The 2013 Robert Macmillan Graduate Research in Education Symposium

Thursday, April 18, 2013

Presented by the Graduate Students of the Faculty of Education, Western University

Dedication

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

- Margaret Mead

One of those thoughtful, committed people was Dr. Robert (Bob) Macmillan, Associate Dean of Research and Graduate Programs at the Faculty of Education until 2011-2012. Bob was a passionate community builder and champion of graduate students. In 2009, Wendy Crocker, Xiaoxiao Du, and Jordana Garbati were the co-chairs of what is now the Doctoral Seminar Series. Dr. Macmillan scheduled a monthly meeting with the trio to meet and discuss not only the seminar, but also strategies for connecting Doctoral candidates and Masters' students with the activities of the faculty. The idea of a research symposium was born at one of those meetings. With Wendy, Xiaoxiao, and Jordana as the steering committee and a dozen enthusiastic, hardworking volunteers to address the myriad of details, the inaugural **Graduate Research in Education Symposium** was held in April 2009. The graduate research event continued, and grew, even after Bob left Western for the University of Manitoba to take up the post of Dean of Education. He may have been miles away in another province, but "Dr. Mac" was still connected with students in the Western graduate community.

The relationship that Dr. Macmillan had with many of the graduate students was evident from their reaction to the news of his sudden passing in September, 2012. We, the Masters and Doctoral students, have struggled to find a way in which to recognize his contribution to Graduate Education in a meaningful way. The decision to dedicate and rename the Graduate Research in Education Symposium in his honour seemed fitting.

Tonight, another small group of thoughtful and committed people have organized the **first Robert Macmillan Graduate Research in Education Symposium**. As the tradition of the graduate research symposium goes forward, it will honour the man who ensured that the work of fledgling researchers was recognised and supported. Long may your legacy continue, Dr. Macmillan!

Welcome

In Education, we embrace the notion of apprenticeship – sustained opportunities for our research-intensive graduate students to work with their peers and faculty. We believe that these experiences will orient you toward the process of inquiry, provide a context for developing professional, mentoring relationships, and launch you on a trajectory that will engage you in scholarly practices that will sustain you through your own research work and on into the scholarly community as educational researchers.

The Robert Macmillan Graduate Research in Education Symposium is one of the ways the Faculty of Education supports its students in acquiring and refining the knowledge, skills, and competencies you will need to actively engage in knowledge transmission and dissemination. Importantly, this event will also foster engagement with others involved in research and give occasion to engage and receive extensive feedback through interactions and discussions with your peers and faculty. I am incredibly proud of the accomplishments of each of our future scholars who will be presenting at this important event. My sincere thanks also to the organizers of the event – you also "did us proud".

Congratulations!

Dr. Vicki Schwean
Dean
Faculty of Education

Greetings

Welcome to the Robert Macmillan Graduate Research in Education Symposium – we are so glad you could join us! This Symposium, organized by a committee of graduate students at the Faculty of Education, provides a wonderful opportunity to showcase the research of our emerging

Dr. Pam Bishop
Associate Dean
Graduate Programs

Dr. Susan Rodger
Associate Dean
Research

scholars, engage graduate students in essential skill development, and nurture the spirit and practice of research. There are a wide range of sessions waiting for you at the Symposium, and we hope you take advantage of each opportunity to listen, discuss, question and provide valuable feedback about the work to the presenters.

This year the Symposium honours the memory and spirit of Dr. Bob Macmillan, a beloved mentor and muse to many students, faculty and school leaders. His guidance, support and leadership serve as a model for us all and we hope that in the course of your participation in the Symposium, you are inspired by these qualities of such a compassionate, engaged and committed member of the academy.

This event is more than a research symposium; it is an opportunity to connect, a way to reach out to others who share the commitment to excellence in research, a chance to stretch and grow within a supportive community of scholars, and a time to reflect on the meaning of the work we do. We want to recognize the exemplary efforts of the Symposium Organizing Committee, who have been hard at work since last year's event to put together a truly special Symposium. Please enjoy it all, and join us in an expression of appreciation for the hard work done by the Organizing Committee.

Thanks for joining us - it's going to be great!

Pam and Susan

Panel Discussion

Beyond the Academy—
What can I do with a Graduate Degree?

Graduate students come to the academy with many different expectations, goals, and ambitions regarding what they would like to do after they have graduated. Many students have express desires to not work within the academy once they are finished with their studies, while others realize the possible difficulties inherent in finding a tenure-track position in their respective disciplinary fields.

What, then, can you do with your graduate degree(s) if working within the academy is not what you can or want to do?

This panel is designed to expose graduate students to four individuals who have leveraged their graduate degrees to work in areas outside of the academic world. From governmental to private sector to entrepreneurial endeavours, these individuals have an abundance of experience and wisdom to share with our students and to assist them in realizing options in terms of employment and the utilizing of skills earned while in graduate school.

Panelists

BRADLEY CORBETT

Dr. Bradley Corbett is a resident of London, Ontario. He works as a Research Analyst for Statistics Canada and manages the Western University Research Data Centre. He also holds the position of Adjunct Research Professor, Information Systems, at the Richard Ivey School of Business. Before coming to Western Dr. Corbett worked at the Canadian Research Institute for Social Policy in New Brunswick and the Niagara Regional Health Unit. His PhD is in Education Studies and his research has focused on child development, population health and inequalities in access to information and communication technologies. Brad has worked with governments at every level, NGOs such as the Canadian Cancer Society, and for profit corporate entities to effect change in health and education policy outcomes throughout Canada.

DORIS MCWHORTER

Doris McWhorter is the Director of the Ontario Ministry of Education's Education Research and Evaluation Strategy Branch, and is responsible for leading the ministry's research and evaluation strategy, the Brian Fleming Research Library and the records management unit. Doris has championed research capacity building and collaborative partnerships with education stakeholders across the province as past co-chair of the Ontario Education Research Panel, past President of the Association of Educational Researchers of Ontario, MISA Leader and research officer. She has a particular interest in building school board capacity to access and apply research based knowledge in classrooms and schools as well as board and system capacity for evidence-based decision-making.

Doris's experience spans the classroom, school, district and provincial levels of the education system. Prior to her career in education, Doris worked nationally and internationally as a consultant in human service training and program evaluation. She has a B.A. in Psychology (Magna Cum Laude) from St. Mary's University, a B.Ed. and M.Ed. from Queen's University.

ELIZABETH COULSON

Liz Coulson holds a PhD in Education from Western University. Her research interests include: Financial Literacy, Instructional Technologies and Diversity and Equity Studies. A scholar and instructor in the Initial Teacher Education program at OISE, UT, Dr. Liz Coulson is also an entrepreneur. She has blended her business and academic skill sets to develop a successful consulting firm that focuses on curriculum development and instructional technologies. Her work strategy centres on building strong teams and sharing opportunity. She serves clients in the corporate, non-profit, and government sectors.

SANDRA KIVIAHO

Sandra Kiviaho is the Senior Policy and Organizational Development Advisor at the Canadian Hunger Foundation (CHF). Sandra is responsible for policy development, supporting strategic decisions, and knowledge management. For ten years, Sandra has managed the development of CHF's Global Education program as it grew from a small-Ottawa based initiative to a national, volunteer supported program. In this role, she has developed educational resources, and provided hundreds of trainings and workshops to various audiences. She also oversaw the organization's Communications, Public Engagement and Global Education programs as the Director of Public Engagement.

Sandra has a Master's Degree in Education with a focus on teaching, learning and evaluation from the University of Ottawa, a Bachelor's Degree in Social Work from Carleton University and a Certificate in Management Skills from the Sprott School of Business.

Schedule of Events

3:30 - 4:00 p.m.   Registration (outside rm. 1139)

4:00 - 4:10 p.m.   Welcome and Dedication (rm. 1162)

4:15 - 5:15p.m.   Presentations—Round One*

5:30 - 6:30 p.m.   Presentations—Round Two*

6:30 - 7:00 p.m.   Refreshments and Poster Viewing (rm. 1139)

7:00 - 8:00 p.m.   Panel Discussion (rm. 1162)

8:00 – 8:30 p.m.   Ideas Café and Closing Remarks (rm. 1139)

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 (rm. 1139) from 8:00-8:30 p.m., and continue the conversation.

Please refer to the presenter list for the room numbers of individual oral and roundtable presentations

Presenter List

Poster Presentations (Board #)

Ani Amirmooradian Malhami (1)

Jaclyn M. Chancey &
Adrienne E. Sauder (20)

Wendy Crocker (7)

Patsy Day (9)

Colette Despagne (5)

Catharine Dishke Hondzel (2)

Kathryn Hansen (3)

Ron Hansen, Catharine Dishke Hondzel, Kathryn Hansen, Kathleen Schmalz, Frances Shamely, Brian Smith, & Beatriz Bocazar (21)

Jo Ann Iantosca (6)

Amanda Kerry (25)

Carol-Ann Lane (11)

Alicia Lapointe (12)

Le Chen (4)

Vickie Wai Kei Li (10)

Leichelle Little (26)

Pam Malins (23)

David Mara (15)

Lori McKee (14)

Fiona Meek (17)

Jessica O'Reilly (8)

Katherine Reif (19)

Jennifer Richardson (13)

Matthew Vandermeer (16)

Pierre M. Carolyne Verret (22)

Jamie Warren (18)

Bailing Zhang (24)

Paper Presentations (Room #)

4:15-5:15 p.m.

Emmanuel Chilanga (1162)

Nicole Etherington (2049)

Dru Farro (1154)

Eradah Hamad (2054)

Genny Jon (2051)

Allyson Larkin (2054)

Jacqueline Lau (1092)

Stephanie Oliver (1154)

Donna Swapp (2049)

Michael Taylor (1162)

Elizabeth Torrens (1092)

Sarah Wilson (2051)

5:30-6:30 p.m.

Dawn Fyn (2051)

Melissa Jacquart (2054)

Aruba Mahmud (2051)

Donna Swapp (2049)

Sirous Tabriz (2049)

Mark Tse (1092)

Mithila Vidwans (2054)

Katherine Vink (1154)

Christina Yarmol (1092)

Roundtable Presentations (Room #)

4:15-5:15 p.m.

Yann Benétreau-Dupin (2046)

Xiaoxiao Du (2046)

Alicia Lapointe & Jenny Kassen (2036)

Jennifer Richardson (2040)

Maya Salloum (2042)

Adrienne Sauder & Monica Caldeira (2040)

Allison Segeren (2036)

Adrienne Vanthuyne (2042)

5:30-6:30 p.m.

Gita Azad (2040)

Monica Caldeira (2040)

Adam Hill (2046)

Clara Tascon (2042)

Summer Thorp (2042)

Chloe D. Weir (2046)

Lower Level

Metered Parking

Metered Parking

Dean's Area

1010 Conference Room

Faculty Offices

Dean's Area

COURTYARD

Althouse Press

Faculty Offices

COURTYARD

Faculty Offices

Faculty Offices

1051B

1044 Main Reception

1050 Auditorium/Lecure Hall

1054 Music Room

1044A Meeting Room

1051 Stage

1053

1052 Music Room

Practice Rooms

1059 Gymnasium

Change Rooms

Accessible Washroom
Men's Washroom
Women's Washroom
Stairs
Elevator

1166 Preservice & Continuing Teacher Education

1167 McIntosh Gallery

1068 Boiler Room

Caretakers

1163 Research

1162 Lecture Hall

Faculty Offices

1158 Main Instructional Computer Lab

1163 Aboriginal Education

1100 Art Room

1105

1106

1107

1108

1159

1100A

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1109

1156 Computer Lab

PhD Study Area

Faculty Offices

1110

1154 Classroom

1141 Faculty, Staff, PhD Lounge

1139 Community Room

1131 Graduate Ed.

Prof. Programs

1092

1122

1122A

1115A

1112

1115B

1115

1130

1125

1120 Chiller Room

Centre for Research & Education on Violence Against Women & Children

PhD Area

1115C

1114 Classroom

MAIN COURTYARD

1116D

1113B

1113A

1113

1112A

Education Library

1142 Blackboard Café

1138 eLearning Resource Centre & Support Services

C B A

1135 PhD Area

Upper Level

Metered Parking

Metered Parking

Metered Parking

Coin Entry Parking

MAIN COURTYARD

Accessible Washroom
Men's Washroom
Women's Washroom
Stairs
Elevator

2063
Accessed from main floor only

2063C
2063B
2063A

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2004 Mechanical Room

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Poster Presentations

Ani Amirmooradian Malhami, PhD, Curriculum Studies

Academic literacies as documenting becoming through mixed genre texts

This study aims at answering how academics document becoming and/or capture fluidity, complexity and multiplicity through writing. Models of writing in higher education put forth by Lea and Street (1998 & 2000) do not attribute the problem of writing to the issue of how to capture fluidity, multiplicity and complexity through writing. Documenting becoming has many components to it and it is specifically about academics becoming CAP ethnographers and writing CAP texts.

Jaclyn M. Chancey, Adrienne E. Sauder, PhD, Educational Psychology/ Special Education

Do smart girls do science? Academic achievement and gender on progress down the STEM pipeline

The National Science Board has put out a call for an increase in the number of STEM innovators in the workforce. The ongoing push for quality math and science education in grades K-12 should result in increased interest and success in STEM fields at the college level. This poster explores the success of STEM majors in attracting and retaining the most academically talented students, based on student records from a large American public university.

Le Chen, PhD, Language and Literacy Education

Student voice and school improvement

Enduring assumptions of perceiving childhood as dependency and immaturity have been increasingly challenged in recent decades. Pupils need more agency, personal autonomy and individual rights and it should be a priority in education to consult young people about schooling if educators are really concerned about pupils' achievement and opportunities. My research demonstrates similarities as well as differences in terms of Chinese students depiction of their future school and their British peers' and discusses the implications for school improvement.

Wendy Crocker, PhD, Educational Studies

Here and there: Ontario and Mexico as sites of autonomous literacy for Low German speaking Mennonites

This comparative case study of the school experiences of Old Colony Mennonite students examined autonomous models of school literacy (i.e. reading and writing) across two contexts - Ontario public schools, and Mennonite school in Mexico. Preliminary findings include: recognition of a different locus of control between sites (government and church); the privileging of print; and the use of transmissional pedagogy to teach school literacy skills in both locations.

Patsy Day, MEd, Aboriginal Leadership

13 Grandmother moons poster

There was much relearning for me to do when I was finally able to return to my birth family and the Oneida community after removal due to government assimilation policies. The Haudenosaunee Peoples have an extensive history of adoptive practices and welcomed my return which allowed me to begin to heal from a long period of disconnection from the culture I was born into. Producing learning tools for others is my effort at thanking them.

Colette Despagne, PhD, Curriculum Studies

Pluralistic EFL learning approaches in Mexico: Indigenous students' experiences

Research in critical applied linguistics posits that English language learning is closely linked to identity and power. This critical ethnographic case study focuses on three Mexican Indigenous students who study English. The students are exposed to subjective realities such as discrimination, feelings of inferiority and fear in EFL classes. Findings show that by engaging in the creation of pluralistic language learning strategies they reposition themselves socially, resist the subjective experiences when exposed to English, and invest in EFL.

Catharine Dishke Hondzel, PhD, Educational Psychology/Special Education

Creative teachers/teaching creatively:
Exploring the validity and utility of the Creativity Fostering Teacher Index
The Creativity Fostering Teacher Index (CFTI; Soh, 2000) is a measure of creativity-fostering behaviours first conceptualized by Cropley (1997). This study examined the utility and validity of the Index using data collected during classroom observations, interviews with teachers and field notes, in comparison with data collected using an online survey. Measurement anomalies were identified which challenge the convergent validity of the scale. This project questions the role of observation inventories when in-depth ethnographic research is not being undertaken.

Ron Hansen, Catharine Dishke Hondzel, Kathryn Hansen, Kathleen Schmalz, Frances Shamely, Brian Smith, & Beatrix Bocazar, PhD, Educational Psychology/Special Education

Human Ingenuity Research Group:
Parental perceptions of children's creative behaviours
The purpose of the current study was to learn more about parent's perceptions of creativity, and how those perceptions relate to the ways parents choose to foster creativity in their children. This study extends earlier results (Dishke Hondzel & Hansen, 2012) which demonstrated that a child's environment, which includes: community size, national culture, school type, and parents, influence how creativity is developed.

Kathryn Hansen, MEd, Educational Psychology/Special Education

"I think we can do better": College instructors preparedness
to teach students with learning disabilities
Accessible post-secondary education depends on educators having the knowledge and attitudes to reduce barriers and provide an inclusive learning environment. This study used a mixed-method design to investigate the perceptions of community college instructors regarding their preparedness to teach students with learning disabilities. The results indicated that despite moderately positive attitudes and self-rated knowledge scores, instructors were underprepared for the task of teaching students with learning disabilities. Implications for instructor training and development are identified.

Jo Ann Iantosca, PhD, Educational Psychology/Special Education

Uniting early childhood screening and monitoring
to inform intervention practices

Early Childhood Educators (ECEs) implemented child care interventions by aligning screening tool findings from the Ages and Stages Questionnaire (ASQ) with typical developmental milestones from the Early Learning for Every Child Today (ELECT) continuum. Documenting discrepancies between the tools helped ECEs to create intervention goals and potentially fill the gap between children's current levels of development and what was considered typical.

Amanda Kerry, MEd, Counselling Psychology

Non-suicidal self-injury with girls in tertiary care:
Implications for assessment and treatment

This study examined what differentiates girls in a residential treatment program who engage in non-suicidal self-injury (NSSI) from the girls who do not. Participants included 68 females who resided at a tertiary mental health care facility for children and youth. The findings indicate no significant differences between the low, moderate, and high risk groups. However, according to the primary caregivers' reports, girls who appear to enjoy themselves are less likely to engage in NSSI behaviours.

Carol-Ann Lane, PhD, Curriculum Studies

Investigate the use of mobile technology
to influence gender equity in literacy

My research will focus on understanding boys' interests in their daily lives and use of mobile technologies that have potential for literacy value. Shortcomings exist in literature regarding normative male traits of boys and how they interact with their external environment to translate to successful literacy. I will also explore the positioning of normative males in emerging gender power dynamics which may contribute to the understanding of boys' literacy practices.

Alicia Lapointe, PhD, Equity and Inclusive Education

"I think that everyone deserves human rights 'cause we're all people": Students' motivations for joining Gay-Straight Alliances (GSA)

This inquiry draws attention to the importance of the political role of straight allies in combating homophobia and interrogating heteronormativity in schools. It was found that participants were motivated to become GSA members because they wanted to advocate for human rights and support LGBTQ people. I have emphasized how the work of allies, through their involvement in GSAs, constitutes powerful ways in which students are acting with agency to confront homophobia, and at times, heterosexist and heteronormative learning environments. There is a need for further research to explore the roles of heterosexual allies and examine the purpose of GSAs in educational institutions.

Vickie Wai Kei Li, PhD, Applied Linguistics

A border crosser's story: A look into post-secondary English language education in the Hong Kong and Australian context

Theoretically informed by Norton's (2000, 2010) work on identity and English learning, this study examines how the interactions within the participants' English classroom have shaped their learning experiences and learner identity. This presentation focuses on one student participant's (Gallie) English learning story in Hong Kong and Australia. Gallie's story shows how she constantly (re-)constructed her learner identity and meanings of English learning along her learning trajectory.

Leichelle Little, PhD, Health and Rehabiliation Sciences

Communication of genetic concepts using touchscreen technology

An instructional design has been created for a touch-screen tablet program which can serve as an interactive educational resource for students. This interactivity gives students the opportunity to manipulate and visualize otherwise intangible objects like cells and genes. This concretization allows students to see genetics as a real dynamic process and develop and understanding of the complex systems being modelled.

David Mara, PhD, Equity and Inclusive Education

Disability and the constitution masculine subjects in schools: Theoretical and methodological issues

This poster presentation highlights methodological and theoretical issues that are to be considered when investigating how boys with disabilities constitute masculine subjectivities in schools. The proposed case study is intended 1) to identify some of the structures framing the experiences of boys with disabilities, and 2) to explain how boys with disabilities constitute themselves as masculine subjects in public school system.

Pam Malins, PhD, Curriculum Studies

Elementary teachers' attitudes about addressing gender and sexual identities: An investigation of childhood innocence

This research study proposes to investigate the attitudes of teachers and parents regarding the discussion of gender and sexual identities in the elementary classroom. A mixed methods approach will be applied through the use of an online questionnaire followed by qualitative open-ended interviews with five parents and educators respectively. Through a lens of queer theory, data will be thematically analyzed with attention given to resistance to as well as support for queer pedagogical practices.

Lori McKee, MEd, Curriculum Studies

Print literacy opportunities for young children in a multimodal literacy ensemble

The advent of digital and multimodal texts in the 21st century has impacted the ways children produce and receive texts (Sanders & Albers, 2010). The change in technologies calls for a change in pedagogies, but traditional literacy practices prevail in many classrooms (Wohlwend, 2009). This study explores the "relationship between traditional, print-based literacy skills and the ´new basics´ of multimodal, multimedia text analysis and production" (Walsh, 2011, p.v).

Fiona Meek, MEd, Counselling Psychology

*A comprehensive mental health training format
for adult education teachers*

The study investigated the needs of adult education staff pertaining to students' mental health issues within a local school board. An initial focus group was conducted in order to identify general concerns and a needs assessment was then administered to the entire population of adult education teachers. Two workshops were designed for the staff based on the needs identified by the surveys. An evaluation indicated that the workshops were valuable and further training was desired.

Jessica O'Reilly, MEd, Multiliteracies and Multilingualism

Tutors tell: An exploration of trials and triumphs

Many community-based literacy organizations have come to rely upon the services of volunteer tutors. Often possessing minimal pedagogical experience, many tutors express feelings of anxiety and confusion relating to their tutoring roles, yet also characterize their work as fulfilling and impactful. Responding to a glaring lack of qualitative data gleaned directly from volunteer literacy tutors, this study will explore tutor narratives, with the ultimate goal of improving tutor training and support services.

Katherine Reif, MEd, Counselling Psychology

*The use of technology and electronic media
in adolescent dating violence*

Electronic communication has replaced traditional means of social interaction, paving the way for cyberbullying to occur. This study seeks to examine cyberbullying within adolescent dating relationships. It will address whether the consequences of cyberbullying are minimized among individuals in these relationships, the period at which it is most likely to occur in the relationship, as well as gender differences pertaining to inappropriate behaviours that are employed through the use of technology and electronic media.

Jennifer Richardson, PhD, Educational Psychology/Special Education

*Perspectives of participants in a community drama group
for adults with disabilities*

This presentation will focus on one aspect from a larger project which investigated whether a community-based drama group for adults with disabilities enhanced their perceived social and personal development. Included as participants for this study were: (a) drama group members, (b) parents/guardians, and (c) instructors of this drama program. Data collection included the use of standardized measures, questionnaires, semi-structured interviews, and observations for each case. This presentation will focus on the interviews conducted with drama group members regarding their participation in this drama program.

Matthew Vandermeer, MEd, Counselling Psychology

*Secondary traumatic stress and alexithymia in high-risk professions:
A proposal*

It is important to analyze factors associated with secondary traumatic stress (STS) as "healthy, psychologically present, and committed professionals are in a better position to offer assistance to trauma survivors than those providers who suffer from symptoms (of STS)" (Killian, 2008). This project will analyze the relationship between alexithymia and STS allowing us to inform programs designed to help prevent or treat traumatic stress in people in high-risk professions (i.e. teachers and social workers).

Pierre M. Carolyne Verret, MEd, Comparative International Education

*A comparative analysis of the implementation of Education for All (EFA)
policies in two countries: Barbados and Ghana.*

This study's goals are to analyze Education For All policies in two Global South countries, Barbados and Ghana, and compare their implementation processes and outcomes. The design is a comparative case-study based on a document analysis as data collection and analysis method, with critical democratic and post-colonial perspectives. Preliminary data showed that factors contributing to their progress towards EFA goals are multilevel and multidimensional. I hope to determine whether or not there is anything that can be learned of practical value for other countries.

Jamie Warren, MEd, Counselling Psychology

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 purpose of this study was to identify through the Medicine Wheel teachings 1) what youth saw as contributors to well-being, 2) their vision for well-being, and 3) ways to achieve their vision. Using a qualitative approach, face-to-face interviews were conducted with five First Nations youth in a rural First Nations community in Northern Ontario. Five themes emerged that were related to their experiences with wellness. Further initiatives are needed to support and empower our First Nations youth on their journey to becoming tomorrow's leaders.

Bailing Zhang, PhD, Equity and Social Justice

The shaping of students' notions of higher education in the global age:
The case of Chinese university students

Through critically examining how China' national education agenda, the quest for world-class universities, is nuanced differently in two different school contexts, and how this policy agenda have influenced students' ideology construction and social change, this study identifies and addresses significant issues regarding the problems emerging from the market-driven mode of education, raises critical awareness and reconsideration of the values and roles of higher education.

Paper Presentations

Emmanuel Chilanga, MSc, Geography

Community-based participatory nutrition education, gender roles and child care in Northern Malawi

The paper draws transformational educational approaches to assess whether participatory community-based nutrition education can promote a more equal household gender division of labour and sharing of childcare practices in northern Malawi. The findings draw upon qualitative research conducted in an agrarian community. In-depth interviews and participant observation data were collected from 30 couples. The results show that participatory nutrition educational approach has a potential for involving husbands in some childcare and household domestic work.

Nicole Etherington, PhD, Sociology

"A golden ticket to university"?: A Canadian case study of alternative public schools and implications for working class students

Post-secondary education is critical for employment and earning potential, yet some groups continue to access it more than others. Using a case study of a Welland, Ontario school for students whose parents do not have any post-secondary education, I investigate the discourse surrounding institutions aimed to increase post-secondary participation and their goals. Using a content analysis of newspaper articles and policy documents, I find that while alternative schools certainly have the potential to increase educational attainment amongst working-class students, they may pose significant challenges to working-class identities.

Dru Farro, PhD, Theory and Criticism

Robber: Come.

My paper, representing the very preliminary stages of my dissertation research, seeks an answer to the question: Why teach? That is, what is at stake in the pedagogical encounter such that we desire it to be the domain of our care as well as the source of our gratification? Any pedagogical question implies a certain stance with respect to the goals of education. Every pedagogy implies a certain relation to knowledge, to the content of one's discipline, and to its communicability and accessibility. Every pedagogy implies a politics, a regime of authority or leadership, and a group of disciples. And, most importantly, every pedagogy harbors a secret. My paper will explore the secrets of pedagogy by asking the teacher to answer the questions: Why teach? What is there to be taught and can a teacher teach it?

Dawn Fyn, PhD, Educational Studies

Tell me a (counter) story:
Inuit teachers share their thoughts on education and racism

Working with Inuit teaching, using a decolonizing methodology, they shared their beliefs that the master narrative is alive and functioning and dismissing the role of the Inuit teacher on a regular, daily basis. It is this deficit perspective that has harmed the educational attainment of the Inuit students and the effectiveness of the role of the Inuit teachers. This study has created a space for a new narrative. The creation of a counter narrative was emotionally charged. This process allowed for the release of some contained frustration and began the slow road towards creating a new way of looking at things: a way that includes the strengths, and abilities of the Inuit teachers. In this way, the goals of the study were met, and the Inuit built their own capacity.

Eradah O. Hamad, PhD, Health and Rehabilitation Sciences

Reading mental maps of international education: A personal construct approach to discovering the journey of studying abroad

This study explored the construing of transition experiences on the part of Saudi Arabian international graduate students who are currently living and learning in Canada. The literature review revealed the potential benefit that studies of individual experience can have in developing and understanding of international education. The results of this study provide an opportunity to enhance programs, academic and psychological services that universities provide to international students as they transition to the Canadian culture's beliefs, values, thinking and lifestyle.

Melissa Jacquart, PhD, Philosophy

Equality of opportunity, education, and the case study of MOOCs

Massive Open Online Courses (MOOCs) are university courses offered online, free of charge. I consider what type of good education is, and what principles of equality should be held regarding its distribution. Through examining equality of opportunities within education, I argue that if we are concerned with education as an intrinsic good, then MOOCs greatly decrease inequality. However, if education is instrumental good, then MOOCs are much less able to decrease inequalities.

Genny Jon, MLIS, Information and Media Studies

Are library schools adequately preparing graduates to work in all library settings?

Library school programs often focus on traditional libraries which may not prepare students for working in other library settings. Library school students and information professionals employed at special libraries were asked about their interest in working in special libraries, and skills and other topics they would like to see included in library school programs. Graduates were also asked about the skills used most frequently on the job. The survey results will be presented.

Allyson Larkin, PhD, Social Justice, Gender and Equity

Beware the Spectre of Rhodes: Mapping dominant discourses in higher education internationalization policy

This research challenges the dominant discourses of higher education internationalization policy though the experience of local host partners engaged in international service learning.

Jacqueline Lau, MEd, Counselling Psychology

An examination of the influence of poverty on students' perception of school safety, bullying behaviour, and school programming: A case study

Healthy development is crucial for children's physical and mental well-being. However, various social determinants hinder positive development and children's optimal functioning, particularly, poverty. The purpose of this case study is to investigate whether poverty is associated with bullying, students' perceptions of school safety, and a school's adherence to existing bullying initiatives in one elementary school from a high poverty area in London, Ontario. The present study is a mixed methods design.

Aruba Mahmud, PhD, Educational Studies

Challenging Islamophobia through education

Islamophobia in North America and Europe has markedly increased in recent years, particularly since 9/11. This presentation will outline a proposed study which aims to consider how educators can challenge negative stereotypes and attitudes about Muslims and Islam, rather than perpetuating them.

Stephanie Oliver, PhD, English

Stop and smell the roses: Incorporating smell as a multisensory learning tool in the university English classroom

My paper explores how university instructors can incorporate smell in the university English classroom. Smell is deeply connected to memory, emotion, and learning, yet few university instructors use smell as a multisensory learning tool. My research suggests that smell has a unique relationship to language and representation that makes scent particularly useful as a tool for teaching English literature. Scent can be used to teach literary concepts and issues of language and representation.

Donna Swapp, PhD, Educational Studies

Exploring the current nature of a school principal's work

This study employed observations, audio journals and interviews to better understand what a selected Ontario elementary school principal did in the day to day operationalization of her work. Findings revealed that the principal engaged in compliance and control behaviours in executing the formal mandates of her job and privileged communication, building relationships and the instructional program in developing healthy learning environments for students. Challenges included increasing student diversity, labour relations, and low parental involvement.

Donna Swapp, PhD, Educational Studies

Exploring the emergence of school principals' leadership practices

This presentation outlines emerging ideas for my doctoral research in the field of educational leadership. Using an interpretive, qualitative methodology of multi-methods, and employing poststructuralism, critical theory and actor network theory (ANT), I examine the sociomaterial and sociopolitical influences on Ontario school principals' practices. I assert that principals' work is inherently contextual and constructive, and better understanding of its nature, processes and outcomes is facilitated by in-depth, qualitative inquiry of its processes and interactions.

Sirous Tabrizi, MEd, Comparative International Education

The role of policy borrowing in the internationalization of education

My research involves examining educational practices and policies of developing countries, so as to better understand how developing countries can improve their education system.

Michael Taylor, MSc, Epidemiology & Biostatistics

*Diabetes education: How does the type of healthcare provider
affect the disease outcome?*

The goal of the current study is to decipher the determinant differences among healthcare providers that are associated with relative successes in patient and treatment outcomes. The primary focus of the project will be to determine education factors that are correlated with a reduction in elevated plasma glucose levels for diagnosed diabetes patients (types 1&2, prediabetes, and gestational).

Elizabeth Torrens, PhD, Sociology

*Gendered harassment and education:
A content analysis of the Ontario Ministry of Education and the
Toronto District School Board harassment policies*

In an attempt to understand what is being done to address the gendered harassment that continues to persist within schools, this research provides an overview of the current literature, a theoretical framework for analysis, and the results of a content analysis of current policy initiatives from both the Ontario Ministry of Education and the Toronto District School Board. Implications for future research and policy changes can also be drawn from this research project.

Mark Tse, PhD, Music

The work concept and the wind band

Wind band educators commonly conceive of their current battle for artistic excellence to be between pedagogically composed music and compositions of the great composers, almost exclusively favouring the latter (Budiansky, 2005; Battisti, 2002). I offer a new critique on this bias towards composers (and away from students), arguing that their rationale is a product of the regulative effects of the Work Concept (Goehr, 2007).

Mithila Vidwans, PhD, Applied Linguistics

Internationally educated teachers in Canadian classrooms

Classrooms of today are becoming more diverse than ever before across the country. However, the teaching body still remains a homogeneous group. Even though stakeholders have expressed an urgent need for a diverse teaching body, internationally educated teachers are not being considered on the basis of their identities which include "non-standard" language and accent. This mixed-methods study sets out to examine whether a foreign accent and variety of English necessarily affect one's instructional ability.

Katherine Vink, MEd, Counselling Psychology

Reporting child domestic violence exposure:
Pre-service teachers' attitudes and behaviours

Exposure to domestic violence is a devastating reality of which millions of children face each year. Unfortunately, a majority of these cases go unreported, especially within the school system. The present study aims to investigate pre-service teachers' attitudes and behaviours toward reporting child exposure to domestic violence. The results are important in the determination of a need for intervention in the school system to facilitate higher reporting rates, ultimately helping more children who are suffering.

Sarah Wilson, MEd, Educational Studies

The policy and politics of Aboriginal education: Critical analysis and
critical policy text analysis of Ontario Aboriginal education Initiatives

This article examines the Ontario Ministry of Education's Aboriginal education initiatives: Ontario Ministry of Education policy document, Ontario, First Nation, Metis, and Inuit Education Policy Framework (2007) and its companion document, Building Bridges to Success for First Nation, Metis, and Inuit Students (2007), in respect to improving the education outcomes of Aboriginal students in the Ontario public school system. The results of this study reflect inequalities and discrepancies in the developed provincial government's policy initiatives.

Christina Yarmol, MEd, Curriculum Studies Art

Improving pedagogical practices in art classes:
Listening to voices of exceptional students to inform art pedagogy

The purpose of the study was to explore the pedagogical practices that fostered engagement for exceptional students in high school Visual Arts/ Technology programs. A narrative inquiry methodology was employed to gather stories and artwork from former students acting as active agents in their own storied response triangulated with field notes from the researcher's own "lived-experience" as well as Art and Disabilities Studies literature. The overall thesis findings can be directly applied to all subject areas.

Roundtable Presentations

Gita Azad, MEd, Education Policy

The impact of performance appraisals on occasional teachers' job satisfaction in primary school, London Ontario

Monitoring teacher's performance needs routine documentation, which is accomplished through completing a performance appraisal form. Sometimes an effective performance appraisal helps discover the hidden talents of occasional teachers. In this study I would like to examine performance appraisal factor that may influence the effectiveness of occasional teachers in their day to day teaching and the personal satisfaction of occasional teachers with their job.

Yann Benétreau-Dupin, PhD, Philosophy

Outreach and education projects at the Rotman Institute of Philosophy: Integrating critical thinking, history and philosophy of science in education

This roundtable discussion will consist a presentation about the Rotman Institute of Philosophy, our work in education, and our project ideas. Our K-12 Education outreach committee hopes to serve as a resource for primary- and secondary-level teachers who would like to include the history and philosophy of science, and critical thinking in their curriculum.

Monica Caldeira, PhD, Educational Psychology/Special Education

Is social success achievable in individuals with autistic disorder?

This roundtable session will present research that is currently being conducted that examines whether individuals with autistic disorder are capable of being socially successful and which factors may contribute to social success. The purpose, methodology and initial informal results will be discussed.

Xiaoxiao Du, PhD, Curriculum Studies

A narrative inquiry into the learning journeys of international graduate students in Canada

This study used a narrative inquiry to examine the studying experiences of International Graduate Students (IGSs) at one university in Ontario, Canada. Six graduate students at different stages of their graduate studies shared their learning experiences in Canada. The findings indicate that IGSs have gone through the culture shock and culture adaptation stages, and through self-negotiation and support from their faculty, they made successful transition and continued to make progress in their graduate studies.

Adam Hill, MEd, Educational Studies
~~Mono~~ Dia-logue about dialogue:
A dialogic pedagogy and practice

My thesis will attempt to consolidate and elucidate the concepts of dialogic pedagogy and dialogue, specifically determining how and when they shape, and become, teaching and learning praxis. The principal goal of my investigation is to serve as part of a foundation for future research into dialogic philosophies of education and dialogic practices as instructional alternatives. My thesis will determine and defend testable operational definitions for a dialogic pedagogy and dialogic practice through concept analysis.

Alicia Lapointe and Jenny Kassen, PhD, Equity and Inclusive Education
Martin's story: Rethinking the queer victim narrative

Martin was not a 'faggot', a 'homo', or a victim. Martin was a queer student activist who was clearing his own path, a path that he purposefully marched down in pursuit of justice for himself and for others who were impacted by LGBTQ-based prejudice and discrimination. Martin's story helps us build an understanding about an often silenced, yet powerful narrative - queer student activism. Hopefully, Martin's story prompts us to rethink what we think we know about queer students.

Jennifer Richardson, PhD, Educational Psychology/Special Education
Examining the influence of educational placement on the school-based relationships, sense of school belonging, and emotional outcomes of students with disabilities

The proposed study discussed in this presentation is focused on gaining an understanding of the influence that instructional context (inclusion or special education) has on the school-based relationships, sense of school belonging, and emotional outcomes of students with intellectual and developmental disabilities and autism spectrum disorders. The proposed study will use both quantitative and qualitative methods to gain a deeper understanding of the experiences of students with disabilities in both inclusive and special education settings. This presentation will outline the proposed methods of this study and will allow for open discussion regarding the proposed research questions and methodology.

Maya Salloum, MEd, Multiliteracies and Multilingualism

Balanced bilinguals' unique emotional expressiveness

The presentation is about an ongoing qualitative case study that incorporates narrative inquiry and uses the narratives and autobiographical memories of five female and male balanced bilinguals of different language pairs and age groups to better understand how these balanced bilinguals perceive their emotional processing and expression through their language socialization experiences. The implications call for independent, bilingual-specific models when studying the basic relations of the bilingual self and more emotionality in L2 curricula (Dewaele, 2005).

Adrienne Sauder and Monica Caldeira, PhD, Educational Psychology/ Special Education

Examining preservice teachers' knowledge of exceptionalities: Preliminary results

This roundtable session will present a study that is currently being conducted that examines the accuracy of preservice teachers' knowledge of exceptionalities, the breadth of the preservice teachers' knowledge of exceptionalities, and what characteristics within each exceptionality the preservice teachers focus on and/or overlook. The purpose, methodology, and initial informal results will be discussed.

Allison Segeren, PhD, Critical Policy Analysis

The high-quality/high-equity discourse in education reform: Lessons from Ontario, Canada

Ontario has been lauded internationally for its ability to achieve a strong balance between academic excellence and equitable educational practices. Ontario is seen as a high-quality/high-equity education system and a model of education reform. Critical discourse analysis was used to analyze policy statements from the OECD and the Ontario Ministry of Education. Ontario represents a cautionary tale. Despite a longstanding commitment to equitable public education neoliberal globalizing education policy discourses are exerting pressure in Ontario.

Clara Tascon, PhD, Education Policy

Internationalizing educational research in Canadian and Latin American universities: A multiple case study

This study examines how internationalization plays out in graduate education programs in Latin America and Canada. The research questions focus on the rationales and initiatives in educational research regarding internationalization of higher education in both regions. This is a multiple case study using mixed methods which include interviews, focus groups, surveys, documents, and national and international reports. The results contribute to further research partnerships for collaboration, knowledge exchange, and innovation in comparative and international education.

Summer Thorp, MEd, Education Policy

The Standing Committee on Aboriginal Affairs and Northern Development and the right of First Nations students to access post-secondary education

This critical policy analysis examines the meetings of the Standing Committee on Aboriginal Affairs and Northern Development that led to the summative report No Higher Priority: Aboriginal post-secondary education in Canada (2007). The positions and evidence presented during the meetings of the Committee are analyzed based on the context, texts, and consequences of the education policy approach of the Harper government.

Adrienne Vanthuyne, PhD, Curriculum Studies

Reshaping the traditional view of French language pedagogy in the digital age: An investigation of student teachers' perceptions of multilingual and multicultural teaching

The main objective for this research is to close the existing gap of multicultural education within French language pedagogy (FLP) in Canada and better prepare student teachers to teach within a digital, multilingual, multicultural classroom. Through an explanatory mixed methods research approach I will investigate student teachers' perceptions and experiences of teaching French, their knowledge and familiarity in integrating culturally responsible, multilingual, multicultural pedagogies, and information technologies to create a more inclusive learning environment.

Chloe Dawn Weir, PhD, Educational Studies

The phenomenon of self-directed teacher professional development

Self-directed teacher professional development is important in education today because of the significant responsibility of the teacher. In a world where the teacher is expected to take initiative, be productive and ensure that the students are adequately prepared to function in the society, it is important to meaningfully engage in reflection of one's pedagogical practices (Darling-Hammond, 1996; Giroux, 1988; Noddings, 2001). A self-directed teacher who constantly reflects and improves on pedagogical practices will create opportunities for optimal and authentic learning.

Thank You!

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Thank you for helping make our night a success.

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