamminga, and Deborah Wrack, M.Ed., Policy-Leadership

The first five years of teaching: considerations for succession planning

A group of Master's students from the Thames Valley District School Board (TVDSB) conducted an extensive literature review of the factors involved in successful leadership in the first five years of teaching.

Topics including hiring practices, principal support of new teachers, the importance of a collaborative culture in schools, use of portfolios, and differentiating professional development for new teachers were aligned with Lynn's (2002) teacher career cycle. The resultant recommendations will be shared during the discussion and include: the consideration of a residency model, the shape of support for new teachers beyond NTIP, refining and enhancing hiring practices including the use of portfolios and the need to differentiate and deepen professional development opportunities available to teachers in the first five years of their career.

Beatrix Bocazar, PhD., Curriculum Studies   **Poster Presentation**

Discourses of creativity in kindergarten curricula

"Creativity discourses in kindergarten curricula" represents an inquiry of creativity discourses in Ontario and Reggio Emilia inspired early childhood education curricula. My aims are to identify creativity discourses, to examine which ones have been employed in curricula, why, and with what implications for children and society. It is my hope the findings will bring a much needed understanding of creativity from semantic, historical, and pedagogical perspectives and will portray the dynamics and socio-political underpinnings of Ontario, and Reggio Emilia inspired kindergarten education. The study could reveal possible social inequities associated with the employed discourse of creativity and the findings could be carried out into social action such as future Ontario curricula.

Monica Caldeira, PhD., Educational Psychology/Special Education   **Poster Presentation**

Is social success achievable in individuals with autistic disorder?

Overwhelming agreement amongst researchers indicates that individuals with Autistic Disorder (AD) tend to exhibit weak social skills. However, there is no definitive evidence that all students with AD lack social skills. Knott, Dunlop, & Mackay (2006) note there is not adequate research on the social skill deficits of individuals [with AD] who are attending mainstream settings and Chamberlain, Kasari, & Rotheram-Fuller (2007) revealed that individuals with AD "managed to avoid social isolation...[and] were centrally involved and enjoyed considerable reciprocity" (p. 239). This study will explore whether students with AD have good social interactions, and, if so, which factors contribute to social success. Thirty-five adolescent students with AD will be asked to complete a battery of Theory of Mind tasks and the Social Skill Improvement System Rating Scale. Students' parents and teachers will complete the Vineland Adaptive Behaviour Scale. Semi-structured interviews will be conducted with all participants to determine which factors influence social success. The results will potentially inform researchers about why social skill interventions are ineffective, provide teachers with insights about how best to service individuals with AD, and improve these individuals' "sense of self in relation to others" within all social networks (Chamberlain et al., 2007, p. 231).

Jessica Taylor Charland, Marlene Frederick,   **Musical Presentation**
Ricardo Scucuglia Rodrigues da Silva, Curriculum Studies

Joy of X

The *Joy of X* is a project by Dr. George Gadanidis, whose goals include celebrating mathematical and scientific thinking and to help K-8 students, teachers, and parents experience math and science as a fully human activity, that can be discussed with family and friends as one would with a favourite book or a good movie. The songs represent the collective intelligence of math classrooms involving students, teachers, parents, and researchers. The Fields Institute has generously funded our first set of *Joy of X* performances for schools. Please, for more information see www.joyofx.ca and www.researchideas.ca.

Sarah Copfer, PhD., Educational Psychology/Special Education   **Poster Presentation**

Adolescent identity development in a changing context

Identity development is arguably more prominent in particular developmental stages across the lifespan than in others. Adolescence, for example, continues to be examined by many as the most crucial stage in which identity develop occurs (Nakkula & Toshalis, 2006; Kroger, 2004; MacMillan, 2007). As adolescents "adjust to a changing body, develop abstract thought, acquire more complex interpersonal skills, negotiate new relationships with caretakers and significant others, reformulate a value system, and set goals for future achievement" (Nakkula & Toshalis, 2006. Pp. 18), they are formulating an individual identity. My doctoral research focus will use a qualitative approach to understand how students perceive personal identity development over the course of the transition from secondary to post-secondary settings. The theoretical framework driving this research will rely on a combination of prominent understandings of psychosocial identity development. Underlying research questions will aim to address three issues: 1.What factors influence student identity in the first year of post-secondary education and how do students negotiate these? 2.What aspects of identity are negotiable during this process and what aspects are not? 3.Is identity formation a reflective process and if so, how do students use reflection to make meaning from their experiences in the first year of post-secondary education?

Colin Couchman, PhD., Policy/Curriculum Studies   **Roundtable Presentation**

Digital subjectivities

Digital identity has emerged as a distinct mode of expression, yet it remains profoundly related to traditional lines of identity equity. Within education, as technology environments and application platforms are utilized in such accelerating fashion, digital identity is becoming an important facet to and for research, specifically within the context of how identity is now constructed and consumed within the online landscape in an ever-increasing trajectory. As schools, school systems, and higher education environments invest in and implement various digital platforms, the curricular methods, pedagogical impacts, and all of the prevailing identity concerns embedded within require much more inquiry and education. The ever-increasing reliance upon technology, specifically technology of a digitally immersive nature, is rewriting the codes in terms of how social processes are feeding into each other and in how these processes are expanding in exponential fashion. Although the platforms and usage techniques are new, firm philosophical perspectives still play a role in researching the digital landscape as a paradigm. There is form and structure to the ways in which representation and consumption are enacted. There is a need to engage the larger critical aspects of development and representation and a requirement to adhere to strict methodological approaches. Social networking has become a watchword within the cultural milieu in which we find ourselves, but the key portion of that phrase is not 'networking', it is the social. In a landscape whereby the rules of engagement have been reframed and the methods of interaction are truncated, aggregated, and federated, new modes of expression are needed to explain the phenomenon and in what trajectory we are moving towards.

Wendy A. Crocker, PhD., Curriculum Studies   **Poster Presentation**

Local literacies at the corner store: Catechism, cantaloupe and calico at Mennomex

On the outskirts of a rural town in southwestern Ontario, Canada is a very special general store: Mennomex. Its name is a hybrid construction taken from one of the local cultures (Mennonite) and the country of transnational migration of the Low German speaking Mennonites (Mexico). Drawing upon the notion of "local literacies" (Barton & Hamilton, 1997), this presentation takes participants on a photo walk into Men-

nomex to identify and discuss the vernacular literacies that are represented by the products and the ways of conducting business within the store. Additionally, the importance of Mennomex as a source of socially constructed literacies for a cultural group whose first language is predominantly oral (Plautdietsch) and not written nor read will be explored.

Wendy A. Crocker, PhD., Curriculum Studies   **Poster Presentation**

Overlapping lives: The role of education in the lives of Mennonite women as
daughters, mothers, and 21st century professionals

The role of an Old Colony Mennonite woman is clearly delineated as the keeper of the home and caregiver of the family. However, what results when these gendered responsibilities imbued since childhood, collide with alternate views of the role of women - especially those pathways that can be opened by education? This paper unpacks the complex, overlapping lives of several women raised in Mennonite homes yet who chose life paths that took them outside of that world and into professions. Using a qualitative methodology known as portraiture, this research examines the tensions that these women experience as they vacillate between their Mennonite beliefs, and the affordances of a Western lifestyle. Preliminary themes of a love of school and learning, a desire for "something more", and the importance of a mentor's belief in the individual feature strongly in each of the portraits. However, the skills rooted within the gemeinde-sanctioned Old Colony roles also underpin the success of these daughters, mothers and professionals.

Jeremy Doucette and Jessy Pandori, M.Ed., Counselling Psychology   **Poster Presentation**

Adolescents' perceptions of cyberbullying

Cyberbullying can be defined as a repeated act performed through the use of communication technology, such as instant messaging, and social networking sites , with the intent of hurting a specific person or group of people (Ang and Goh, 2010). Victims of cyberbullying may experience fear of their peers , anxiety, depression, hostility, and even thoughts of suicide. Some suggest that this new form of bullying is often more damaging than bullying in its traditional form because the torment does not end once the school day is over. Technology allows adolescents to bully others during school, on the bus, and while at home. This reality has earned cyberbullying the moniker "non-stop bullying" (Ang & Goh, 2010, Tokunaga, 2010, & Gradinger, Strohmeier, & Spiel, 2009). Although researchers within the social sciences are vigorously investigating the issue of cyberbullying, little is greatly understood about this recent phenomena. In an attempt to better understand cyberbullying, and to become better equipped to brave its existence, researchers must come to understand how it is perceived by the adolescents who experience it. As adolescents, perception of violent behaviours is dictated by various determinants such as gender, age, experiences as victims and perpetrators, and beliefs about who they can turn to for help. Implications for intervention and prevention will become clearer as adolescents' perceptions are further explored (Tokunaga, 2010, Ang & Goh, 2010, and Owens, Shute, & Slee, 2005). The literature concerning these various implications has been extensively reviewed, and plans for further research with high school aged adolescents within south-western Ontario are currently being established.

Leslie Gloor Duncan, PhD., Equity and Social Justice   **Roundtable Presentation**

The education of ambition

This roundtable will examine the education of ambition and how ambition is constructed for young women. We will discuss the experience of ambition, work, and family and share how it is different by gender. Specifically the roundtable will look at leadership roles in higher education, where the level of professionalization seems to be at an all time high (Rosser, V. J., 2004 & Kehm, B. M., 2006). The women in these sen-

ior positions who are choosing to also have family find the environment lacking support because few women are juggling the demands of work, family and motherhood (Wolfinger, Mason & Goulden, 2009). This round table will allow you to participate in an open discussion on the education of ambition and how women are navigating ambition in the 21st century.

Laura Elliot, Linda Pressley, Michael Sereda (TVDSB)   **Poster Presentation**
with Wendy A. Crocker and Katina Pollock, PhD

Succession planning in the Thames Valley District School Board: Recommendations from the research

The Thames Valley District School Board (TVDSB) in partnership with Western University, Faculty of Education, created an opportunity for students working toward a Master's degree in Educational Policy to have an authentic voice in shaping succession planning at the board. Participants conducted an extensive literature review of the factors involved in succession planning beginning at teacher hiring. Lynn's (2002) framework for understanding the career cycle of teachers was used as the foundation of this work. The candidates then examined the salient features from the research of each of the three periods in a teacher's working life: 0-5 years, 5 – 15 years, and 15 and beyond. A Succession Planning white paper comprised of these recommendations will be presented to the TVDSB Board in May of 2012.

Marlene Frederick, M.Ed., Curriculum Studies   **Poster Presentation**

What did you do in math today?

This poster displays three projects supported by the Knowledge Network for Applied Education Research (KNAER) based on the research of Dr. George Gadanidis. In each of the three projects, mathematical concepts currently taught in secondary school are introduced to primary/junior students through hands-on activities which engage students through the use of literature, art and music. In the Math Trains activities, grades 1-2 and grade 4 students explore patterns that are combinations of both changing and constant elements, which are concepts normally taught in grade 9 (e.g. y=x+1). Using children's literature, students experience the emotional mathematics moments of story characters. In the How Big is a Billion activities, students explore the issue of poverty and social justice as their teacher uses media literacy to link a mathematics unit to adolescent poverty. Finally, in the Math Waves activities, grades 3-4 students explore periodic patterns that emerge in real-life problem situations, which they encounter in a story. Song lyrics are created using the statements made by parents after students shared with them what they learned in class.

Marlene Frederick, M.Ed., Curriculum Studies   **Roundtable Presentation**

Sit still and shut-up: Recognizing the denial of children's human rights while striving towards equity and social justice education

Children, as a socially constructed group, are routinely denied their human rights within education. Dominant discourses of childhood as a time of immaturity or deficiency have serious implications of how children are constituted through both classroom management and pedagogical practices. Oppressive power dynamics within disciplinary practices reinforce notions of children as inferior to adults. Children are in need of special protection; therefore it is important to notice the unintended consequences of the assumption that children are not-yets or potential citizens of the future. A paradigm shift towards conceptualizing children as worthy in their own right, by first recognizing children as a disadvantage group within society, is necessary for children's rights to be granted. This paper addresses the denial of children's rights, particularly apparent in classroom management practices - this issue must be addressed in order to achieve equity and social justice education.

Jordana Garbati, PhD., Curriculum Studies   **Oral Presentation**

ELL inclusion in core French: A preliminary analysis of teachers' perspectives

This paper examines ELL inclusion in the Ontario core French program. Data, collected from surveys and interviews with French teachers in two Ontario locations, reflects French teachers' perspectives, attitudes, and experiences with teaching ELLs. Findings are discussed in relation to positioning, equity and inclusive education, and teacher education.

Michelle Gibson, M.Ed., Educational Psychology/Special Education   **Oral Presentation**

Out of the shadows: Reducing epilepsy-related stigma

This study evaluates the implementation of a new neuroscience resource that emphasizes epilepsy awareness, *Brain Matters: An Introduction to Neuroscience*. Using a mixed methods approach, this study assesses the impact of the resource in teaching Grade 12 Biology students about epilepsy and increasing positive attitudes towards the disorder. Epilepsy is a common and highly stigmatized neurological disorder with no age, racial, socioeconomic, or geographic boundaries. The World Health Organization and other international epilepsy organizations indicate a need to assess the stigma that exists and to develop and evaluate interventions to dispel myths about epilepsy. To date, there are no systematic evaluations of school-based epilepsy education programs for high school students and, in general, there is a lack of research regarding interventions that aim to decrease the stigma of health conditions. This study proposes to address this research gap by providing information on how to reduce the stigma associated with seizure disorders and increase the quality of life for people with epilepsy worldwide.

Kathryn Hansen, M.Ed.,   **Poster and Roundtable Presentation**
Educational Psychology/Special Education

Are community college instructors prepared to teach students with learning disabilities?

Community colleges continue to play an important role in providing vocationally-oriented post-secondary education in Ontario. Amongst today's college students are an increasing number of students with diagnosed learning disabilities (LD). There is a clear paucity of research in the area of community college instructors' knowledge and attitudes towards students with learning disabilities. This study is a Master's of Education research project that is currently in progress. It addresses the question "Are community college instructors prepared to teach students with learning disabilities?" Full and part time instructors at a large community college in south-western Ontario will be invited to participate in a survey and follow-up interview with the goal of clarifying teachers' knowledge, attitudes and skills in teaching students with learning disabilities. The information gathered from this study may benefit instructors by clarifying their professional development needs. It may also assist college administration in understanding the training needs of instructors and ultimately may provide students with learning disabilities increased support opportunities and success strategies in this post-secondary education environment.

Ron Hansen, Catharine Dishke Hondzel, Beatrix Bocazar,   **Poster Presentation**
Andrew Colgan, Kathryn Hansen, and Kathleen Schmalz

Human ingenuity comparative study:
Canadian and Norwegian results of the Torrance test of creative thinking

The goal of Western's human ingenuity project (Hansen, 2008) was to identify the characteristics of innovative people working in the trades, technical professions, and engineering. It aimed to identify the source(s) of innovative traits and better understand which experiences, inside and outside of the workplace, play a role in the development of inventive people. Using that framework, this research further explores the

role of the environment in fostering and nurturing creative potential. By examining two similar countries with contrasting educational philosophies, the evidence gathered allows more questions to be asked about the role of culture and formal education in the development of creative potential and innovative ideas.

Brahm Cameron Harrison, M.Ed., **Roundtable Presentation**
Policy—International Comparative Education

Researching impacts of the international experience: Assumptions, critique, possibilities—
The education of a cosmopolitan teacher

The goal of this study is to collect and analyze the stories of Canadian (qualified) teachers who have taught overseas then returned to Canada so as to understand how (if at all) these experiences inform their understandings of themselves as teachers and their desired pedagogies. What unique dispositions, perspectives, methods, challenges (and the like) do teachers with overseas experience bring to Canadian classrooms? Some questions I am exploring include: What are the stories of Canadian teachers who have taught overseas then returned to Canada? How (if at all) have these experiences informed their understandings of themselves as teachers and their desired pedagogies? What unique dispositions, perspectives, methods, challenges (and the like) might teachers with overseas teaching experience bring to Canadian classrooms? Finding a teaching job is becoming more and more difficult; however, a new sector is on the rise. Teaching in international locales offers teachers an alternative. With my study of teachers working overseas I would like to ask the following question, how are overseas experiences affecting new teachers in the Ontario and Canadian contexts. How do these experiences inform their practices as teachers and how do students benefit from a teacher with more international experiences than others? Education is a process of learning from one another, how does the pedagogy of one country affect another. Teachers are ambassadors of different education systems and through learning in new environments become better teachers. Through examining the Cosmopolitan nature of learning, I intend to find out if teachers working overseas are in fact better prepared to meet the complex needs found in Ontario classrooms today.

Laura Hogarth, PhD., Educational Psychology/Special Education **Roundtable Presentation**

Understanding relational bullying behaviours in girls from age eight

Bullying in schools has escalated; it is estimated that 160 000 students stay home every day in fear of being bullied. The bullying programs currently being implemented in schools do not appear to be as effective as desired. The reason appears to be that most bullying programs focus on victims with little of the focus on understanding bully's behaviour or on addressing relational aggression which has been found to be the primary method of bullying for girls. Most research has focussed on physical bullying engaged in by boys. Research on relational bullying, which is primarily psychological and therefore difficult to detect, has received little attention. This study will examine the development of relational aggression primarily from an evolutionary perspective. Resource control theory (Hawley, 2003a) views inter and intra group competition as aggressive strategies to gain power, dominance, and access to ingroup resources. This evolutionary theory also addresses how bullies' use social manipulation as a pro-social strategy. Due to the evolution of moral judgment enabling humans to override innate drives, two other theories including social cognitive theory of moral agency (Bandura, 2002) and social cognitive development theory (Slaby & Guerra, 1988) will also be considered in the process of this study. Data from multiple, single subject case studies (n=18) and focus groups will be collected and analyzed from a grounded theory perspective. If researchers and educators can better understand bullies' perceptions of why they engage in bullying, then intervention programs can be better designed to remediate the issues.

Hondzel, Catharine Dishke, Adrienne E. Sauder, Wendy A. Crocker, PhD.

Poster Presentation

Narratives of self-perception and group identity in teacher candidates with tattoos

This research investigated social role understandings and group identification of teacher candidates with both visible and non-visible tattoos. Using a mixed methodology involving both standardized survey instruments and semi-structured interviews, 57 participants completed measures of personality and social consciousness orientation. Seventeen of the participants were purposefully selected to participate further in semi-structured interviews. During these conversations, teacher candidates narrated their unique stories about being tattooed in an appearance-driven social culture, and discussed the role that being tattooed did or did not play in their lives as novice teachers. The findings of this study are discussed with reference to themes of self-confidence, conscientiousness, and identity, in addition to the decisions made by the participants to expose or conceal their tattoos.

Jennifer Ingrey, PhD., Equity and Social Justice

Oral Presentation

Researcher as witness, as outsider

Thinking about gender fluidity and gender non-conformity within educational spaces, on many an occasion I am asked how I, as a non-transgender person, came to be interested in such a research area. Despite the fact that I separate myself from my work, choosing not to think of it as a form of therapy or autoethnographical pursuit in self-knowledge, I know that my privileged status as one who inhabits 'normative spaces' (Linville & Carlson, 2010) affords me emotional distance. I do not have to live my work; I can escape it unlike many of my research subjects. Serving to further intellectualize my work, I use transgender as a metaphor to justify how gender should be rethought/restructured for all gendered bodies, which also serves as a point of access into the field. But in many ways, my personal history must have some influence on my research direction. Certainly, I am encouraged to know that my enthusiasm remains intact, even after years of doing gender research. In anticipation of conducting my doctoral work, I have thus begun to reflect on my own researcher position as an outsider in transgender politics, as a witness to others while negotiating the tensions between self and other inherent in the research relationship.

Bill Irwin, PhD., Policy Studies

Poster Presentation

Public school closures in Ontario: A case of conflicting values?

In response to financial pressures and declining school enrolments, the Ontario provincial government in 2006 developed a new policy on school closures that established specific criteria to determine the value of a school to a community and required every school board to involve the local community in any school closure decision. Despite these provisions, the implementation of this policy at the local level by school boards created anger and active resistance from parents, students and other community members. Focussing on two school closures within an Ontario school board, and using ethnographic methods, this study explores how one board implemented the provincial policy, and the impact this implementation had on those directly affected. Informed by debates on neoliberalism and on communitarianism, this critical policy-in-practice analysis of school closures provides a detailed case study of policy development and implementation. By examining how school closure policies are actually implemented and how these policies affect the people and communities involved, this study contributes a new dimension to the school closure literature which, to date, has focussed largely on providing advice to board administrators and trustees on how to ease the school closure process. At the centre of my analysis is the interplay between public policy and community, particularly how the values of key institutional decision-makers shape the

agenda and its delivery, and what values shape the responses of local community members. I demonstrate how the dominant policy paradigm based on adherence to neo-liberal economics and new managerialism is adopted by school boards in their decision-making practices and underlines the conflict between institutional imperatives and community wishes. The research reveals a deep and divisive institutional-community dichotomy where the social purposes of the local school as defined by the community are in constant tension with the school board's economic and fiscal policy purposes.

Andrew Judge, PhD., Aboriginal Studies   **Oral Presentation**

Ji-bmoseyaanh Nokomis gii-bmosed (Following in the footsteps of my Grandmother)

Guiding the lifestyle of the Anishinaabe is a doodem (clan) system and kinship network. This sociopolitical doodem system and their corresponding kinship networks define Anishinaabeg lifestyles and the greater society in which they live. Designated by an animal or manido (spirit) totem, this system allows the Anishinaabe to be an influential and potent force in several Great Lakes regions and beyond. Understanding their system requires knowledge of many separate, but interconnected parts, such as the Anishinaabemowin language, physical landscapes, the oral tradition, artistic representations of doodem identities depicted on scrolls and hieroglyphs, physical traits such as hunting and harvesting foods for survival, connections between humans and other-than-human beings, and the heart of it all, the spiritually centered Anishinaabeg worldview. The doodem system and their and corresponding kinship networks is dependent on the four seasons, thirteen nokomis giizis (grandmother moon) cycles, several animals, both harsh and rewarding landscapes and waterways, inanimate and animate beings, manido (spirt), and enumerable other parts, all of which, in the traditional worldview are perceived as sacred and functioning in harmony. The animals and manido that make up the doodem system ensure survival for the Anishinaabe, by providing sustenance and guidance in life. Doodemag (clans) a sacred part of every Anishinaabe person never to be conquered or exploited. Doodemag are extended parts of Anishinaabeg identity, and blood family relations requiring the upmost admiration and honour.

Katie Knowlton, M.Ed., Educational Psychology/Special Education   **Oral Presentation**

Student perspectives of misbehaviour

Classroom management (CM) can be described as the methods and strategies teachers employ to maintain a classroom environment that is favourable to learning and student success. Sadly, it is likely that problems with classroom management contribute significantly to the problem of student misbehaviour in the classroom, which ultimately undermines student learning (Lewis, Newcomer, Trussell & Richter, 2006). Recent research in classroom management and student misbehaviour has focused on teacher perspectives with little attention paid to student perspectives. Understanding how student misbehaviour negatively affects students' learning and development in the classroom is necessary in order to develop behavioural intervention programs that are effective in eliminating problem behaviour. Understanding how students view their own ability to control and maintain their own behaviour (i.e., their behavioural self-efficacy) will help educators to maximize student learning and to create a positive experience for students in school. The proposed study will examine the effects of disruptive classroom behaviour from a student's perspective, which is consistent with student-centered approaches to educational theory and practice.

Allyson Larkin, PhD., Equity and Social Justice   **Poster Presentation**

Postcolonial perspectives on the impact of international service learning interns on local communities:
A case study in Mwanza, Tanzania

As universities expand opportunities for undergraduate students to gain international experience, interna-

tional service learning has emerged as one of the most popular pedagogies for engaging students abroad. This is dissertation research that will produce two case studies: one, case study that explores the implications and impact of ISL students on the Mwanza, Tanzania community wherein they work and, the second, a critical policy analysis of the university policy that governs ISL programming.

Christopher Lyons, PhD., Policy Studies   **Oral Presentation**

Blending the analytic tools of conceptual analysis and critical discourse analysis for textual interpretation: Philosophical textual analysis

The purpose of this paper is to provide a framework that blends the methodological tools of conceptual analysis with the tools of critical discourse analysis as textual analysis. Conceptual analysis is also known as analytical philosophic inquiry and linguistic analysis. The linguistic and conceptual structures that underlie reality are considered the data. Discourse analysis is treated here as primarily a mode of qualitative analysis aimed at textual interpretation. Textual interpretation is an essential component of discourse analysis as texts are treated not merely as words and sentences, but as dialectically related elements of a social, cultural, and historical process. This mode of critical discourse analysis is best used in concert with other methodological techniques and resources, such as the analytical tools of conceptual analysis. The analytic techniques of conceptual analysis lend clarity and focus to the use of terms in any project. Philosophical and analytic inquiry employ sets of general rules about the approach being taken to ensure the inquiry is systematic and rigorous. The methodological approach described in this paper will provide the foundation for inquiry into various research problems and provide a guiding set of rules for the analysis of textual data, particularly for policy studies.

Christopher Lyons, PhD., Policy Studies   **Oral Presentation**

Re-conceptualizing the liberal arts for modern society: Discourses and frameworks

The purpose of this paper is to present the problem of the liberal arts in the context of higher learning in modern society. The liberal arts have fallen into ambiguity in the face of pressures arising from the demands of the emerging globalized knowledge economy. The crisis that the liberal arts have fallen into represents a serious concern for higher education in Canada and around the world. Professional, applied, and technical programs that are intended to initiate people into the complex tasks of modern society are growing. This paper will present four different frameworks that are aimed at re-conceptualizing and re-configuring the liberal arts in the context of contemporary higher education policy. These different frameworks are a product of historical accretions that have their roots in ancient influences. The knowledge that characterizes the liberal arts is important regardless of chosen career path and the ability to communicate clearly and effectively is something all employers' value. By presenting the key themes and conceptual structures that underlie the different historical traditions of the liberal arts, the possibility for creating a new framework that meets the needs of modern society and the globalized knowledge economy can be considered.

Aruba Mahmud, M.Ed., Curriculum—Art focus   **Oral Presentation**

Moving beyond the 'Mosqueteria'

I will present a qualitative case study of the media and public reaction to weekly congregational Muslim prayers held at a Toronto area public Middle School. The motivation for this research lies in the fact that these prayers were taking place for 4 years, without incident, until they suddenly became the subject of widespread media attention. A right-wing blogger first "broke the news" about the prayers and the story was then picked up by mainstream news media outlets in June of 2011. The longevity and intensity of

this media coverage of the prayers, labeled as the "Mosqueteria" by some news outlets, and the ensuing public debate (including protests at TDSB offices), are particularly of interest and concern. This research questions how and why the prayers became the source of so much controversy, and what, if any, affect this media and public reaction has had on the school community. Eight qualitative interviews were conducted, along with a critical analysis of the content of both the news coverage (print and television media) and the public objections to the prayers. The results reveal the persistence of post-colonial stereotypes and prejudice towards Muslims and Islam in media and public discourses, as well as a startling disconnect between the school community's positive views of religious accommodation, and the public's negative perception of them, particularly when Muslim students are involved.

Abdul Malik, PhD., Curriculum Studies   **Roundtable Presentation**

Understanding Finnish students' consistent high achievements in Programme for International Student Assessment (PISA) mathematics literacy exams

The Programme for International Student Assessment (PISA) is an internationally standardized assessment system that is administered to 15-year-olds in education programs. PISA claims to measure students' knowledge and skills in the area of reading, mathematics, and science (OECD, 2009). The consistent success of Finnish students in the last four PISA surveys (2000 -inauguration, 2003, 2006, and 2009) created a sensation in both the educational and political worlds. It is interesting to note that assessment in Finnish schools is strictly from their teachers and not from standardized testing. If the Finnish education system discourages standardized testing then how they are performing well in PISA? Moreover, after the Fifth grade, the law prohibits numerical grading in order to prevent student competition (Chung, 2009). On the other hand, Finland continually participates in PISA surveys. It is also believed that in 1996, a group of British visitors observed in Finnish schools that teachers use both traditional and conservative approaches in their classrooms (Chung, 2009). It is also interesting to find out that using such teacher-centered methods how Finnish students are able to apply their mathematical learning and skills to solve real life problems in PISA exams. Limited research has been done in this area. My PhD thesis aims to understand and examine such issues. The purpose of this study is to investigate the approaches that Finnish mathematics teachers are using in their classrooms, the nature of the classroom tests they are using, and how their test questions align with PISA mathematics test items. I will use a qualitative methodology utilizing interviews and document analysis. To support this approach, I will incorporate statistical data as needed. Theories of testing and assessing mathematics will serve as my theoretical framework.

Jennifer McAlpine, M.Ed., Educational Psychology/Special Education   **Roundtable Presentation**

Social skills and personal development in the dramatic arts

The purpose of this study is to investigate whether a community-based drama program for adults with disabilities enhances their perceived social and personal development. The development of this study is based on the mixed results produced by traditional social skills training programs (Bellini, 2011; Hall, Dineen, Schlesinger & Stanton, 2000; Rao, Beidel & Murray, 2008; White, Keonig & Scahill, 2007) and the need for alternative methods. Recent research explores whether the arts can be utilized as an alternative to traditional programs to aid in the social development of individuals with exceptionalities (de la Cruz, Lian, & Morreau, 2011; Duffy & Fuller, 2000; Got & Cheng, 2008). This study will differ from previous studies in that it will use two forms of triangulation, including data triangulation and methodological triangulation (King & Horrocks, 2010). For this study, data triangulation this will involve obtaining data from participants, parents/guardians, and staff of the drama program. Methodological triangulation will include the

use of questionnaires, interviews, and observations. Data sources for each participant will be triangulated to provide a 360 degree perspective as to whether the program has caused any changes. Using empirical methods, we can gain insight into whether this drama program has improved the quality of life of its participants, and determine whether additional resources are needed to provide more of these programs in schools.

Holly Carol Parkinson, PhD., Curriculum Studies   **Poster Presentation**

Other duties as assigned:

The hidden work of reading and writing assessments in two primary classrooms

This article presents findings from a qualitative investigation into the literacy work of two Ontario primary teachers. Informed by the writing of Dorothy E. Smith, we construe the literacy curriculum as a social accomplishment, the product of many people's work. Through a critical examination of field notes and teachers' accounts of their work, we explicate ways in which required reading and writing assessments were mediating a hidden curriculum. We define hidden curriculum as beliefs, values, and attitudes that are forwarded to students as part of the overall school culture but not explicitly stated in curriculum documents. Specifically we discuss a paradoxical finding that both teachers organized their literacy curriculum in ways that facilitated the collection of assessment data, yet neither teacher explicitly employed assessment data when making pedagogical decisions and neither teacher mentioned assessment work when describing her school's literacy curriculum.

Francillia Paul, M.Ed., Educational Psychology/Special Education   **Poster Presentation**

The experiences of black international Caribbean students at a Canadian university

My research examines the experiences of four Black International Caribbean students from a Canadian university in the context of internationalization. Presently there is limited data on the experiences of this category of students studying at Canadian universities and my research seeks to fill this gap in the literature. My research draws on an anti-racist theoretical perspective to help understand and explain how these students view their cross-cultural experiences and how the process of internationalization impacts on these experiences and their decision to study in Canada. I will investigate the students' cross-cultural experiences by examining the factors that affect their learning and interactions in and out of the classrooms and provide an in-depth analysis of how such experiences can impact on their academic success. The perceived experiences of the students should serve as a tool for addressing their needs in a Canadian context. A qualitative case- study involving semi-structured interviews will be employed as a means by which to gather data and to provide insights into the perceived experiences of this specific student population. The students' responses will be analyzed using emerging themes based on an anti-racist theoretical perspective. The findings of my research will provide valuable information regarding the students' cross-cultural adaptation and communication in a multi-cultural higher education environment. There is also need to understand the students' perceptions of internationalization policies at the university level and to explore the factors that influenced their decisions to study in Canada. The students' responses to the specific interview questions will provide vital cues as to whether the university is meeting the needs of its diverse student population. The students' perceptions of whether they are being catered for will provide a tool for assessing the university's thrust towards internationalization.

Jennifer Pearce, M.Ed., Educational Psychology/Special Education   **Oral Presentation**

Volunteering in schools by newly certified, unemployed teachers

Purpose: This paper investigates how unemployed teachers understand their volunteer work. Specifically,

it considers how unemployed teachers learn from volunteering and how volunteering assists unemployed teachers with access to teaching. Background: The labour market for teachers in Ontario is currently enduring a surplus, leaving many new teachers un- and under- employed. For graduates in the 2009-2010 cohort, wait times continue to grow, extending as long as five years in some cases to find regular, full-time employment (McIntyre, 2011). As a result, certified teachers are using various strategies, including volunteering, in order to compete in the job market (McIntyre, 2011). This submission outlines findings from the study of this particular phenomenon. Perspectives: This study follows the path paved by the WALL project (Centre for the Study of Education and Work, n.d.), most notably from the project associated with unpaid volunteer work. That is, it seeks to gain a better understanding of the learning dimension of volunteer work (Duguid, Slade, & Schugurensky, 2006b) by examining the learning processes, outcomes, and the relationship between formal, nonformal, and informal learning (Duguid, Slade, & Schugurensky, 2006a). Methods: This qualitative study takes the specific example of unemployed teachers who volunteer in schools and, using interviews, provides rich information about the volunteer experiences of these teachers.

Natashya Rae Rice, M.Ed., Policy/Curriculum Studies   **Poster and Roundtable Presentation**

In what ways do teachers experience the PEDL policy?

In an attempt to gain a better understanding of the process of educational policy in technology from a macro-policy and micro-policy perspective and the resulting impact on teachers, the following question evolved: In what ways do teachers experience the PEDL policy in the learning environment? The subsidiary questions include: 1) To what extent does the teacher experience the PEDL policy when implementing the PEDs as an instructional tool? 2) To what extent do teachers attribute the use or non-use of PEDs for learning to the PEDL policy? 3) How may the design of PEDL policy improve the implementation of PEDs for learning? In determining the best approach to research the impact of PEDL policy on teachers in the learning environment, it was decided that two conceptual frameworks, each with a different epistemological stance, would assist in the data collection process while grounded theory would be used to generate theory. Combining Levin's (2001) stage theory and Tan's (2009) variation theory will provide the reader with a more complete understanding of PEDL policy, as well as the more general interactive process of policymaking. The aim of this thesis is to provide guidance for two educational groups -- the educational policymakers and the educational professionals.

Ricardo Scucuglia Rodrigues da Silva, PhD., Curriculum Studies   **Poster Presentation**

Experiencing surprises through students' digital mathematical performances

In my doctoral research I investigate how elementary school students communicate mathematical ideas using both the performance arts and digital media. Specifically, I am analyzing students' digital mathematical performances available at the Math + Science Performance Festival (see www.MathFest.ca). By conducting qualitative case studies, I am interpreting ways the audience may experience new/wonderful/surprising ideas. In this poster I present two cases to highlight conceptual mathematical surprises. The cases are: (1) Geometrical Idol and (2) Little Quad's Quest.

Ricardo Scucuglia Rodrigues da Silva, PhD., Curriculum Studies   **Oral Presentation**

Surprise me mathematically through your multimodal text

In order to investigate the nature of students' multimodal texts in which they use the performance arts to communicate their mathematical learning, I have been exploring surprises the audience may experience

through students' digital mathematical performances (Gadanidis & Borba, 2008). In this presentation I discuss a qualitative case study that offers ways of seeing the new/wonderful/surprising in mathematics. I locate myself as a sociocultural/postmodern interpreter (Ernest, 2004) and then I see students' digital mathematical performances as multimodal texts/narratives (Kress, 2003; Walsh, 2011). I use Boorstin's (1990) categories of what makes good movies to analyze the narrative. The performance Little Quad's Quest offers conceptual mathematical surprises because students explore multiple representations, connections between properties of quadrilaterals, how they fit in many categories and in the world around them. This study contributes to the genesis of the multimodal matheracy.

Allison Segren, PhD., Equity and Social Justice   **Poster Presentation**

Equity for/or excellence: The implementation of equity education policy in Ontario

In 2009, the Ontario Ministry of Education (OME) mandated that school boards develop and implement equity education policies, as specified in Policy/Program Memorandum No. 119 (2009).There is an urgent need to investigate how PPM No.119 is being implemented in school boards across Ontario to bridge the gap between equity policies and educational practices that perpetuate racism, sexism, classism and other forms of oppression. A critical approach to education policy research issued to understand the intended effects of the policy, the actual effects it produced, and how these unintended consequences legitimate and reproduce social inequities. Critical Policy Analysis situates local policies within larger processes associated with the neoliberal reform agenda, including the system of accountability and evidence-based policy approaches. I select one school board as a qualitative case-study to gain an in-depth understanding of the implementation of PPM No. 119 using discourse analysis, document analysis, and semi- structured interviews.

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

construct / i / on

Mixed medium on canvas. An exploration of social self construction.

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

Values allocation, ideological framing, and construction of citizenship:
Tracking the flow of character education

In recent years, the US and Canada have experienced a revival in character education throughout elementary and secondary schools. The resurgence of many such initiatives has been described as a response to fears over perceived decline in academic achievement and performance, increased 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; Kohn, 1997; Sears & Hyslop-Margison, 2007). The US inception of the *Character Education Partnership* (CEP) and the *Character Counts! CEP Movement* at the 1992 Aspen Summit Declaration on Character Education (CEP 1992; Josephson Institute, 1992), have not only served to inform the *No Child Left Behind* legislation (NCLB Sec. 5431, 2001)—CEP researchers and members of the CEP board of directors have also been at the forefront of the development of Ontario's character education policy, *Finding Common Ground: Character Development in Ontario Schools K-12*, or FCG (Ontario Ministry of Education, 2008; Anderson, 2010). I begin by tracing the influence of the CEP as a policy network affecting character education within the US and Canada. Focusing on the ideological role of character education policy, I propose a framework for the analysis of its core ideological functions, namely: the normative framing, prioritization, and allocation of values as supported by dominant discourses and interests; the construction of a particular,

ideologically imbued conception of the 'good citizen'; the naturalization of values and belief systems which shape students' socio-political attitudes, students' perceptions of their current context and future possibilities accordingly.

Eugenie Steyn, M.Ed.,   **Oral and Roundtable Presentation**
Educational Psychology/Special Education

An exploration of factors associated with progress on an intensive behaviour intervention program for children with autism

Outcomes of children with Autism Spectrum Disorder (ASD) who participated in Intensive Behaviour Intervention (IBI) will be examined. Progress on an IBI program as measured by The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) will be evaluated to identify intervention success and limits. This assessment includes 170 milestones skills balanced across 3 developmental levels, 24 common learning and language barriers faced by children with ASD, and transitional skills identifying whether a child is making meaningful progress which will be investigated to determine their influence on child outcome. Much variability has been reported with IBI programs for children with ASD. Lechago and Carr (2008) stated that the complexity and intensity of IBI make it difficult to fully report on all critical aspects of the independent variable and studies have been criticized for not always providing clear, explicit and comprehensive treatment procedures. The concern here is that not all children benefit from IBI. To further investigate this, the present study will provide a more detailed analysis than is typically done, focusing on one IBI program in an attempt to identify variables which may account for the non-responsiveness of some participants. This may help practitioners identify areas that can be improved to as to help children that are not progressing well. At present the VB-MAPP lacks extensive psychometric properties. Rational and justification for using the VB-MAPP will be examined with a perspective to validating the VB-MAPP for clinical use.

Donna Swapp, PhD., Policy—Leadership   **Oral and Poster Presentation**

Exploring a school principal's work in contemporary times

Popular literature on school administration abounds with scholarly and theoretical assumptions regarding 'successful' principals. However, current empirical scholarships into the nuanced nature of the principalship are rare. In this research, I employ a mixed methodology of observations and interviews to probe the contextual reality of a school principal's work. In particular, I use time sampling to record the number and frequency of tasks, actions and behaviours of a school principal, and then interview him to discuss the nature, purpose and challenges of this work. This mixed framework offers a superlative approach in capturing a more accurate and meaningful picture of the current work of a school administrator in Ontario. This exploratory research seeks to examine the work practices of a school principal, investigate the influences on such practices, and explore the challenges a school principal faces in his work. The data collection process is underway and participants are one school principal and four other people with whom he frequently interacts. The presentation will unfold through an exploration of the research questions and methodological framework, an examination of preliminary findings, and a discussion of the implications of this research for the study and practice of school administration within an Ontario context.

Ali Khorsandi Taskoh, PhD., Policy Studies   **Poster Presentation**

A critical analysis of equal education rights and opportunities to all: The case of Iran

The right to education and equal educational opportunities for all has been considered a 'universal entitlement'. Almost everywhere in the world, the main goal of a successful education system is to provide equi-

table educational opportunities to members of society to enable them to accomplish their diverse needs and interests. This book chapter provides a brief description and critical analysis on the status of educational opportunities and access in Iran. It focuses on two dimensions of 'quantitative' and 'qualitative' educational opportunities to all. The main questions are: Are educational facilities and resources allocated equally to students from different social classes, gender and minority groups in Iran? If not, why, and what comprehensive policy can be formulated/devised to promote equitable educational opportunities and access for all in Iran? Keywords Education, Critical Analysis, Equal Educational Opportunities, Social Classes and Groups, Iran. Published paper in an edited book (2011).

Mithila Vidwans, PhD., Applied Linguistics   **Oral Presentation**

Examining the vocabulary of science: A corpus analysis based on the principle of text coverage

Research shows that each subject has its own specific language which all students must acquire in order to succeed in academics. Hence, in addition to studying the vocabulary of English, English Language Learners (ELLs) must also become well versed in the lexicon of different subjects. This mixed-methods study examined the nature and frequency of scientific vocabulary encountered in High School. The theoretical framework for this study has come from Corpus Linguistics. A Science textbook used at the 10th-grade level and transcripts of teacher-fronted lectures on three occasions made up the corpus used for this study. Results from the corpus analysis showed that approximately 15% of the lexicon from the total corpora was scientific. The analysis of the scientific vocabulary gave rise to six lexical classes that emerged with varying proportions between the written and the spoken corpora. Complexities within the lexicon as realized from this study reveal that scientific vocabulary forms an extensive portion of the total corpus and its explicit instruction is extremely important for all students, especially ELLs.

Jamie Warren, M.Ed., Counselling Psychology   **Poster Presentation**

First Nations youths' experiences with wellness: A Four Directions approach

First Nations youth are a growing population at risk for multiple outcomes that affect their well-being. The effects of colonization and the residential school legacy continue to impact First Nations communities today, creating a cycle of intergenerational trauma to affect the next seven generations. As First Nations youth are at a social and economic disadvantage for maintaining balance in terms of their well-being, the purpose of this research is to identify through the Medicine Wheel teachings what youth see as the contributors to well-being, their vision for well-being, and ways to achieve their vision. Using an ethnographic approach, the results will describe the reality of wellness amongst First Nations youth in a holistic, cultural view. The researcher will conduct face-to-face interviews with First Nations youth in a remote First Nations community in Northern Ontario.

Bailing Zhang, PhD., Equity and Social Justice   **Oral Presentation**

Rethinking brain circulation and Chinese diaspora: A critical analysis

This article examines the problems and possibilities of international human capital flow through a postcolonial lens. Through examining China's outflow of human capital and the Chinese diaspora, it explores how disparity issues at the contemporary age of globalization have prevented a more effective brain circulation from taking place. To address these issues, this article argues, will be an indispensable step towards fostering a global human capital circulation and knowledge exchange.

Thank you!

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