

**ROBERT MACMILLAN
GRADUATE RESEARCH IN EDUCATION
SYMPOSIUM
2014**

RESEARCH FROM
THEORY TO PRACTICE



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



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

From the Faculty of Education's Associate Deans



Dr. Pam Bishop

Associate Dean, Graduate Programs



Dr. Steve Bird

Associate Dean, Research

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 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 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 Steve

KEYNOTE SPEAKER

TERRY SPENCER



Terry Spencer, M.Ed. is the Research and Evaluation Officer with the London District Catholic School Board (LDCSB). He provides, data management and statistical analysis, consultative and decision-making support to staff regarding assessment and measurement activities, research studies, program evaluation projects, information management issues related to conducting applied educational research. Terry is also involved in the design and implementation of various research and evaluation projects employing both quantitative and qualitative methods. Prior to joining the London District Catholic School Board Terry worked as a research associate in a neurobehavioural rehabilitation program and also provided direct clinical care services in a number of child and adult and mental health program.

Terry is currently the President of the Association of Educational Researchers of Ontario (AERO), as well as co-chairs the School-Board University Research Exchange (SURE) network which is affiliated with the London Region's Managing Information for Student Achievement (MISA) Professional Network Centre. Terry is a Past President of the Ontario Chapter of the Canadian Evaluation Society (CES) and has also served on CES National Council (2009-2013) as the Representative for the Ontario Chapter.

PANEL DISCUSSION

"Contextualizing Research in Education as Teachers, Leaders, and Researchers"

Educational research has the potential to affect and move forward educational policy, curriculum, and pedagogy. But should research influence these areas of the education system? What are the benefits or detriments of engaging in foundational research (and for whom)? Should teachers have the agency to seek out and participate in research to influence and make change? Through the perspectives of our discussion panelists, this forum provides the space through which they explore the intersections between educators as leaders and researchers and the role of research within the education system.

PANELISTS



WENDY CROCKER

As a retired educator with 30 years as a teacher, consultant, and principal in both public and private systems, I am drawn to questions that stem from the daily experiences of students, teachers, and school leaders. Utilizing narrative approaches, my research centres on the multiliteracies of the Low German speaking Mennonites as a minoritized culture within the Ontario educational context. I am an edgewalker between the academy and the field, and try to distill the best of both contexts to further my work with educators in Western's Preservice and Professional Master's programs.

LORI MCKEE

I am an elementary teacher with the Thames Valley District School Board. My teaching experience focuses on working with children from JK-Grade 2 as a classroom teacher and as a Reading Recovery™ teacher. I have also worked as an Instructor in the Teacher Education program at Western. I completed my MEd degree at Western in 2013, and my thesis explored the print literacy opportunities that were afforded for kindergarten children within an intergenerational, multimodal program. I look forward to beginning my PhD studies in the Fall at Western.



GUS RIVEROS

I situate my work in the intersections of philosophy, educational administration and educational policy analysis. In my research, I explore issues of teacher learning, professional identities in schools and leadership discourses in education. I am interested in socio-material approaches to educational research, phenomenology and relationality

MELODY VICZKO

My research reflects broad interests in the areas of multi-scalar governance, educational policy analysis and organizational theory. My current research is focused on the interactions between global, national and local policy spaces related to the internationalization of higher education.

Specifically, I am looking at the ways in which policy enrolls different actors and their interests, ordering the policy spaces in the way that internationalization comes to be enacted.

Within these parameters, I am interested in exploring issues of internationalization, democratic governance, gender, policy enactment and social justice. I draw upon actor-network theory and policy ethnography in this work.

In other areas, my research explores how teachers enact professional learning policies in their teaching practices and the ways in which feminist scholarship produces particular knowledge contributions in the field of educational administration and leadership research and teaching.



SCHEDULE OF EVENTS

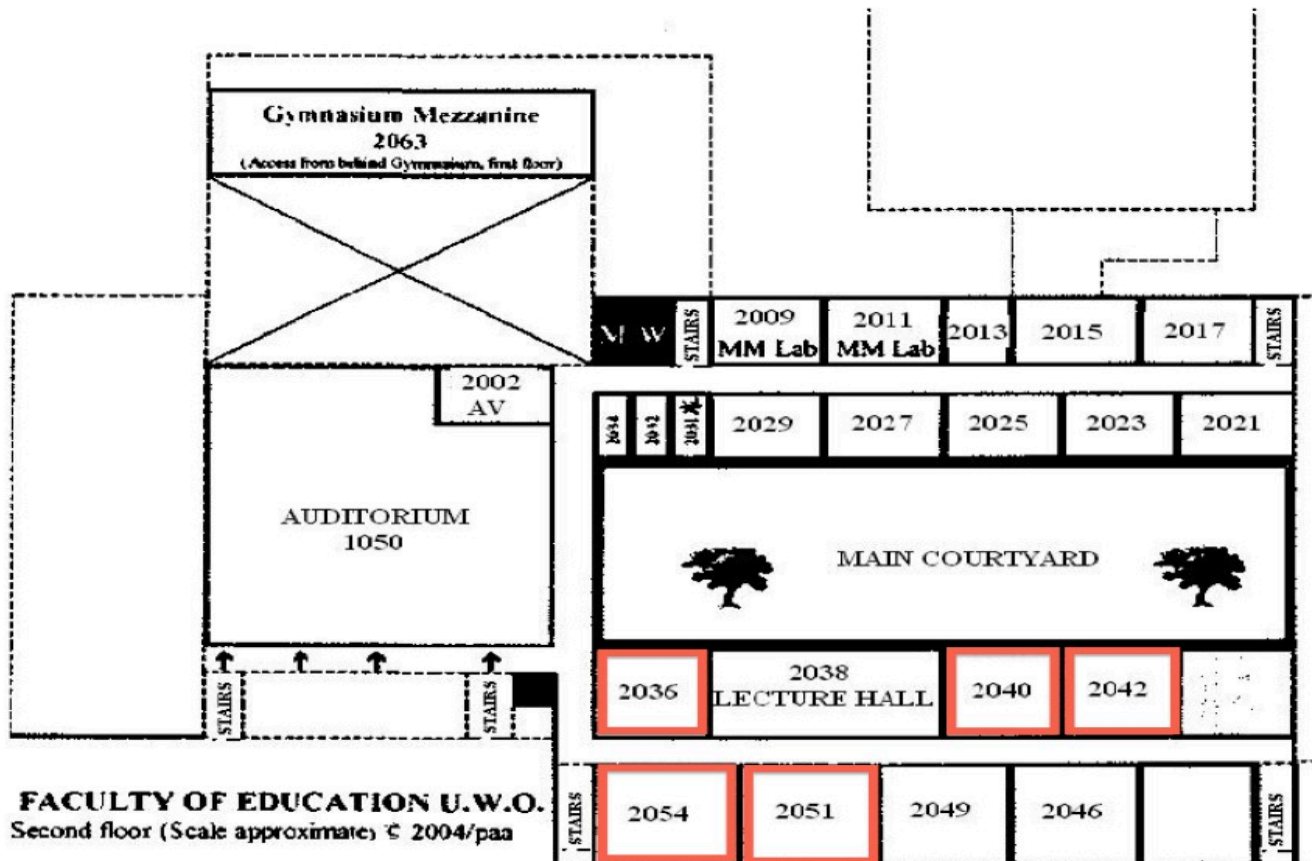
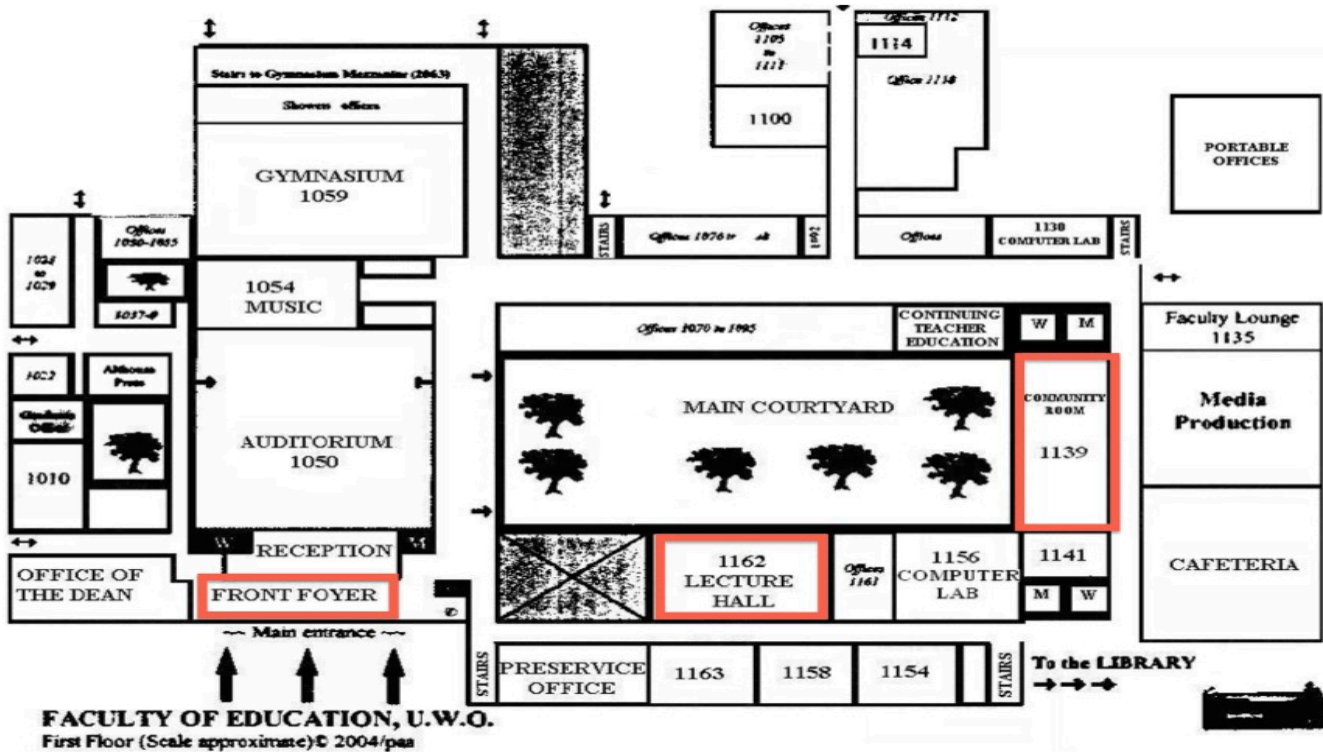
3:30 – 4:00	Registration (Outside Room 1162)
4:00 – 4:20	Welcome & Opening Remarks (Room 1162)
4:20 – 4:45	Keynote Speaker (Room 1162)
4:45 – 5:45	Presentations – Round 1 (Various Rooms*)
5:45 – 6:00	Refreshment Break & Poster Viewing (Community Room – Room 1139)
6:00 – 7:00	Panel Discussion (1162)
7:00 – 7:15	Refreshment Break & Poster Viewing (Community Room – Room 1139)
7:15 – 8:15	Presentations – Round 2 (Various Rooms*)
8:15 – 8:30	Closing Remarks (Room 1162)
8:30 – 9:00	Ideas Café (Community Room – Room 1139)

Please see the map on the next page for room locations

**Room assignments for presentations can be found in the “Presentation Schedule”
pages that follow*

BUILDING FLOOR PLAN

***Symposium rooms highlighted in red*



LIST OF PRESENTERS & PRESENTATION SCHEDULE

***Detailed descriptions of all poster, paper, and roundtable presentations are listed in the section following the presentation schedules*

POSTERS (Room 1139)

Ani Amirmooradian Malhami - *Writing as Documenting Becoming*

Dr. Jaclyn Chancey and Adrienne Sauder - *Letters to our gifted selves: What we wished we had known when we were young*

Shelley Cooke - *Examining the self-efficacy beliefs of novice elementary FSL teachers: A mixed methods study*

Natalie Currie-Patterson - *Considering Gender: A Commentary on Ontario's Aboriginal Education Policy*

Rebecca Fried - *Calmly Coping: A Motivational Interviewing via Co-Active Life Coaching Intervention For Stress*

Kathryn Hansen - *Creativity in circumpolar communities: A cross cultural comparison*

Bryanne Harris - *Emerging Trends in Teacher Sexual Misconduct in Ontario 2007-12*

Robin Henshaw - *Androgogy and Identity Texts*

Laura Hogarth - *Why Bullying Programs are Ineffective*

Carol-Ann Lane - *How Video Games Affect Boys' Literacy Practices*

Alicia Lapointe - *Gay-Straight Alliances (GSA) and student activism: A Canadian in(queer)y*

Melanie Lawrence-Mazier - *Beyond the Neoliberal Imaginary: Investigating the Role of Critical Pedagogy in Higher Education*

Hieu Ly - *Bus Pass and Physical Activity: University Students' Perceptions*

Pam Malins - *Childhood Innocence and Critical Literacy*

Irene Melabiotis - *The Visual Arts-Based Experiences of Students with Learning Disabilities: Two Multiple-Perspective Case Studies*

Nathaniel Muir - *Boys, masculinities and schooling in Jamaica: An ethnographic study*

Jessica Ticar - *Investigating Filipino Youths' Sense of Identity and Belonging in Urban Schools*

Katee Van Campen - *Investigating Teachers' Understandings of Gender Equity and Achievement in Postfeminist Times*

Matthew Vandermeer - *The Relationship Between Secondary Traumatic Stress and Alexithymia in Students Working With Vulnerable Clients*

Katherine Vink - *Reporting Child Exposure to Domestic Violence: Pre-Service Teachers' Attitudes and Behaviours*

Chloe Dawn Weir - *Shifting the Paradigm: Self-Directed Teacher Professional Development in Mathematics Education*

Bailing Zhang - *Privatization of higher education in China: A case study*

PAPERS

4:45 – 5:45 PM

NAME/TITLE	ROOM #
Jacob Cassidy, MA in Educational Studies <i>In the Blue Corner and In the Pink Corner: The impacts of competing, stereotypical gender identities in literacy achievement</i>	1162
Elizabeth Torrens, PhD in Sociology <i>Gendered Bullying in Schools: A Teacher's Perspective on Policy</i>	
Wendy Baker <i>'Curricular Choice' in Ontario Public Schools: Exploring the Policy and Practice of the IBDP</i>	2036
Beryl Cohen <i>Building a Community Art Garden: A Participatory Eco Arts-Based Educational Research Project</i>	
Mithila Vidwans <i>Exploring the Construct of Teacher Preparedness in Ontario's Science Classrooms</i>	2040
Nina Arcon <i>Training the Dragon: Using Speech-to-Text and Writing Goals to Facilitate ELL Persuasive Writing</i>	

7:15 – 8:15PM

Aruba Mahmud <i>The [mis]representation of Islam in the Classroom</i>	1162
Irene Melabiotis <i>Fostering Literate Identities through Arts-Based Tasks: The Case Study of a Student with Learning Disabilities</i>	
Joan Plonski <i>International Student Intercultural Experience and Identity</i>	2036
Cliff Davidson <i>The University Corporatization Shift: A Longitudinal Analysis of University Viewbooks from 1980-2010</i>	

ROUNDTABLES

4:45 – 5:45PM

NAME/TITLE	ROOM #
Nasrin Ramezanali <i>Examining the Effect of Multimedia Glossing on L2 Learners' Long-term Vocabulary Retention</i> Phillipa Myers <i>In Their Own Words: Latin American Girls' Experiences in Ontario Urban Schools</i> Courtney A. Brewer, PhD in Education Studies <i>The Role of Social Capital in Refugee Families While Transitioning to new School Contexts in Canada</i>	2051
Adrienne Vanthuyne <i>An investigation of multiliteracies pedagogies in language teacher education in Canada</i> David Rayo <i>Integrating Verb Tenses in a Narrative with the Aid of Picture Cues</i>	2054

7:15 – 8:15PM

Amani Elrofaie <i>Symptoms and determinants of mental health in culturally diverse groups of children</i> Jeffery Davidson <i>Learning/Mentoring: A/r/tography as a Means of Living/Inquiry</i>	2042
Mary Ott <i>"Growing Success" Between a Rock and a Hard Place: A Policy Analysis</i> Rashed Al-Haque <i>A Comparative Study of How Faculties Foster and Create Global Citizens within the Lecture Hall</i>	2051
Eric Smiley <i>Logic in Context: Using Logic to Improve Literacy and Critical Thinking Skills</i> Peter Buglass <i>Laptop Computer Use in Today's Post-Secondary Classroom</i>	2054

POSTER PRESENTATIONS

Ani Amirmooradian Malhami, PhD in Education Studies

Writing as Documenting Becoming

The literature on academics' answer to the representational struggles (Richardson, 1997; 2005; Tierney, 2000) does not consider academics' writing the fluidity, multiplicity and complexity of the space of the mind as an answer to this crisis. This study aimed at theorizing a way of writing that captures fluidity, multiplicity and complexity of space of mind and answered to the academics struggles with representing when this struggle is about how to write the space of thought.

Dr. Jaclyn Chancey (University of Connecticut) and Adrienne Sauder (UWO)
PhD in Education Studies

Letters to our gifted selves: What we wished we had known when we were young

What do you say to a gifted child who doesn't quite understand why they are different from their peers? What would a gifted individual say to their younger self? This poster takes an analytical and interpretive look at the self-narratives of two gifted women as they reflect on what they wish they had known about giftedness as they were growing up. This examination of their own lived experiences illustrates how perceptions of giftedness influence personal, academic, and vocational development.

Shelley Cooke, PhD in Education Studies

*Examining the self-efficacy beliefs of novice elementary FSL teachers:
A mixed methods study*

This poster presents a study examining the self-efficacy beliefs of novice FSL teachers in Ontario. Influenced by the work of Bandura (1977, 1997) and drawing on the knowledge and skills outlined by Salvatori and MacFarlane (2009) for effective FSL instruction, this research compares the self-efficacy appraisals of core French and French immersion teachers in four areas (general teaching methodology, second language pedagogy, language proficiency and cultural knowledge), and identifies five important factors.

Natalie Currie-Patterson, PhD in Education Studies

Considering Gender: A Commentary on Ontario's Aboriginal Education Policy

This poster is the result of a policy critique relating to the Ontario First Nation, Métis, and Inuit Education Policy Framework (Ontario Ministry of Education [OME], 2007) and its practical accompaniment, *Aboriginal Perspectives: A Guide to the Teacher's Toolkit – Teaching Resources and Strategies for Elementary and Secondary Classrooms* (OME, 2009). This policy critique began through a critical engagement with the academic literature concerned with the Framework and its implementation across Ontario schools.

Rebecca Fried, M.Sc. Health and Rehabilitation Science (Health Promotion)

Calmly Coping: A Motivational Interviewing via Co-Active Life Coaching Intervention For Stress

During this semester-long pilot stress management study, 30 full-time, English-speaking students, between 17-24, will engage in eight one-on-one coaching sessions with a Certified Co-Active Coach. Participants' experiences will be assessed qualitatively and quantitatively using semi-structured interviews as well as the Perceived Stress Scale and Hospital Anxiety and Depression Scale at pre-, mid-, and post-intervention. Methods of analyses will include predetermined protocols for the scales and inductive content analysis of the transcribed interviews.

Kathryn Hansen, PhD in Education Studies

Creativity in circumpolar communities: A cross cultural comparison

Creativity is an important higher-order thinking skill related to innovation, critical thinking and problem-solving. This study investigated differences in creativity between 8-year old children in Canada, Norway and Finland through the use of the Torrance Test of Creative Thinking. This presentation examines the results of this large study and invites both cultural and social explanations for why these differences may exist.

Bryanne Harris, M.A. in Education Studies

Emerging Trends in Teacher Sexual Misconduct in Ontario 2007-12

Cases that led to findings of sexual misconduct by the Ontario College of Teachers were analyzed in a descriptive fashion in order to understand current patterns of abusers and victims over the past six years (2007-12). The overwhelming majority of cases involve male teachers and adolescent female students. The implications of these cases include the importance of addressing this topic in teacher education as well as professional development for teachers and administrators

Robin Henshaw, M.A. in Education Studies

Androgogy and Identity Texts

This study links the theories of andragogy and studies of identity in adult ESL classrooms showing how identity texts were used with beginning level adult ESL students. The projects involved students in beginning level reading and writing classes using visual information, translation support and powerpoint or online discussion to convey "This is Me." Through these identity texts, students communicated their experience, knowledge, expertise and personal identity to each other and the teacher.

Laura Hogarth, PhD in Education Studies (Applied Psychology)

Why Bullying Programs are Ineffective

Despite the plethora of anti-bullying initiatives available, the rate of bullying in schools in North America has remained at 30 – 35% since 1993. This session discusses why bullying programs are not as effective as hoped by reviewing inconsistencies in research, bullying myths, and the dangers of the "B" word.

Carol-Ann Lane, PhD in Education Studies

How Video Games Affect Boys' Literacy Practices

With the ongoing concern of boys' failing in literacy my study explores ways in which boys' video gaming practices outside of school may have the potential to lead to in school literacy practices. Past research has focused on the themes of violence and misogyny associated with video games. However, there is a misunderstanding of the embedded narratives that exist in video games which needs further attention.

Alicia Lapointe, PhD in Education Studies

Gay-Straight Alliances (GSA) and student activism: A Canadian in(queer)y

This study investigates the roles and purposes of Gay-Straight Alliances (GSAs) and student activism in Ontario public and Catholic high schools, and their influence in addressing homophobia, heterosexism, and heteronormativity.

Melanie Lawrence-Mazier, M.Ed. in Education Studies (International & Comparative Policy)

Beyond the Neoliberal Imaginary: Investigating the Role of Critical Pedagogy in Higher Education

This research explored what the possibilities are for enacting critical pedagogies within a neoliberal climate of educational restructuring in higher education. Existing literature struggles to define neoliberalism as a result of globalization; further, present neoliberalization is penetrating all levels of social life and informing what many now accept as everyday thinking. The faculty members selected for this research each spoke to these struggles, while providing rich accounts of how neoliberalism challenges and concerns

Hieu Ly, M.Sc. Health and Rehabilitation Sciences (Health Promotion)

Bus Pass and Physical Activity: University Students' Perceptions

The proposed study aims to understand university students' perceptions of the impact a discounted bus pass has on their physical activity levels. Undergraduate students at Western University that are eligible for the bus pass will be invited to complete an online survey. The findings from this study will help determine the physical activity related impact of a discounted bus pass program on university students, and whether institutions may wish to invest in a similar program.

Pam Malins, PhD in Education Studies

Childhood Innocence and Critical Literacy

This poster investigates how perceptions of childhood innocence are mediated by teachers' ideas about critical literacy in relation to diverse gender and sexual identities. Drawing on Ryan's (2008) conceptual framework of "The Landscape of Modern Childhood," qualitative interview data is explored that exemplify some of the tensions between beliefs about childhood and critical literacy respectively. In thinking about early childhood education, protecting children and maintaining innocence often implies silencing critical conversations.

Irene Melabiotis, PhD in Education Studies

The Visual Arts-Based Experiences of Students with Learning Disabilities: Two Multiple-Perspective Case Studies

In this study, two multiple-perspective case studies were constructed, each of which centred on a Grade 7 student with learning disabilities (LD) and explored the following question: In what way did visual arts-based tasks incite the student's learning attitude, engagement level, and feelings of academic self-efficacy within History and Literacy? The findings revealed most notably that visual arts-based tasks incited positively each student's intrinsic motivation in the subject identified as his or her least favourite.

Nathaniel Muir, PhD in Education Studies

Boys, masculinities and schooling in Jamaica: An ethnographic study

This research will draw on the work of Connell, specifically using her tripartite conceptualization of the structure of gender relations, as an analytic lens; to interrogate the reality of masculinities and schooling for boys in Jamaica. Thus placing emphasis on the boys themselves, by highlighting their voices and gathering their collective perceptions in the form of an ethnographic study about how issues of masculinity, historicity, and culture impact boys' experiences of schooling in Jamaica.

Jessica Ticar, PhD Education Studies

Investigating Filipino Youths' Sense of Identity and Belonging in Urban Schools

My proposed study will investigate how newcomer Filipino youth are active agents in their own identity construction, particularly in how they make sense of identity and belonging in urban schools in Ontario. Critical Ethnography and Critical Race Theory will be used as a framework to guide the research questions and to identify how the Philippines' Labour Export Policy and Canada's Live-in Caregiver Program have impacted their sense of identity and belonging.

Katee Van Campen, M.A. in Education Studies

Investigating Teachers' Understandings of Gender Equity and Achievement in Postfeminist Times

Drawing from critical social theory and a feminist post-structuralist perspective, this in-progress qualitative study looks to examine how teachers are understanding gender equity and achievement within policies of high-stakes standardized testing, specifically as it relates to female students' success. The significance of this inquiry is in its capacity to produce knowledge about how teachers are negotiating the changing meaning and language of gender equity through a postfeminist and neo-liberal lens.

Matthew Vandermeer, M.A. in Education Studies (Counselling Psychology)

The Relationship Between Secondary Traumatic Stress and Alexithymia in Students Working With Vulnerable Clients

This study investigated the role that cognitive deficits in emotional processing (i.e., alexithymia) play in the development of traumatic responses, such as secondary traumatic stress (STS), following work with clients who have experienced trauma. Using a prospective cohort of novice counselling psychology and pre-service education students, participants were measured for traits of alexithymia and STS before and after their first practicum placements.

Katherine Vink, M.A. in Education Studies

Reporting Child Exposure to Domestic Violence: Pre-Service Teachers' Attitudes and Behaviours

The present study examined pre-service teachers' attitudes and behaviours toward reporting child exposure to domestic violence. A sample of 190 Bachelor of Education students completed a questionnaire measuring attitudes and beliefs toward domestic violence, as well as intervention intentions in cases of child exposure to domestic violence. The present study evaluated pre-service teachers' attitudes toward domestic violence, their likelihood to intervene, and the influence of past experiences on their reporting behaviours.

Chloe Dawn Weir, PhD in Education Studies

Shifting the Paradigm: Self-Directed Teacher Professional Development in Mathematics Education

This research will examine the various ways in which elementary teachers experience and understand self-directed teacher professional development (SDTPD) and how it impacts their practice in mathematics education. This research is informed by an interpretive, qualitative paradigm using a phenomenographic approach, utilizing semi-structured interviews to determine teachers' conceptions of SDTPD, while facilitating a nuanced analysis through the eyes of teacher practitioners.

Bailing Zhang, PhD in Education Studies

Privatization of higher education in China: A case study

Through critically examining the experiences and perspectives of faculty members at a private university in mainland China, this case study explores how the faculty members at private higher education institutions (HEIs) respond to China's policy of education expansion and privatization within the context of globalization. It identifies significant issues regarding the marketization and commercialization of higher education in China and beyond.

PAPER PRESENTATIONS

Nina Arcon, M.A. in Education Studies

Training the Dragon: Using Speech-to-Text and Writing Goals to Facilitate ELL Persuasive Writing

Previous research has shown that speech-to-text (STT) software can enhance students' writing quality (Quinlan, 2004). This study proposes to investigate whether STT will also facilitate persuasive writing for elementary school ELL students. In a 2 x 2 within-subjects design, ELL students will compose arguments in four conditions: writing subgoal prompts versus no subgoal prompts and STT versus paper-and-pencil composition. Effects on text quality, argumentation, and cognitive load will be examined.

Wendy Baker, M.A. in Education Studies

'Curricular Choice' in Ontario Public Schools: Exploring the Policy and Practice of the IBDP

The idea of 'curricular choice' is applied to the International Baccalaureate Diploma Program (IBDP) as it operates as an alternative curriculum in Ontario public schools. This study aimed to interrogate how policy contributes to equitable access to the IBDP. A case study methodology was conducted which employed document and participant data analysis. Conclusions show that a 'policy vacuum' exists toward the IBDP in Ontario, which exacerbates the issue of equitable access to the program.

Jacob Cassidy, M.A. in Education Studies

In the Blue Corner and In the Pink Corner: The impacts of competing, stereotypical gender identities in literacy achievement

This paper examines some of the ways competing gender discourse has been reinforced in education and how the polarizing of boys and girls based on public discourses of achievement and perceived learning styles creates conflict in identity discourses and fails to address the real issues at stake in literacy learning.

Beryl Cohen, M.A. in Education Studies

Building a Community Art Garden: A Participatory Eco Arts-Based Educational Research Project

My inquiry involves Arts-Based Educational Research and Environmental Art Education within my own community. As an A/r/tographer - artist, researcher, teacher - whose interests lie in participatory, project-based extracurricular programming, I collaborate with parents, students, teachers, and artists as I seek to share their stories and understand and examine the experiences and lifestyle changes of both my participants and myself through the creation of a community art garden.

Cliff Davidson, PhD in Sociology

The University Corporatization Shift: A Longitudinal Analysis of University Viewbooks from 1980-2010

This paper explores university corporatization and its impact on university literature. 6 Ontario universities were used to examine frequency and placement of content in university viewbooks from 1980-2010 using 5-year intervals. Viewbooks were examined for progressive corporatization via decreased academics and increased student experiences and university specific advantages. Content analysis examined the placement and frequency of content in viewbooks it was found that university viewbooks became more corporatized over time.

Kathryn Hansen, PhD in Education Studies

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.

Aruba Mahmud, PhD in Education Studies

The [mis]representation of Islam in the Classroom

Research has shown that Islam and Muslims are frequently misrepresented in the classroom, despite the efforts of well-intentioned teachers. Whether it's using popular young adult novels such as *The Breadwinner* trilogy or relying on inaccurate news media sources or even textbooks for information, educators may inadvertently reinforce stereotypes. This presentation will cover how educators can ensure that stereotypes and misinformation are challenged, not reinforced in the classroom.

Irene Melabiotis, PhD in Education Studies

Fostering Literate Identities through Arts-Based Tasks: The Case Study of a Student with Learning Disabilities

Through a multiliteracies framework, I explored the arts-based experiences of Kevin, a Grade 7 student with learning disabilities (LD), in Literacy—a subject he least enjoyed. The findings revealed that the literary arts-based and visual arts-based tasks facilitated Kevin's cognitive flexibility and fostered the embodiment of his identities as a visually and spatially literate individual.

Joan Plonski, MA in Education Studies

International Student Intercultural Experience and Identity

The internationalization of Higher Education is a given in Canada and around the world. The successful transformation of Higher Education site depends on knowledge of the students who cross borders to attend our programs. Through in-depth case studies and the testing out of Intercultural Education as Self-formation (Marginson & Sawir, 2011) this research seeking to gain a student-eye view of the intercultural experiences that shape their future possibilities of 21 century intercultural learners.

David Rayo, M.Ed. in Education Studies (Multiliteracies & Multilingualism)

Integrating Verb Tenses in a Narrative with the Aid of Picture Cues

This study investigates the effects of picture cues on the integration of various verb tenses in story telling narratives by high-advanced speakers of English as a Second Language in a university language immersion program. For this study, I will use picture cues to provide the learners context-rich artefacts to stimulate their learning. I will also employ implicit and explicit Form Focused Instruction (FFI), Conversational Instruction (CI), as well a narrative model.

Elizabeth Torrens, PhD in Sociology

Gendered Bullying in Schools: A Teacher's Perspective on Policy

A dissertation research proposal that focuses on the teacher experiences with, and understandings of, homophobic and gendered bullying, will be presented. This research is intended to fill a gap in the literature which does not adequately account for teacher and administrator experiences with implementing regional policies for gendered and sexual orientation harassment. Addressing this viewpoint is essential in order to ensure that the implementation of policy directives is carried out effectively.

Mithila Vidwans, PhD in Education Studies

Exploring the Construct of Teacher Preparedness in Ontario's Science Classrooms

Ontario's student body is becoming increasingly diverse but the teaching body still remains homogenous. This mismatch becomes even more problematic in Science classrooms. Research also shows that Ontario's Science teachers feel significantly less prepared to teach in such linguistically and culturally diverse settings compared to Science teachers from other Canadian provinces and international settings (EQAO, 2012). Hence, this mixed-methods study explores Ontario's Science teachers' self-efficacy perceptions to teach in diverse classrooms.

ROUNDTABLE PRESENTATIONS

Rashed Al-Haque, PhD in Education Studies

A Comparative Study of How Faculties Foster and Create Global Citizens within the Lecture Hall

This comparative study examines the internationalization of Canadian universities through the creation of global citizens on its campus. Particularly, the study compares how different faculties within a Canadian university foster global citizenship within the classroom and lecture hall through the curriculum in an age of globalization and internationalism. An explanatory, mixed methods design will be used to help gather the necessary data from a leading, research intensive, Canadian university in Southwestern Ontario.

Courtney A. Brewer, PhD in Education Studies

The Role of Social Capital in Refugee Families While Transitioning to new School Contexts in Canada

Using Bourdieu (1985) and Coleman (1988), this review of literature aims to highlight theories of social capital present in current research related to refugees' transition to new school contexts. Current research is described in relation to these theories and in relation to my own ontological and epistemological understandings.

Peter Buglass, M.A. in Education Studies

Laptop Computer Use in Today's Post-Secondary Classroom

Laptop computers are prevalent in the post-secondary classrooms of today. However, the literature indicates that the use of computers for in-class note taking actually detrimental to student success. When is appropriate for technology to be used in the classroom? What are some parameters that can be established that promote the responsible use of personal technology in today's classrooms? Is there an alternative to computers for students who want to take notes?

Jeffrey Davidson, M.Ed. in Education Studies (Arts Focus)

Learning/Mentoring: A/r/tography as a Means of Living/Inquiry

In this paper I outline the potentialities of using a/r/tographical practices to enhance my own art practice, to grow my teaching practice, and to empower/mentor my students in their art studies while working alongside them in collaborative discovery. The setting of my work with grades 10, 11, and 12 art students is a small private school in the GTA. Specific teaching practices, student examples, and my own artistic development working alongside my students are discussed.

Amani Elrofaie, M.A. in Education Studies

Symptoms and determinants of mental health in culturally diverse groups of children

A neglected area of research is that relating to the mental health of children from newcomer, or immigrant populations. This quantitative study determines whether there are differences in the prevalence of symptoms of child psychopathology as a function of culture in children from the ages of four to eight. The study also examined how symptoms vary as functions of social determinants of child mental health.

Phillipa Myers, PhD in Education Studies

In Their Own Words: Latin American Girls' Experiences in Ontario Urban Schools

There is limited scholarship about Latin American immigrants' experiences in Canada's schools. Applying a strengths-based approach within the Latino Critical Race Theory framework, this research will critically examine and develop much needed insight into the experiences of first and second generation immigrant Latin American teen girls in terms of gender, class, and racial/ethnic identity, in the context of Ontario's education system. Note that this study is in the early planning stages of the research process.

Mary Ott, M.A. in Education Studies

“Growing Success” Between a Rock and a Hard Place: A Policy Analysis

A critical discourse analysis (Blommaert & Bulcaen, 2000) of the Ontario Ministry of Education's policy on formative assessment (Growing Success, 2010) uncovers tensions between prescriptive and constructive models of education which pose problems of adoption for teachers.

Nasrin Ramezanali, PhD in Education Studies

Examining the Effect of Multimedia Glossing on L2 Learners' Long-term Vocabulary Retention

The present study seeks to focus on multimedia glossing as one type of memory-aiding technique to help L2 learners increase their word knowledge and enhance their long-term vocabulary retention. The effect of vocabulary instruction with meaningful, contextual and multi-modal learning tools of textual, aural, pictorial, and video animation glossing on L2 learners will be examined in order to improve and foster their vocabulary learning and word retention in longer period of time.

Eric Smiley, M.A. in Education Studies

Logic in Context: Using Logic to Improve Literacy and Critical Thinking Skills

Instruction in logic - although underlying all forms of communication - is never explicitly addressed in Ontario education. By using a program designed under the supervision of Dr. Don Dedrick individuals will be educated in the explicit logical rules of truth-functional connectives (and, or, if-then, if-and-only-if) as well as instruction in basic logical form. It is hypothesized that this knowledge will increase individuals' ability to accurately appraise arguments' pertinent claims, relations between those claims, and strength.

Adrienne Vanthuyne, PhD in Education Studies

An investigation of multiliteracies pedagogies in language teacher education in Canada

Using a mixed methods approach, this study will investigate if and how language teacher education programs are instituting multiliteracies pedagogies and more specifically how they are integrating technology (for teaching and learning), and incorporating pedagogies that capitalize on student linguistic and cultural diversity.

THANK-YOU!

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