

Robert Macmillan
Graduate Research in Education Symposium



*Research Innovations in Education:
Implications for Practice and Learning*



Welcome!



Welcome to the sixth annual Robert Macmillan Graduate Research in Education Symposium (GRiES). The symposium is an event that is organized by graduate students at Western University's Faculty of Education. The theme of this year's event is *Research Innovations in Education: Implications for Practice and Learning*.

2015 Symposium Committee Members:

Chair:

Irene Melabiotis

Elected Steering Committee Members:

Irene Melabiotis

Jenna Lorusso

Committee Members:

Treasurer: Annette Walker*

Publicity: Kaitlyn Watson*, Michael Karas

Food and Décor: Carlyne Verret*, Eva Jaber, Azar Zavarzadeh

Posters: Alicia Lapointe*

Tech: Michael Karas*

Hospitality and Registration: Carlyne Verret*, Mary Catherine Ott, Jane Qi

Program: Jenna Lorusso*, Kaitlyn Watson

Workshops: Irene Melabiotis*, Abbey Duggal, Xi Wu

Moderator Coordination: Heather Crowe*, Wei Wei, Diana Kuhl

** = Steering Committee Member and Sub-Committee Leader*

Cover Photo Contest Winner:

Greg Marshall, Kindergarten Teacher, Clara Brenton Public School,
Thames Valley District School Board

WELCOME

From Dean of the Faculty of Education

Welcome to the 2015 Robert Macmillan Graduate Research in Education Symposium. This annual Symposium provides a forum for you to showcase your proposed research or recent findings in a setting that promotes interdisciplinary exchange. Organized by our graduate students, the Symposium provides a great opportunity for students researching diverse questions to come together, meet, interact, and discuss their activities with a diverse group of their peers. I know that each of you will leave having received valuable feedback that can be used to shape your current research and inform your future research activities.

Congratulations!

Dr. Vicki Schwean

Dean



GREETINGS

From the Associate Deans of the Faculty of Education



Dr. Pam Bishop

Associate Dean Graduate Programs



Dr. Steve Bird

Associate Dean Research

At this early stage in the 21st Century, it is clear that organizations – both public and private – are increasingly using data to inform their planning and decision-making. The Robert Macmillan Graduate Research in Education Symposium makes a worthwhile contribution to understanding how knowledge can be shaped and advanced by sound, contemporary research. This year's theme is especially timely for the education community because it underscores the link between research-related innovations and practice: Symposium participants are galvanizing their research around innovations in order to offer improved understandings about a raft of issues including teaching, learning, mental and social well-being, leadership and equity.

The Symposium provides graduate students with a chance to showcase their research and engage with disparate audience members about aspects of how, why, when and where we developed 'fresh ways of seeing the world'. Students are to be applauded for cameoing their research at the Symposium.

We hope that the Symposium will be one of numerous such events over the coming years as graduates take up leading careers in education, business, not-for-profit institutions or government. Our students should rightly feel proud of their contributions to creating, critiquing and gaining from research innovations as a means of enriching the lives of others and themselves. It is, therefore, an absolute pleasure to support the multiple purposes and endeavors of the 6th Annual Robert Macmillan Graduate Research in Education Symposium. We also thank Chair Irene Melabiotis and other members of the organizing Committee for their thoroughness in planning this outstanding event.

SCHEDULE OF EVENTS

- 3:00** Registration Opens (Front Lobby)
- 3:45 – 4:15** Opening Remarks (Room 1139)
- 4:20 – 5:45** Discussion Panel (Room 1162)
- 5:45 – 6:40** Poster Viewing and Refreshment Break
(Room 1139)
- 6:45 – 7:45** Paper/Roundtable Presentations –
Session 1 (Various Rooms*)
- 7:50 – 8:50** Paper/Roundtable Presentations –
Session 2 (Various Rooms*)
- 8:55 – 9:15** Closing Remarks and Awards
Presentation (Room 1162)

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

1st Floor Faculty of Education Building



BUILDING FLOOR PLAN

2nd Floor Faculty of Education Building



PANEL DISCUSSION

Room 1162, 4:20 – 5:45

"In Pursuit of Education for All: Inquiry, Policies, and Practice"

Our education system is a means through which students can be empowered to become lifelong learners and leaders of tomorrow. Yet, our students who are socially and systemically marginalized do not always feel included by their peers, those instructing them, or with what they are learning. Over the past three decades, the global movement Education for All (EFA) has promoted changes in the ways that educators are trained, students are taught, and educational institutions are run. But is this enough to change the tides? What might the future of EFA hold? Join our discussion panelists as they share their thoughts on these and other questions on the inquiry, policies, and practice of equitable education.

PANELISTS



Candace Brunette-Debassige is an Ininew iskwe (Cree woman) from Fort Albany First Nation with Swampy Cree, French, and Metis heritage. Candace is a graduate of the Aboriginal Studies and Equity Studies Programs at the University of Toronto; where she also completed a Master of Arts (MA) in Adult Education and Community Development. She has been working in Aboriginal education at the K-12 board level and post-secondary levels for over a

decade including as the Recruitment Officer and Summer Mentorship Program Coordinator at First Nations House University of Toronto, and as the Aboriginal Education Advisor with the Thames Valley District School Board.

Candace is currently the Unit Coordinator of Indigenous Services at Western where she is responsible for ensuring the provision of a culturally-responsive space, programs

and services that offer Indigenous students holistic and strength-based



approaches to learning support. Western's Indigenous Services goals are to: 1) increase Indigenous presence and inclusion across the University; 2) to increase access and outreach to Indigenous communities; and 3) increase the successful transition, retention, completion and advancement of Indigenous students.



An educator with 35 years experience, **Bill Tucker** is currently employed as a Visiting Associate Professor at the Faculty of Education, Western University. As a former Director of Education for the Thames Valley District School Board, Bill has been widely recognized for his inspirational and transformational leadership style and his ability to build relationships and engage communities.

Katina Pollock. My career in education began as a public school teacher. As a practitioner, I taught Mathematics and Science in Nova Scotia, Canada; Newfoundland and Labrador, Canada;

and Essex, England. My research explores the intersection of power, access, and engagement in relation to work and learning in the field of education. My motivation for this line of inquiry stems from my work experiences in education and belief that systemic inequities and differences can prevent individuals and groups from accessing and engaging in both work and learning opportunities.

PANEL MODERATOR



Wendy Crocker. As an educator with 30 years experience 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. My research utilizes narrative

approaches and centres on the multiliteracies of Low German speaking Mennonite children as a minoritized culture within the Ontario educational context. I consider myself as an “edgewalker” between the academy and the field. I distill the best from both contexts to fuel my work with educators in Western’s Professional Master’s programs.

POSTER PRESENTATIONS

Room 1139, 5:45 – 6:40

Aisha Aldawsari - *Transitioning from a Nursing Student to a Clinical Teacher:
Striving to Survive*

Alicia Lapointe & Jenny Kassen - *Straight Allies' Roles in Secondary Schools:
"You just don't walk by"*

Annette Walker - *Educational Reform in Jamaica and the Role of Principals in
Creating More Socially Just School Environments*

E. Robyn Masters - *Talking to Parents about Student Mental Health:
Understanding Barriers and Bridges to Parent-Teacher Collaboration*

Jessica Sciaraffa - *The Relationship Between Bullying and Peer and Parenting
Characteristics in a Clinical Sample of Youth Exposed to Domestic
Violence*

Joelle Nagle - *Multimodal Identity Texts: Meaning-Making in the Intermediate
Classroom*

Kaitlyn Watson - *Stories of Relationship between Aboriginal and non-
Aboriginal Peoples in Canada: An Inquiry into Meaning*

Laura Hogarth - *Am I a Bully? Perspectives and Experiences of Relationally
Aggressive Females*

Melanie-Anne Atkins – *'Coming Out' In Canada: Redesigning an Anti-Stigma
Manual For Youth, By Youth*

Michael Karas - *Travel and Teach: The Lived Experiences of Foreign English*

Teachers in Korean Private Schools

Michelle Froman - *Aboriginal / Indigenous Women's Graduate Student Experiences in Ontario*

Mizusa Morii - *Contribution from Shadow Education to Multilingualism in Canada: Narratives of Family Language Practices and Strategies*

Monica DaSilva - *Validation of a Kindergarten Language Screening Measure*

Phillipa Myers - *How Do Students of Latin American Origin Experience Canadian schools? A Review of Current Literature*

Susan Ibdah - *Including Gifted Students in the Regular Classroom through the Cluster Grouping Model: A Systematic Review*

PAPER PRESENTATIONS – SESSION 1

6:45 – 7:45 PM

<i>PRESENTER'S NAME and PRESENTATION TITLE</i>	<i>ROOM #</i>
Emily Alexander <i>Student (Dis)Engagement and Portable Devices in the University Classroom</i>	2054
Justin Mackenzie <i>Task Evaluation Playback: A Proposed Software Component</i>	
Rashed Al-Haque <i>Challenging the History of Higher Education Internationalization</i>	2038
Clara I. Tascón <i>The Interpretive Zone of Knowledge Production in International Research Collaboration</i>	
Natalie Currie-Patterson <i>Teaching First Nation, Métis, and Inuit Students in Ontario's Secondary Schools: Exploring Teacher Perspectives on Policy and Practice</i>	1162
Elizabeth Torrens <i>Gender and Sexuality-Based Bullying: Student Educational Resiliency and Teacher and Administrator Intervention Experiences</i>	
Yvonne Kasine <i>Continuous Professional Development in the Area of Newborn Resuscitation Among Nurses in Developing Countries: A Literature Review</i>	2036

Abstracts for paper presentations appear later in the program

Benoite Umubyeyi

Exploring the Organizational Culture of a Clinical Practice Environment and its Influence on Nursing Students' Professional Development in Rwanda: A Focused Ethnographic Study

Cliff Davidson

Towards a New Student Typology: Integrating Students' Voices and Backgrounds into University Student Types

Gillian Mandich

Healthy and Happy: Creating and Evaluating a Catalyst to Improve the Health of University Students

2051

PAPER PRESENTATIONS – SESSION 2

7:50 – 8:50 PM

<i>PRESENTER'S NAME and PRESENTATION TITLE</i>	<i>ROOM #</i>
<p>Farzaneh Khosrojerdi</p> <p><i>Canadian Muslim Female Students and Their Experiences of Higher Education (*Virtual Presentation)</i></p>	1092
<p>Germaine Tuyisenge</p> <p><i>Continuing Professional Education in the Rwandan Maternal Health Care System: Success Stories and Challenges</i></p>	1092
<p>Joan Plonski</p> <p><i>Nuanced Approaches to Multiple Subjectivities in Intercultural Education Research</i></p>	1162
<p>Jessica Ticar</p> <p><i>Investigating Filipina/o Youths' Transnational Identities in Urban Schools</i></p>	1162
<p>Chelsea Whitwell</p> <p><i>Third Language Acquisition of Spanish Generic Plurals</i></p>	2051
<p>Evan Habkirk</p> <p><i>Content Over Worldview: The History of First Nations Content into the Ontario Social Studies and Canada and World Studies Curriculum</i></p>	2051
<p>Jo(Ann) Iantosca</p> <p><i>Construction and Validation of the interRAI 0-3 to Identify Early Childhood Mental Health and Development</i></p>	2038

Abstracts for paper presentations appear later in the program

Jessica Sciaraffa

*The Relationship Between Media Violence, Pornography, and Cyber
Dating Abuse Among Adolescents*

ROUNDTABLE PRESENTATIONS – SESSION 1

6:45 – 7:45 PM

<i>PRESENTER'S NAME and PRESENTATION TITLE</i>	<i>ROOM #</i>
Mary Ott <i>Assessment Narratives: The Affordances of Video for Formative Assessment of Literacy</i>	2046
Kari-Ann Clow <i>Service Needs for Subtypes of Youth Aggression</i>	
Armush Salahadin <i>An Exploration of Service Needs for Adults Who Live With Fetal Alcohol Spectrum Disorder</i>	2040
Gloria Zhang <i>Adolescent Bystander Perceptions of Sexual Violence Scenario</i>	
Xi Wu <i>Chinese International Students' Identity Formation in Canadian International Secondary Schools</i>	1092
Nasrin Ramezani <i>Investigating the effectiveness of Multimedia Glossing on Vocabulary Learning and Retention (*Virtual Presentation)</i>	
Sam Oh Neill <i>Toward a Developmental Paradigm</i>	2049
Abhilasha Duggal	

Abstracts for roundtable presentations appear later in the program

The Challenges in Implementing Effective Equity Policy from the Perspective of Principals and Teachers: A Case Study

Wei Wei

Educational Transfer: A Case Study of Professional Standards for School Principals in China

Desire Yamutuale

Double Degree Programs at Ontario Universities: Challenges and Prospects for Global Citizenship Education

2042

ROUNDTABLE PRESENTATIONS – SESSION 2

7:15 – 8:15 PM

<i>PRESENTER'S NAME and PRESENTATION TITLE</i>	<i>ROOM #</i>
Alireza Mousavi Arfae <i>Language Learner Autonomy in Canada's ESL Context</i>	2049
Eric Smiley <i>Logic in the ELL/ESL Classroom</i>	
Jane Qi <i>Preparedness: Graduate Teaching Assistants' Self-Efficacy in Multicultural/Multilingual University Classrooms</i>	2040
Janell Klassen <i>Self-Injury and Substance Use: Comparison of Female and Male Adolescents in Ontario, Canada</i>	2046
Alshaba Billawala <i>Risk and Resiliency among Children and Youth with Complex Special Needs</i>	
Kaitlyn Watson <i>Ontario's Aboriginal Education Strategy: Successes and Areas for Improvement</i>	2042
James Budrow <i>Applying a Relational Cosmopolitan Lens to Intercultural Learning</i>	

Abstracts for roundtable presentations appear later in the program

POSTER PRESENTATION ABSTRACTS

Aisha Aldawsari – PhD Student, Nursing

Transitioning from a Nursing Student to a Clinical Teacher: Striving to Survive

Saudi nursing clinical teachers encounter difficulties and challenges regarding clinical teaching roles and responsibilities and student evaluation. The lack of experience as staff nurses makes the transition from being a new nursing graduate to a new clinical teacher overwhelming.

Alicia Lapointe & Jenny Kassen – PhD Student & MA Student, Education

Straight Allies' Roles in Secondary Schools: "You Just Don't Walk By"

This qualitative study captures the experiences of four straight allies' and one gay male's involvement in Gay-Straight Alliances (GSA) at their Ontario high schools. Participants' motivations for becoming GSA members and their roles as allies are examined. Queer theory was employed to problematize the heteronormative underpinnings of education and to critique the stand-alone nature of GSAs. Participants joined GSAs because they wanted to support gender, sexual, and romantic minorities (GSRM) and advocate for their rights.

Annette Walker – PhD Student, Education

Educational Reform in Jamaica and the Role of Principals in Creating More Socially Just School Environments

The purpose of this research is to investigate how Jamaican principals

use instructional leadership practices to improve the quality of teaching and learning in traditional and non-traditional high schools. Additionally, I am interested in exploring the different programs and policies that principals implement to meet the needs of all students in spite of their socio-economic background. I will use Critical Cultural Theory and Hallinger and Murphy's (1985) model of instructional leadership as my theoretical framework along with qualitative methods.

E. Robyn Masters – MA Student, Education

Talking to Parents about Student Mental Health: Understanding Barriers and Bridges to Parent-Teacher Collaboration

The purpose of this research is to describe parents' experiences collaborating with teachers about child mental health concerns. Literature indicates that a systems of care framework that values stakeholder collaboration provides the child with his or her best chance at fulfilling a satisfying life. A review of participants' experiences gives a voice to parents and highlights relationship needs that must be met so that parents and teachers can form effective interprofessional collaboration.

Jessica Sciaraffa – MA Student, Education

The Relationship Between Bullying and Peer and Parenting Characteristics in a

Clinical Sample of Youth Exposed to Domestic Violence

The study examined the relationship between bullying perpetration and victimization and parenting/caregiver, peer, and interpersonal characteristics in a clinical sample of children who had witnessed domestic violence.

Participants were 134 children and youth (M_{age}= 12.1, SD= 3.07) exposed to domestic violence and receiving mental health services from nine agencies across Ontario. Data was collected using the interRAI Child and Youth Mental Health assessment (Stewart et al., 2014). Analyses were conducted using Mann-Whitney U tests.

Joelle Nagle – PhD Student, Education

Multimodal Identity Texts: Meaning-Making in the Intermediate Classroom

This case study, framed through Multimodal Literacy and Multiliteracies, described the project-making process and artefact creation of intermediate students in an Ontario classroom. The goal of the research was to understand the design process students engage in when given the opportunity to explore their interests within a topic in Canadian History curricula. These student projects became multimodal identity texts as students transformed their available semiotic resources into a redesigned, new available resource for meaning.

Kaitlyn Watson – PhD Student, Education

Stories of Relationship between Aboriginal and non-Aboriginal Peoples in Canada: An Inquiry into Meaning

The purpose of this project is to uncover different understandings of relationship between Aboriginal and non-Aboriginal people in Canada to build upon Regan's (2010) work, *Unsettling the Settler Within*. This research considers the ways in which Indigenous/non-Indigenous relationships are understood, developed, and troubled. Although no primary research has taken place, I demonstrate how I will use Critical Race Theory (CRT) as my theoretical framework and how narrative inquiry will function as my methodological approach.

Laura Hogarth – PhD Student, Education

Am I a Bully? Perspectives and Experiences of Relationally Aggressive Females

The purpose of this mixed-methods study is to gain a contextualized understanding of how relationally aggressive females perceive and experience their social world. A peer nomination method is first employed to identify relationally aggressive females (aged 11 to 13) in fourteen classrooms. Participants complete quantitative measures of empathy and self-concept, and subsequently partake in individual interviews where empathy and self-concept is further explored along with a deeper probing of their beliefs around relationships.

Melanie-Anne Atkins – PhD Student, Education

'Coming Out' In Canada: Redesigning an Anti-Stigma Manual For Youth, By Youth

Youth living and thriving with mental illness are often recruited to tell their story in order to decrease stigma. However, there are no guidelines to ensure the best interests of youth. In this study, seven youth and one facilitator/researcher with lived experience used the “Coming Out Proud To Eliminate the Stigma of Mental Illness” program to redesign a manual to educate youth ready to ‘come out’ about their mental illness on how tell their story.

Michael Karas – PhD Student, Education

Travel and Teach: The Lived Experiences of Foreign English Teachers in Korean Private Schools

This study investigates the lived experiences of ten foreign English teachers in the Korean private school context. Through interviews, the participants reveal unique experiences as they adjust to teaching English in the fast-paced private school context and life in Korea in general. Some embrace the experience and develop as teachers and travellers, while others struggle and endure. Salient stories and transitions are discussed as the teachers reveal their personal teaching/travelling narratives.

Michelle Froman – MEd Student, Education

Aboriginal / Indigenous Women’s Graduate Student Experiences in Ontario

The focus of this proposed research is about Aboriginal / Indigenous women studying as graduate students in places of power: the Ontario

university. The statistics paint a dismal picture of a deficit model (the gap, single parent, sexism, racism, under housing, etc.). How are Aboriginal women fairing amidst institutional and life realities, supports and barriers on a daily basis? What is the master narrative behind the resilience?

Mizusa Morii – MPEd Student, Education

Contribution from Shadow Education to Multilingualism in Canada: Narratives of Family Language Practices and Strategies

This study aims at illustrating how Kumon's reading program serves multilingualism in Canada in an age of globalization. With the growing presence of English as a global language, in what ways do parents' diverse backgrounds have an effect on their decision making on their children's enrollment in Kumon's reading program? This study will collect qualitative and quantitative data to study the factual narrative of parents who support their children's academic success in the context of shadow education.

Monica DaSilva – MA Student, Psychology

Validation of a Kindergarten Language Screening Measure

Kindergarten children from local schools completed a screening battery measuring different language skills. A subsample of these children completed standardized tests of vocabulary and language as 'gold standard' language

measures. Data from both assessments was compared in order to examine the validity of the initial language screening measures in the screening battery compared to the 'gold standard' standardized scores. Trends revealed a high level of agreement between the two measures.

Phillipa Myers – PhD Student, Education

How Do Students of Latin American Origin Experience Canadian schools? A Review of Current Literature

People of Latin American origin are one of the fastest growing cultural populations in Canada, yet research about Latin American students limited. The purpose of this literature review is to examine current research that explores the experiences of students of Latin American origin in Canadian schools. Insight presented here can inform policy development and classroom practices. Furthermore, this literature review reveals gaps in current research and establishes a foundation from which to initiate future research.

Susan Ibdah – MA Student, Education

Including Gifted Students in the Regular Classroom through the Cluster Grouping Model: A Systematic Review

This systematic review looked at gifted cluster grouping to determine a) the benefits of this model for gifted and non-gifted students; b) the psycho-social impact on all students c) the teacher expectations for this model; and d) the inclusiveness of such a model. An exhaustive search was conducted and

all applicable literature was reviewed. After the data was critically appraised, the conclusion was made that more research is needed in this area.

PAPER PRESENTATION ABSTRACTS

Benoite Umubyeyi - PhD Student, Nursing

Exploring the Organizational Culture of a Clinical Practice Environment and its Influence on Nursing Students' Professional Development in Rwanda: A Focused Ethnographic Study

This is a focused ethnographic study aimed at responding to two main questions: what are the shared beliefs, values, norms, and assumptions that influence nursing student professional development in clinical environments in Rwanda, and what behaviours and practices facilitate, constrain, or sustain nursing student professional development? Data will be collected from students, clinical teachers, staff nurses, and school and hospital administrators. Focus group discussion, interviews, participant observation and document analysis will be utilized.

Chelsea Whitwell - MA Student, Linguistics

Third Language Acquisition of Spanish Generic Plurals

This study tests first year learners Spanish with an Acceptability Judgment Task (AJT) and a forced elicitation task. The AJT presents a context sentence then a target sentence which the learner must judge as logical/grammatical or illogical/ungrammatical plus a correction or indicate the issue. The elicitation task gives a short paragraph of context, summarized in a sentence with a blank with three options which the learner must select as

logical/grammatical.

Clara I. Tascón - PhD Student, Education

The Interpretive Zone of Knowledge Production in International Research Collaboration

This paper aims to illustrate how researchers from different academic, cultural, and linguistic backgrounds embrace knowledge production in international research collaboration. Moreover, how these practices of knowledge production become the interpretive zone in a research network. I draw upon data collected for my doctoral research in Canada and Colombia using interviews with individuals involved in three unique research networks and documents. The discussion contributes to address a new perspective in comparative and international education.

Cliff Davidson - PhD Student, Sociology

Towards a New Student Typology: Integrating Students' Voices and Backgrounds into University Student Types

This conceptual paper examines the current typologies, their shortcomings, and potential impacts of these shortcomings. It is suggested that contemporary typologies no longer represent the diversity of the current student body and their experiences and as such need to be re-examined. I end by suggesting the need for and potential ways to move towards a new student typology.

Elizabeth Torrens - PhD Student, Sociology

Gender and Sexuality-Based Bullying: Student Educational Resiliency and Teacher and Administrator Intervention Experiences

An overview of my dissertation research focusing 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.

Emily Alexander - PhD Student, Sociology

Student (Dis)Engagement and Portable Devices in the University Classroom

This study examines the relationship between student engagement and the use of portable technology devices within the university classroom. In order to assess this relationship, four hundred thirty-eight undergraduate students completed a questionnaire on their experiences within the classroom.

Evan Habkirk - PhD Student, History

Content Over Worldview: The History of First Nations Content into the Ontario Social Studies and Canada and World Studies Curriculum

By examining the 2013 Social Studies and Canada and World Studies curriculum, and the process that created it, the Ontario Ministry of Education added many new opportunities to teach Indigenous content, by neglected Indigenous world views.

Farzaneh Khosrojerdi - PhD Student, Education

Canadian Muslim Female Students and Their Experiences of Higher Education

Through conducting qualitative case study interviews and drawing on theories of third-wave feminism, post-colonial feminism, and anti-racist feminism, this research aims to explore the experiences of 10 Muslim female university students. The findings highlight the challenges of negotiating multiple identities amongst Muslim women and issues of racism and prevailing stereotypes about Muslim women in Canadian universities. They also identify Muslim women as active agents who challenge the stereotypes and reveal the significance of the hijab.

Germaine Tuyisenge - MA Student, Geography

Continuing Professional Education in the Rwandan Maternal Health Care System: Success Stories and Challenges

Research question: What is the impact of continuing professional education in impacting maternal health care in Rwanda? Methods: 16 interviews with trained health professionals, 8 interviews with health professionals who were not trained and 8 surveys on trainees turnover. Ethical

consideration: Ethics approval obtained from the Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB)-Western. Analysis: Manual qualitative analysis and excel analysis. Results: success stories on the benefit of training and challenges to apply new knowledge

Gillian Mandich - PhD Student, Health & Rehabilitation Science

Healthy and Happy: Creating and Evaluating a Catalyst to Improve the Health of University Students

The purpose of this research is to create and evaluate online module(s) that will serve as a catalyst to improve the health of undergraduate university students based on positive psychology and happiness theories.

Jessica Sciaraffa - MA Student, Education

The Relationship Between Media Violence, Pornography, and Cyber Dating Abuse Among Adolescents

Using social cognitive theory, this study will examine the relationship between exposure to violent media and pornography, and the perpetration and experience of sexual cyber dating abuse among adolescents. Participants are 113 adolescent boys and girls sampled across secondary schools in southwestern Ontario. Cross-sectional data has been collected through the use of a paper-pencil survey. Findings can inform the development of dating

violence prevention and intervention programs for youth that emphasize media literacy.

Jessica Ticar - PhD Student, Education

Investigating Filipina/o Youths' Transnational Identities in Urban Schools

Investigating how Filipina/o youth are agents in their own identity construction, this proposed study is concerned about the impact of global migration and Canada's Caregiver Program on their school experiences. This study will inform an understanding of how to address educational and social needs, given the literature documenting low academic achievement and high school dropout rates among Filipina/o youth. The study will utilize critical ethnography, and transnational and postcolonial feminist theories, through a transformative paradigm.

Jo(Ann) Iantosca - PhD Student, Education

Construction and Validation of the interRAI 0-3 to Identify Early Childhood Mental Health and Development

Due to the sensitive and complex nature of assessing children at birth through four years of age, numerous assessments of mental health and development have undergone analysis. A single comprehensive instrument has yet to be identified. This research will serve to construct and validate a

measure of infant, toddler and preschool mental health and development in order to support the service needs of young children.

Joan Plonski - MEd Student, Education

Nuanced Approaches to Multiple Subjectivities in Intercultural Education Research

This research is an inquiry into the intercultural learning experiences of international students enrolled in a bridge program of English For Academic Purposes (EAP). Qualitative interview methods were employed to elicit narratives of lived experience, intercultural learning, and student perspectives on their experience. Analysis of themes grounded in the data revealed opportunities for and constraints upon intercultural learning and upon the development of networks which support the personal, social and academic lives of international students.

Justin Mackenzie - PhD Student, Software Engineering

Task Evaluation Playback: A Proposed Software Component

A task-based performance evaluation software framework is researched and developed that allows for the authoring of training and experimental scenarios, the execution of the scenarios, the evaluation of the scenario performance by a given user and analysis of the performance data results.

Natalie Currie-Patterson - PhD Student, Education

Teaching First Nation, Métis, and Inuit Students in Ontario's Secondary Schools: Exploring Teacher Perspectives on Policy and Practice

This paper discusses an upcoming research project which will investigate Ontario secondary school teacher perspectives related to teaching First Nation, Métis, and Inuit (FNMI) in provincially operated schools. This research project will investigate teacher knowledge, preparation, and ability to support First Nation students attending provincially operated secondary schools in Ontario with the goal of generating practice and policy recommendations specific to FNMI education in Ontario.

Rashed Al-Haque - PhD Student, Education

Challenging the History of Higher Education Internationalization

My paper examines the existing history of internationalization of higher education and introduces a revisionist history that challenges the Anglo/Eurocentricity of higher education internationalization.

ROUNDTABLE PRESENTATION

ABSTRACTS

Abhilasha Duggal - PhD Student, Education

The Challenges in Implementing Effective Equity Policy from the Perspective of Principals and Teachers: A Case Study

Canada is known to be a country in which diversity is an important aspect of national culture as shown through the Canadian Multiculturalism Act. Canada is an example for the globalized world of a democratic nation composed of people of many different races, religions, and languages. Members of minority groups immigrate to Canada in hopes of seeking beneficial life opportunities, and rely upon Canada's reputation of racial tolerance, religious and linguistic freedom (Adams, 2007).

Alireza Mousavi Arfae - PhD Student, Education

Language Learner Autonomy in Canada's ESL Context

The research aims to study how Canada's ESL context has responded to the growing need of the development of language learner autonomy. Utilizing both quantitative and qualitative approaches in a mixed methods research design, the research builds upon the perceptions of ESL teacher educators, teachers and learners to present the current model along with an ideal model of the practices and strategies used to develop language learner autonomy.

Alshaba Billawala - MA Student, Education

Risk and Resiliency among Children and Youth with Complex Special Needs

Despite an increase in the number of complex special needs (CSN) cases, little is known about this extremely vulnerable population. The goal of the current project is to address the gap in the literature and identify risk and protective factors present among children and youth with CSN. With this knowledge, a sound decision-support tool can eventually be developed to inform choices with respect to prioritization and resource allocation of scarce mental health resources.

Armush Salahadin - MA Student, Education

An Exploration of Service Needs for Adults Who Live With Fetal Alcohol Spectrum Disorder

Many families who care for children with disabilities often feel that support is essential to receive, as it will help with the child's behaviours, wellbeing, and livelihood. However, little is known about the support needs of adults who live with FASD, and even fewer specialized services exist in order to meet their needs. This study will examine what supports and services caregivers require in assisting their family members live as independently as possible.

Desire Yamutuale - PhD Student, Education

Double Degree Programs at Ontario Universities: Challenges and Prospects for Global Citizenship Education

This research looks at double degree programs at Ontario Universities from a global citizenship education perspective in order to comprehend the relevancy of such curricular programming within the internationalization of higher education movement.

Eric Smiley - MA Student, Education

Logic in the ELL/ESL Classroom

English Language Learners (ELLs) are consistently found to overuse, misunderstand, and misuse connectives in the English language (Bolton et al., 2002; Chen, 2006; Hinkel, 2002; Ozono & Ito, 2003; Zhang, 2000). In an effort to address this issue, the following research will assess a new method of instruction in fundamental English connectives (e.g., 'and', 'or', and 'if,then'). The role of these connectives in the English language will be highlighted as well as the potential effect that comprehensive knowledge of these connectives has upon memory and the evaluation of complex and compound claims. This study employs a pre- post-test experimental method. Participants consist of university level English Language Learners at the University of Western Ontario's English Language Centre.

Gloria Zhang - MA Student, Education

Adolescent Bystander Perceptions of Sexual Violence Scenario

The present study examined the current attitudes of adolescents toward varying scenarios of potential sexual violence, including perceptions of wrongfulness and self-reported willingness to intervene. The findings of this research can profoundly increase our understanding of how sexual assault prevention could be implemented earlier in the life span. With the increasing use of Internet and social media, it is important to also consider these variables as part of violence prevention for youth.

James Budrow – MEd Student, Education

Applying a Relational Cosmopolitan Lens to Intercultural Learning

I engage relational cosmopolitanism to illuminate how a post-secondary cross-cultural learning environment prepares students from diverse backgrounds to be global citizens with intercultural sensibilities. The objectives are to: identify how spaces of cross-cultural encounter facilitate intercultural learning; clarify how spaces of cross-cultural encounter nurture the intercultural sensibilities necessary to understand foreign learning expectations; and, shed light on how spaces of cross-cultural encounter prepare students to take advantage of personal/professional growth opportunities available in cross-cultural experiences.

Jane Qi - MA Student, Education

Preparedness: Graduate Teaching Assistants' Self-Efficacy in Multicultural/Multilingual University Classrooms

This study will explore GTAs' self-efficacy in multicultural/multilingual teaching contexts of internationalized university education. A mixed research methodology composed of a questionnaire survey and subsequent interviews will be employed to investigate GTAs' teaching preparedness and perceptions of teaching self-efficacy in multilingual/multicultural classroom. The Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007) will be adopted to measure the self-efficacy of a sample of GTAs in one GTA training program of Western university.

Janell Klassen - MA Student, Education

Self-Injury and Substance Use: Comparison of Female and Male Adolescents in Ontario, Canada

Adolescence represents one of the most vulnerable times in an individual's life as they explore and develop a sense of identity, often experimenting with risky behaviours (e.g., self-harm behaviours). The current study proposes a sex-based investigation of self-injury and substance use behaviours exhibited among adolescents in Ontario. These findings may create a clearer picture of adolescent mental health, as risk and protective factors will be used to identify at-risk adolescents for the allocation appropriate resources.

Kaitlyn Watson - PhD Student, Education

Ontario's Aboriginal Education Strategy: Successes and Areas for Improvement

Since 2007, Aboriginal education initiatives in Ontario have been supported by the Aboriginal Education Strategy (Strategy). Using critical policy analysis as my methodology and critical pedagogy as the theoretical framework, I identify how the Strategy both supports and does not support components of critical pedagogy to promote transformational learning for all students in Ontario's publicly funded schools. I also provide recommendations for the Strategy to better support elements of critical pedagogy.

Kari-Ann Clow - MA Student, Education

Service Needs for Subtypes of Youth Aggression

The literature is scarce with respect to the examination of different services allocated for children and youth who present with different aggressive behaviours (McAdams III, 2002; Marsee and Frick, 2007). It is the goal of this research to conduct a valuable examination of sub-types of aggression, their relation to child psychopathology and subsequent service utilization needs within child and youth mental health facilities utilizing the interRAI Child and Youth Mental Health instrument.

Mary Ott - MEd Student, Education

Assessment Narratives: The Affordances of Video for Formative Assessment of Literacy

There are no findings to report at this time, but the theoretical and methodological approaches of multiliteracies and narrative inquiry will be discussed in reference to work in progress.

Nasrin Ramezanali - PhD Student, Education

Investigating the effectiveness of Multimedia Glossing on Vocabulary Learning and Retention

Vocabulary glossary with the incorporation of multimedia tools of texts, sounds, pictures & graphs, animations and or videos can be regarded as a form of mnemonic aid that assists L2 learners to increase vocabulary knowledge, direct their attention to unfamiliar words, improve their reading fluency and enhance long-term word retention.

Sam Oh Neill - EdD Student, Education

Toward a Developmental Paradigm

Students do better when they receive an education in a learning environment that addresses their social emotional needs and respects their voice in the process of learning. The research I have done has demonstrated this as have many other studies. Yet, there are many roadblocks to advancing this form of learning embedded in the foundations of schooling as a social institution. We need to allow staff and students to explore all possible facets of learning.

Wei Wei - PhD Student, Education

Educational Transfer: A Case Study of Professional Standards for School Principals in China

This research will investigate the enactment of Professional Standards for Compulsory Schools Principals in China and how this policy document informs principals' practice at the school level. It will be conducted through the lens of educational transfer. The influence at the global level and its implications at the local level will be uncovered.

Xi Wu - PhD Student, Education

Chinese International Students' Identity Formation in Canadian International Secondary Schools

This is a qualitative case study of Chinese international students' identity formation in a Canadian international secondary school. I am interested in investigating the complexities of Chinese students' developing cultural logics in identity formation in the transnational spaces.

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