

**Robert Macmillan**  
**Graduate Research in Education Symposium**  
**2016**



***Challenges in Education:  
Local and Global Perspectives***



# Welcome!



Welcome to the seventh annual Robert Macmillan Graduate Research in Education Symposium (GRiES).

The symposium is an event organized by graduate students at Western University's Faculty of Education. The theme of this year's event is *Challenges in Education: Local and Global Perspectives*.

## 2016 Symposium Committee Members:

### Co-Chairs:

Natalie Currie-Patterson

Azar Rabbani Zavarzadeh

### Committee Members:

Treasurer: Ana Garcia-Allen\*

Publicity: Azar Rabbani Zavarzadeh\*, Ana Garcia-Allen

Food and Décor: Eva Jaber\*, Carolyn Verret, Annette Walker, Shan Zhang, Meng Xia, Liqing Zhao, Xiaoxi Feng, Chang Gao

Posters: Irene Melabiotis\*

Tech: Michael Karas\*

Hospitality and Registration: Yanmin Zhao\*, Carolyn Verret, Xiaochang Chen, Wanying Chen, Yue Wang, Yingying Wang

Program: Jenna Lorusso\*

Workshops: Xi Wu\*

Moderator Coordination: Donna Swapp\*, Michael Karas

\* = Steering Committee Member and Sub-Committee Leader

## Cover Photo Contest Winner:

Juanita Muise

*Supply Teacher with the Near North District School Board*

# WELCOME

## From the Dean of the Faculty of Education

My sincere appreciation and congratulations are offered to all of our emerging scholars who have contributed to the offering of the 2016 Robert Macmillan Graduate Research in Education Symposium. Thank you is also extended to Dr. Kathryn Noel who, in honor of Dr. Robert Macmillan, has made this event possible. To quote Dr. Noel, “Bob would be pleased to know that graduate students continue to have this opportunity to present, to discuss, and to get feedback on their research.”

As graduate students, one of the highlights of your program will be carrying out an in-depth and exhaustive study, one that will engage you creatively and intellectually. The process of bringing research to completion can be a transformational experience. Your research will provide the human community with ways of understanding natural, cultural, imaginative, social, and technological phenomena and investigating problems through the pursuit of knowledge. You will be engaged not only in a social process that provides society with new ways of looking at the world’s complexity but in a personal quest for bettering lives and expanding learning and insight.

Best wishes for a very successful and informative Research Symposium.

**Dr. Vicki Schwean**



# GREETINGS

## From the Associate Deans of the Faculty of Education

Many thanks to the Committee for organizing this year's event. The theme of Local and Global Perspectives is a timely one for Western and the Faculty of Education, not to mention most universities across Canada. We are now experiencing dramatic expansion of university and faculty missions to encompass ideas, innovations, and challenges in education around the world. The Faculty of Education at Western is leading this expansion of horizons in Canada, and we are delighted to support the research that our graduate students are conducting and which no doubt will contribute to the Faculty and University's understanding of local and global perspectives.

Congratulations.

**Dr. Pam Bishop**

Associate Dean, Graduate Programs



**Dr. Steve Bird**

Associate Dean, Research





## **SCHEDULE OF EVENTS**

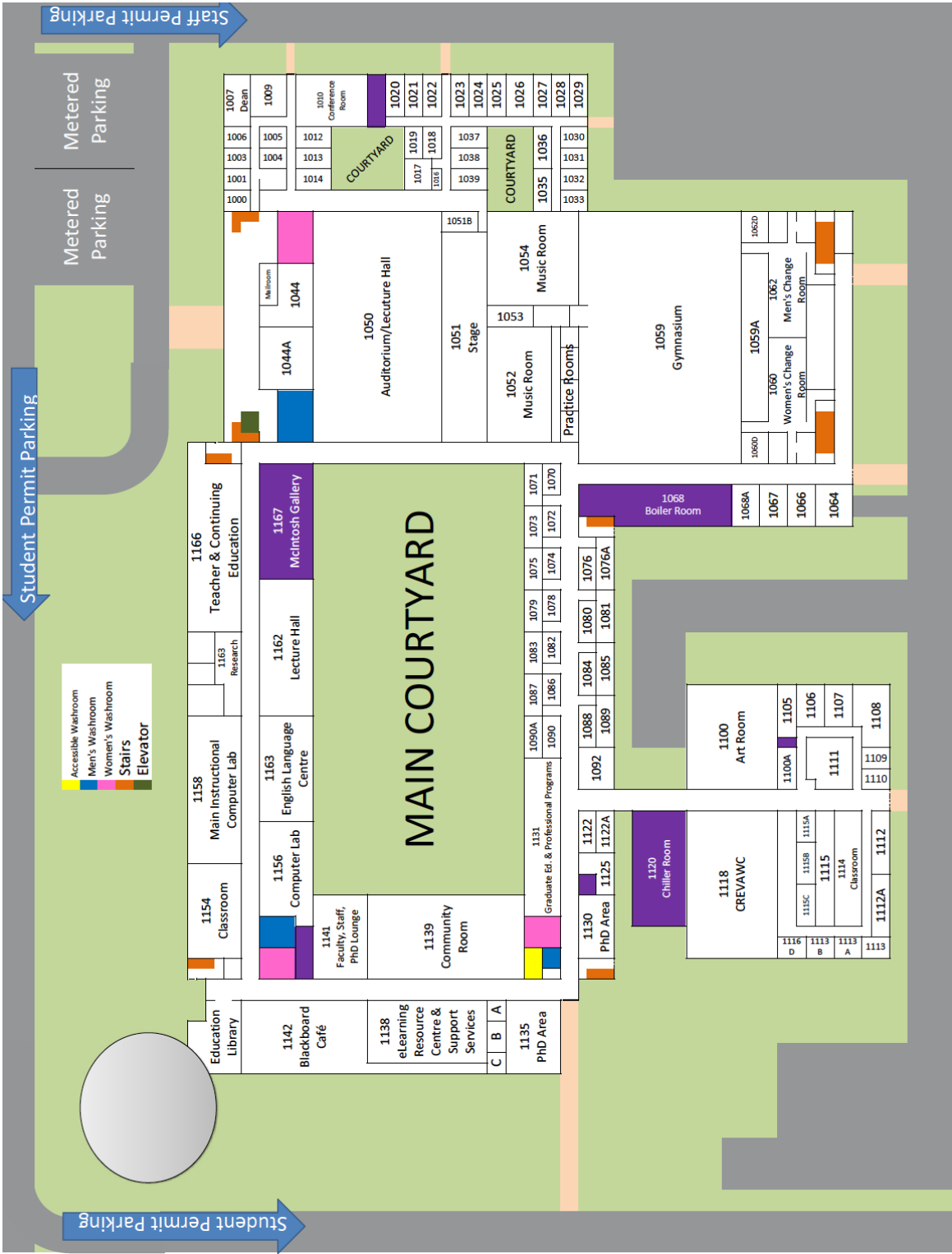
- 9:00 - 9:30**      Registration (Front Lobby)
- 9:30 - 10:00**    Opening Remarks (Room 1162)
- 10:00 - 11:00**   Keynote Address (Room 1162)
- 11:00 - 12:00**   Session 1 Presentations (Various Rooms)
- 12:10 - 1:10**    Session 2 Presentations (Various Rooms)
- 1:20 - 3:00**      Poster Viewing and Lunch (Room 1139)
- 3:00 - 4:00**      Session 3 Presentations (Various Rooms)
- 4:10 - 5:10**      Session 4 Presentations (Various Rooms)
- 5:15 - 5:30**      Closing Remarks (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

## 1<sup>st</sup> Floor Faculty of Education Building



# BUILDING FLOOR PLAN

## 2<sup>nd</sup> Floor Faculty of Education Building



# KEYNOTE PRESENTATION

Room 1162, 10:00 – 11:00

**Dr. Marianne A. Larsen**

## ***(Im)Possibilities of Creativity in Educational Research***

Creativity and innovation have become popular in current educational policy discourses, and as teachers, students and educational researchers, we are called upon to be creative and innovative with our work. In this presentation, I review various theories about creativity to understand the possibilities of creativity within higher education. I then problematize creativity and innovation discourses to show the challenges associated with trying to be creative within competitive neoliberal educational contexts.



Dr. Marianne A. Larsen is an Associate Professor at the Faculty of Education. Her research is within the field of comparative and international education. Over the last few years she has focused on the internationalization of higher education, international service learning and global citizenship education in her research. Her recently published book, *International Service Learning: Engaging Host Communities* interrogates the impact of ISL programs on global South communities and meaningful ways in which to engage host communities in developing and facilitating ISL programs.

# SESSION 1 SCHEDULE

11:00 - 12:00

PRESENTER(S) NAME and PRESENTATION TITLE	ROOM # and FORMAT
<p><b>Paula Calderari, Sarah Awadh, Yue Wang, &amp; Dr. Leigh-Anne Ingram</b>  <i>Who doesn't have an accent? A multi-voiced discussion about accent discrimination</i></p> <p><b>Haoran Mu, Xiaoyu Dong, Meng Xia, Liqing Zhao, &amp; Wanying Chen</b>  <i>A critical discourse analysis of Obama's victory speech</i></p> <p><b>Liang Cao</b>  <i>Exploring gay immigrant learners' communicative legitimacy in ESL programs</i></p> <p><b>Azar Rabbani Zavarzadeh</b>  <i>Revisiting theory of social identity and language investment: A case study involving highly educated employed immigrants</i></p>	<p>1092 Roundtable</p>
<p><b>Ziwei Li</b>  <i>Analyzing the curriculum of the listening and speaking course in an ESL program in a language school</i></p> <p><b>Wenwen Zhang (Wing), Ningrui Zhang (Lois), Jia Wang (Jia), &amp; Ting Bai (Cynthia)</b>  <i>Using spoken words and rap music to teach speaking and listening skills in the ESL/EFL classroom</i></p>	<p>2046 Roundtable</p>
<p><b>Marja Miller</b>  <i>From STEM to STEAM</i></p> <p><b>Katherine MacCormac</b>  <i>Rethinking Canada's bilingual framework: Making official bilingualism and French as a second language education accessible to all Canadians</i></p>	<p>2049 Paper</p>



**Samia Lahib**

*The truth behind the test*

**Huamin Qi**

*A corpus-based comparison between the Academic Word List and the Academic Vocabulary List*

**Yanmin Zhao**

*The challenge to change: The application of multimodal discourse analysis in English as a second language (ESL) classroom*

2051

Paper

# SESSION 2 SCHEDULE

12:10 – 1:10

PRESENTER(S) NAME and PRESENTATION TITLE	ROOM # and FORMAT
<p><b>Michael Karas</b> <i>Language teacher cognition research: A discussion</i></p> <p><b>Pejman Habibie, Sarah Awadh, Paula Denise Calderari, Ani Mooradian, &amp; Yanmin Zhao</b> <i>A technology-enhanced approach to developing English for Research Publication Purposes (ERPP) literacy</i></p>	<p>2040 Roundtable</p>
<p><b>Dalia Hasan</b> <i>Weighing in on how well prepared tomorrow's doctors are in managing children with obesity in Ontario</i></p> <p><b>Jill Dombroski</b> <i>Exploring end-of-life issues in death and dying curriculum</i></p> <p><b>Brent Duncan</b> <i>Rigging for balance: A gender equity analysis of the American and Canadian systems of intercollegiate rowing</i></p> <p><b>Annie Tran</b> <i>Multimodal dissertations: Pedagogy of multimodal logic</i></p>	<p>1092 Roundtable</p>
<p><b>Eva Jaber</b> <i>Global citizenship through the eyes of the grade seven elementary students: A case study</i></p> <p><b>Emma Cooper</b> <i>But what do YOU mean?: A multiple case study of the semiotic demands and supports in elementary classroom curricula</i></p>	<p>2046 Paper</p>

**Jessica Danilewitz**

*Quality of life and sources of stress in teachers: A Canadian perspective*

**Mary Ott**

*A well place to be: The intersection of Canadian school-based mental health policies with student and teacher wellness initiatives*

2049

Paper

**Jennifer Kozak**

*What do we think? Host families impart their wisdom on potential international service learning students and ISL program co-ordinators*

**Xi Wu**

*Chinese international students' learning and becoming in transnational space*

2051

Paper

**Dru Farro & Noel Glover**

*Psychoanalysis and learning's first breath*

2054

Panel

# POSTER PRESENTATIONS

**Room 1139, 1:20 – 3:00**

**Abhilasha Duggal** - *Leadership and teaching challenges involved in the enactment of Ontario's equity and inclusive strategy policy: A case study of teachers' and school principals' perspectives*

**Alicia Lapointe & Jenny Kassen** - *Queering the Social Studies: Lessons to be learned from Canadian secondary school Gay-Straight Alliances*

**Ann DeAgazio** - *Technology integration: Is it achievable?*

**Annette Walker** - *Principals' mental health and wellbeing*

**Azar Rabbani Zavarzadeh** - *The Impact of strategy awareness on the conversational skills of EFL learners through a TBLT framework*

**Carol-Ann Lane** - *"Play, score, engage": Finding ways for boys to make the grade!*

**Chloe Dawn Weir** - *Elementary mathematics teachers and self-directed professional development*

**Joan Plonski** - *Intercultural learning in the informal domain in the lives of campus-situated EAP international students*

**Karen Gregory** - *IEP development for children with developmental disabilities in Ontario's schools*

**Kathryn Hansen** - *Identity, belonging and self-efficacy in early career college educators: What is the relationship to faculty approaches to teaching and work engagement?*

**Mel Gollan-Wills** - *Enrichment programming for secondary school gifted students: A narrative inquiry*

**Natalie Currie-Patterson, Lynn Dare, Kathy Hansen, Joelle Nagle Crestan, Irene Melabiotis, & Philipa Myers**- *Threshold concepts: Reflections within a community of learners*

**Rafaela Lopez-Cobar** - *Is alternative education a viable solution for our youth?*

**Sarah Halabi** - *The hyphenated identities of Muslim students and their implications*

**Susan Ibdah** - *The institutionalized incapacitation of Ontario teachers: A document analysis of the 2006 OME language curriculum document*

**Wei Wei** - *Educational policy development under globalization: A multi-sited case study of professional standards for principals in China*

**Xiaowen Chen, Hua Guo, & Manchen Zhao** - *A technology-enhanced pedagogy:*

*Using animation to teach ESL*

**Xuanyi Bai** - *Finding the right word*



# SESSION 3 SCHEDULE

3:00 – 4:00 PM

<i>PRESENTER(S) NAME and PRESENTATION TITLE</i>	<i>ROOM # and FORMAT</i>
<p><b>Mel Gollan-Wills</b>  <i>Examining the needs of secondary gifted learners in the regular classroom: A critical narrative and ANT approach to identifying the actors that produce the current system</i></p> <p><b>Rebecca Hsiang</b>  <i>Teachers' mental health: The relevance of emotional intelligence relative to burnout and quality of life</i></p> <p><b>Rosa Cendros Araujo</b>  <i>Student-student interaction during collaborative mind-mapping through an online representational tool</i></p> <p><b>Asra Milani</b>  <i>Service providers' perspectives on Muslim women experiences of intimate partner violence and anti-violence service utilization: A need for culturally-informed education and practices</i></p>	<p>1092 Roundtable</p>
<p><b>Krista Dalzell-Gingerich</b>  <i>An examination of the leadership practices related to school re-culturing and organizational learning in a consolidated grade 7-12 school</i></p> <p><b>Donna Swapp</b>  <i>School principals' work in Grenada: An exploratory study</i></p> <p><b>Catherine Zeisner</b>  <i>Success amidst adversity: How do elementary school principals in a southwestern Ontario school board use resiliency strategies to manage adversity in their school leadership?</i></p> <p><b>Annette Walker</b>  <i>Exemplary principals role in teachers' professional involvement</i></p>	<p>2046 Roundtable</p>

**Courtney Brewer**

*Creating effective policy and resources to serve refugee students*

**Rashed Al-Haque**

*ANT and CPA: Combining two lenses to explore education policy*

2049

Paper

**Elizabeth Torrens**

*Educators, police, counsellors and friends: How teachers Deal with gender and sexuality based bullying*

**Heather Crowe**

*Transphobia in public schools: Elementary principals' understanding and implementation of transgender-specific education policies and practices in Ontario*

**Holly Taylor**

*Intersectionality in the Classroom*

2051

Paper

**Cliff Davidson**

*Student success or successful student?: A tripartite approach to university student success via students' own voices and backgrounds*

**Megan MacCormac**

*Divided resources and fractured policy: An Evidence-based policy analysis of the Maritime University Federation Movement in Canada*

2054

Paper

# SESSION 4 SCHEDULE

4:10 – 5:10

<i>PRESENTER(S) NAME and PRESENTATION TITLE</i>	<i>ROOM # and FORMAT</i>
<b>Heather Smith</b> <i>The distribution of principals power to teacher leaders</i>	2051
<b>Chelsea Heron</b> <i>Perpetrator typologies of domestic homicide and domestic homicide-suicide</i>	Paper
<b>Xiaoxiao Du, Muzi Li, Hong Zou, Nawaf Nuimat, Mengyuan Lou, Mingwei Li, Sangeet Parashar, Wenwen Zhang, &amp; Ningrui Zhang</b> <i>Language, culture, and diversity in international education from the perspectives of international students and educators</i>	2054  Panel

# SESSION 1 SUMMARIES

## **Azar Rabbani Zavarzadeh**

*Revisiting theory of social identity and language investment: A case study involving highly educated employed immigrants*

The present study investigates how immigrants' social-cultural identities may change after “landing” in Canada. A poststructuralist lens is adopted to investigate notions of social identity and language investment in the context of educated immigrants currently employed in Canada. The study also explores the reasons why these immigrants “invested” in learning English.

## **Haoran Mu, Xiaoyu Dong, Meng Xia, Liqing Zhao, & Wanying Chen**

*A critical discourse analysis of Obama's victory speech*

The paper aims to find the relationship between language and ideology; it critically analyzes Obama's victory speech through using the method of Systemic Functional Grammar. The author studies the formal language components from three functions under the guiding of Halliday's Systemic Functional Grammar. Through this study, it focuses on how to produce discourse, and how to use language as an instrument to persuade Obama's political intention.

## **Huamin Qi**

*A corpus-based comparison between the Academic Word List and the Academic Vocabulary List*

This study compared the lexical coverage provided by Coxhead's (2000) Academic Word List (AWL) and Gardner and Davies' (2013) Academic Vocabulary List (AVL) in a 72-million-token university academic corpus to reveal which list is more suitable for academic vocabulary learning purposes across different academic disciplines.

## **Katherine MacCormac**

*Rethinking Canada's bilingual framework: Making official bilingualism and French as a second language education accessible to all Canadians*

This paper examines the discourses concerning official bilingualism and French as a second language (FSL) education in Canada. The research focuses on the underlying tensions present in the discourses which are contributing to the

inconsistencies between policies concerning official bilingualism and FSL education and the reality of the situation within Canadian society. Of particular importance to the research is the inherent disconnect between the promotion of national unity within the discourses and Canada's multicultural society.

### **Liang Cao**

#### *Exploring gay immigrant learners' communicative legitimacy in ESL programs*

Researchers should continue to focus on power relations between language learners and the people with whom they speak in order to explore the interplay between identity construction and language learning. More studies need to be conducted to provide educators with insights to create an equal and enjoyable classroom environment.

### **Marja Miller**

#### *From STEM to STEAM*

STEM should be integrated together with the Arts to better prepare students for both innovative and creative thinking. This "STEAM" (Science, Technology, Engineering, Arts and Mathematics) approach will support the development of a multifaceted group of students that can meet the demands of the 21st century. This paper will address the following question: How does STEAM contribute to the success of minority and disadvantaged students in our school population?

### **Paula Calderari, Sarah Awadh, Yue Wang, & Dr. Leigh-Anne Ingram**

#### *Who doesn't have an accent? A multi-voiced discussion about accent discrimination*

In order to address and discuss the questions proposed, all participants - each with very distinct nationalities and backgrounds - will look into literature and draw from their own experiences as female foreign graduate students in Canada.

### **Samia Lahib**

#### *The truth behind the test*

This quantitative study uses correlation and multiple regression analysis to review the current English language proficiency requirements of an Ontario University for Ontario high school applicants applying for undergraduate study. Specifically, it will look at the predictive validity of TOEFL iBT and IELTS at the outlined minimum requirement ranges of this University. A method for identifying fraudulent TOEFL iBT and IELTS test will also be examined for use with this specific group.



**Wenwen Zhang (Wing), Ningrui Zhang (Lois), Jia Wang (Jia), & Ting Bai (Cynthia)**

*Using spoken words and rap music to teach speaking and listening skills in the ESL/EFL classroom*

This paper mainly concentrates on: 1 ) the effects of pop music, especially, rap and spoken words to language teaching and learning; 2 ) how teachers make full use of rap and spoken words in ESL or EFL classes; and 3 ) the problems which need to be solved in the future regarding the use of pop music in English language teaching.

**Yanmin Zhao**

*The challenge to change: The application of multimodal discourse analysis in English as a second language (ESL) classroom*

This article aims to analyze the challenges of the application of multimodal discourse analysis in the language learning classroom in the context of teaching English in China, and the use of multimodal discourse increase English learning efficiency through the interpretation of visual and acoustic modal symbols in the language teaching classroom.

**Ziwei Li**

*Analyzing the curriculum of the listening and speaking course in an ESL program in a language school*

In this article, we are going to analyse a particular language teaching curriculum in a language school. We are going to look at the listening and speaking course and try to analyse the effectiveness and balance from a learner's perspective.

# SESSION 2 SUMMARIES

## **Annie Tran**

*Multimodal dissertations: Pedagogy of multimodal logic*

I am in the preliminary stages of my research into multimodal dissertations and the lived experiences of students who write them. I am interested in how multimodality has supported argumentation, representation and presentation of research across various disciplines in a dissertation.

## **Brent Duncan**

*Rigging for balance: A gender equity analysis of the American and Canadian systems of intercollegiate rowing*

A course paper-turned research project, this is a work in progress. Expansion of the paper will increase historical knowledge relevant to Title IX, and of Canadian women's rowing. There will also be a new analysis of potential reverse discrimination. Ultimately, there is a significant difference in the approach of each country. Through these differences we can see the values that weigh more heavily for each country, and how they try to achieve said values.

## **Dalia Hasan**

*Weighing in on how well prepared tomorrow's doctors are in managing children with obesity in Ontario*

Primary health care physicians are in a unique position to initiate and monitor childhood obesity prevention strategies on a regular basis. However, research has shown that many primary health care physicians have identified limited medical school training as a key barrier to successfully managing children who are overweight or obese in Canada. A validated survey will be administered to medical school students in Ontario to assess their level of self-efficacy related to childhood obesity prevention.

## **Dru Farro & Noel Glover**

*Psychoanalysis and learning's first breath*

Psychoanalysis resituates the fundamental coordinates of the notions of teaching, learning, and education, which themselves take their cue from the earliest interactions

between need, demand, and desire. These interactions are complicated by the involvement of objects, words, and bodies in a wash of precipitating significance. There are, however, aporia that are not satisfied by the resources at our disposal as speakers, and this remainder is the unconscious. Our panel discusses the consequences for education of the presence of the unconscious.

### **Emma Cooper**

*But what do YOU mean?: A multiple case study of the semiotic demands and supports in elementary classroom curricula*

The study explores multiple cases of semiotic demands placed on Ontario elementary students across the disciplines of Language Arts, Mathematics, and Social Studies. It also works to identify if and how students are given opportunities to understand and acquire facility with the semiotic elements of the receptive and expressive communication in the classroom, and what the consequences might be when they are not provided such opportunities.

### **Eva Jaber**

*Global citizenship through the eyes of the grade seven elementary students: A case study*

This study aimed to add qualitative knowledge about how youth perceive global citizenship; where they gather information about the wider world and its current challenges; how they consider themselves, if at all, global citizens; and how school and media support students' preparation for social responsibility on local, national and global levels. The majority of the students reflected the passive form of citizenship, however, a small number showed signs of being active and analytical global citizens.

### **Jennifer Kozak**

*What do we think? Host families impart their wisdom on potential international service learning students and ISL program co-ordinators*

Host families are an under represented community in research on international service learning (ISL). This paper strives to disseminate advice imparted by host families who are eager to contribute to the improvement of ISL programming

**Jessica Danilewitz***Quality of life and sources of stress in teachers: A Canadian perspective*

Teaching is one of the most stressful occupations in the world. Research that examines quality of life (QOL) and the sources of stress in teachers is rare, and emanates from only select countries. The present study examines the experience of teachers' QOL and stress, and the relationship between QOL and the source of stress in Canadian teachers. This research will guide best practices in addressing teacher QOL, and will have benefits for teachers, students and schools.

**Jill Dombroski***Exploring end-of-life issues in death and dying curriculum*

According to the literature review I have prepared, the stats from this review would suggest the small amount of formal education that medical students receive, is not enough as they move forward in their professional careers, and more explicit training is needed when caring for end-of-life patients and their families.

**Mary Ott***A well place to be: The intersection of Canadian school-based mental*

This policy analysis presents a critical scan of the pan-Canadian policy players, discourses, and assumptions driving the School-Based Mental Health (SBMH) movement, with an eye to the resources being mobilized. We advocate extending SBMH policy to include teacher wellness, and highlight the story of a website on mental health co-developed by teachers and researchers as a powerful example of the wellness that proceeds from the freedom to tell one's story (Ball & Olmeida, 2007).

**Michael Karas***Language teacher cognition research: A discussion*

This roundtable discussion will look at language teacher cognition research. Originally, language teacher cognition was broadly defined as what language teachers think, know and believe, but more recently, the concept has expanded to include teacher identity, emotions and attitudes. Three main influences on language teacher cognition are: Prior language learning experiences, teacher education and classroom practice. A brief overview will be given followed by a discussion allowing participants to reflect on their personal teaching cognitions.

**Pejman Habibie, Sarah Awadh, Paula Denise Calderari, Ani Mooradian, & Yanmin Zhao**

*A technology-enhanced approach to developing English for Research Publication Purposes (ERPP) literacy*

This project showcases a technology-enhanced approach to developing English for research publication purposes (ERPP) competency in a higher education context. In this project, a number of graduate students are using a Wiki platform to write collaboratively on different aspects of writing for scholarly publication and learn academic writing and publishing. The project has implications for developing support strategies and initiatives and scaffolding graduate students' socialization into academic communities and their discourses and practices.

**Xi Wu**

*Chinese international students' learning and becoming in transnational space*

This study examines the learning and self-making of Chinese international students in a Canadian international secondary school in Ontario. In this study, I will conduct an ethnographic field study of the everyday life of some Chinese international students, through which I aim to portray a rich picture about how they understand and fashion themselves in transnational space.



# POSTER SUMMARIES

## **Abhilasha Duggal**

*Leadership and teaching challenges involved in the enactment of Ontario's equity and inclusive strategy policy: A case study of teachers' and school principals' perspectives*

Elementary school students have diverse learning needs and their academic learning varies between students - especially so for those students from culturally non-dominant backgrounds. The data will consist of semi-structured interviews with principals, and teachers, document analysis, and observations of teachers. An exploratory qualitative case study research paradigm will be adopted. The findings from this study have the potential to illuminate teaching and leadership approaches intended to create inclusive classrooms for students in Ontario.

## **Alicia Lapointe & Jenny Kassen**

*Queering the Social Studies: Lessons to be learned from Canadian secondary school Gay-Straight Alliances*

This paper examines what Social Studies teachers can learn from Gay-Straight Alliances (GSA). Three prominent themes emerged: 1) GSAs' queer educative role compensated for a void in LGBTQ curricular content; 2) the personal characteristics of students provide insight into how Social Studies educators can mirror youths' drive to learn about and challenge hetero/cisnormative assumptions; and 3) GSA's queer educational approaches differed from the hetero/cisnormative teaching and learning practices of their educators.

## **Ann DeAgazio**

*Technology integration: Is it achievable?*

As technology integration becomes more ingrained at my school, there will be a shift from teacher-centered to a student-centered model. Teachers will cater to the needs of students by embedding technology in their instructional and assessment practices. Students will work collaboratively with their peers and use different technologies simultaneously. Teachers will assume the role as facilitator of student learning and create cross-curricular projects with the use of technology.

**Annette Walker***Principals' mental health and wellbeing*

This study will explore Jamaican principals' work and mental health and wellbeing. Role ambiguity and increased responsibilities are key factors compromising principals' mental health and wellbeing. Bourdieu's field theory and leadership as a concept will be used to guide this research. An explanatory mixed methods comprising of surveys (100) and semi-structured interviews (10-20 principals) will be used to collect the data. The findings will facilitate awareness of principals' mental health and wellbeing.

**Azar Rabbani Zavarzadeh***The Impact of strategy awareness on the conversational skills of EFL learners through a TBLT framework*

The present study examined the effect of Task-Based-Language-Teaching (TBLT) design on the conversation competencies of English learners in Iran. The participants were involved in doing focused tasks and, then, reflected on speaking strategies they used. Findings show that a TBLT design helped language learners consciously develop their speaking competencies.

**Carol-Ann Lane***"Play, score, engage": Finding ways for boys to make the grade!*

Recently, I conducted an ethnographic research study with four adolescent boys. My study aimed to hear these boys' voices to better understand how they could develop multiliteracy skills as they engaged in video gaming. My research findings aim to provide a different perspective about boys' out of school gaming practices and attempts to build a new set of considerations about integrating video games as an alternative classroom strategy to address boys' underachievement in school.

**Chloe Dawn Weir***Elementary mathematics teachers and self-directed professional development*

This research seeks to examine the various ways in which elementary teachers perceive of, engage in, and understand the role of self-directed professional development in mathematics education. A phenomenographic approach was used to understand and describe the qualitatively different ways in which elementary teachers experience self-directed professional development. This investigation demonstrates

how elementary teachers have used self-directed professional development in mathematics education to enhance their learning which facilitates change in classroom practices. Preliminary findings indicate that professional growth and teacher competence are benefits derived from teacher engagement in self-directed professional development.

### **Joan Plonski**

*Intercultural learning in the informal domain in the lives of campus-situated EAP international students*

This research is a qualitative inquiry into the intercultural experiences of ten international undergraduate students studying English for Academic Purposes at a large Canadian university. Interviews with participants from Angola, Brazil and China provided insight into the opportunities and constraints upon intercultural engagement and learning for these students during this early period of higher education. Recommendation for modifications to existing supports at this university are made based upon research findings.

### **Karen Gregory**

*IEP development for children with developmental disabilities in Ontario's schools*

Using a disability theory and critical social theoretical framework, research findings revealed four key thematic areas important for explaining the IEP development process. Implications of findings are significant to education policy and practice in the areas of inclusive education, special education, and disability studies in education.

### **Kathryn Hansen**

*Identity, belonging and self-efficacy in early career college educators: What is the relationship to faculty approaches to teaching and work engagement?*

This poster summarizes my doctoral research: a mixed-method study addressing the relationships of teacher identity, sense of belonging and self-efficacy to each other, and the effect these three factors have on the approaches to teaching and work engagement of college educators in the early years of their career.

### **Mel Gollan-Wills**

*Enrichment programming for secondary school gifted students: A narrative inquiry*

This constructivist interpretive narrative inquiry study considered the ways in

which recently implemented enrichment programming on a system level was experienced by gifted learners and designated gifted teachers at secondary schools. Results of the study showcased alternative non-credit enrichment programming to be both appreciated and designed well, but the needs of gifted learners are still not being met in the regular classroom where the focus is on remedial support and closing the achievement gap.

**Natalie Currie-Patterson, Lynn Dare, Kathy Hansen, Joelle Nagle Crestan, Irene Melabiotis, & Philipa Myers**

*Threshold concepts: Reflections within a community of learners*

This poster illustrates how our cohort of doctoral students in Education built a community of learners in which we worked through threshold concepts and troublesome knowledge (Meyers & Land, 2006). Through reflections on our experience we discovered that deeper relationships and connections were made and members of the group were able to navigate through threshold concepts across many aspects of the PhD on our road to completion.

**Rafaela Lopez-Cobar**

*Is alternative education a viable solution for our youth?*

Alternative education programs should not be seen as an association to disruptive, trouble youth that can only learn with their hands rather with their heads. Instead the ratification of alternative education programs as an effective alternative solutions to student's complex needs is deemed necessary to remove the stigma and marginalization often associated with these setting.

**Sarah Halabi**

*The hyphenated identities of Muslim students and their implications*

(1) What are the lived experiences of Somali-female youth? (2) How do Somali-female youth negotiate their multiple identities in a society and world that views them negatively? (3) How do their teachers' positionality and level of critical engagement with the discourse about Muslims impact their outcomes and relationship with authority?

**Susan Ibdah**

*The institutionalized incapacitation of Ontario teachers: A document analysis of the 2006 OME language curriculum document*

Themes that uncovered institutionally driven incapacitation of teachers: 1. Language: active verbs were reserved for non-teaching agents while passive or auxiliary verbs described teachers' roles; 2. Discourse of accountability and blame: The curriculum document defines the teacher as the responsible agent for student attainment of ministry expectations; responsibility here is not power but rather accountability; 3. The Pre-Packaged Curriculum: Teachers are given a curriculum to implement are stripped of their autonomy to make curricular decisions.

**Wei Wei**

*Educational policy development under globalization: A multi-sited case study of professional standards for principals in China*

Interested in policy transfer and the process of recontextualization, this research will explore how various actors, human and non-human, assemble and interact with each other in the formation and enactment of leadership standards policies in China. A better understanding of the global trend of educational policies and the influences of globalization on national policies will be provided.

**Xiaowen Chen, Hua Guo, & Manchen Zhao**

*A technology-enhanced pedagogy: Using animation to teach ESL*

The presentation introduces four implications of the computer technology (Powtoon) to facilitate the students' learning outcome in computer-assisted language learning (CALL). By providing an engaging multimedia learning environment, instructors and learners can tackle challenges which the traditional CALL left. This project analyses affordances and limitations about how to involve animations (Powtoon) in the SLA. The language learners can improve their overall proficiency by using the new technology, especially in listening, learning vocabulary, and speaking.

**Xuanyi Bai**

*Finding the right word*

Instructors often avoid the direct teaching of vocabulary. It is however, a skill that is vital for confident communication both in writing and in speaking. Hence, is there a method that can successfully help a student acquire the vocabulary they need? This

poster will illustrate one approach to teaching vocabulary that is successful in that it helps a high proficiency student whose first language is French obtain their communication goals.

## SESSION 3 SUMMARIES

### **Annette Walker**

#### *Exemplary principals role in teachers' professional involvement*

This qualitative case study investigated exemplary principals' role in teachers' professional involvement. The study was conducted in four secondary high schools in rural Jamaica. Sixteen participants (12 teachers and 4 principals) were interviewed. The study findings indicate that when principals employ the broadly defined instructional leadership approach there is direct and indirect influence on students' performance.

### **Asra Milani**

#### *Service providers' perspectives on Muslim women experiences of intimate partner violence and anti-violence service utilization: A need for culturally-informed education and practices*

This study explored service providers' perspectives on Muslim women's experience of intimate partner violence (IPV) as it relates to their service utilization. The aim of this study was to identify the impact of sociocultural context on IPV experiences and the need for the advancement of culturally informed education and practices. Results add to the body of research in support of infusing additional cross-cultural trainings in service providers' education and developing culturally informed interventions.

### **Catherine Zeisner**

#### *Success amidst adversity: How do elementary school principals in a southwestern Ontario school board use resiliency strategies to manage adversity in their school leadership?*

This exploratory case study examined the experiences of elementary school principals in the face of school leadership adversity, how they use resiliency strategies to manage it, and if any professional learning, programs, and/or supports exist to develop leaders' resiliency and manage adversity. The data revealed different types of adversity experiences exist for principals and two main resiliency strategies used most: optimism and collegial relationships. While no formal learning was found to be useful, the principals suggested more informal opportunities with peers would develop their resiliency and manage adversity.

**Cliff Davidson**

*Student success or successful student?: A tripartite approach to university student success via students' own voices and backgrounds*

Undergraduate university student success is often gauged by a student's persistence and academic and extra-curricular engagement. Yet, these seem to be measures of students that make *the university* look good through metrics such as high GPA and social activities. Using three components of success—motivation, attitudes/expectations, and behaviours—I examine students' own definitions of success and whether the universities top down approach to student success aligns with the bottom up definitions of students' own success.

**Courtney Brewer**

*Creating effective policy and resources to serve refugee students*

This study explores current and seminal Canadian research to determine what should be included in policy that is responsive to refugees in Canadian schools. Through synthesizing research and reporting on common themes across studies, a list of criteria has been developed. This criteria includes: using an asset approach, recognizing refugee status, responding to academic issues, responding to identity issues, and recognizing power imbalances.

**Donna Swapp**

*School principals' work in Grenada: An exploratory study*

This paper solicits constructive roundtable discussion on the theoretical framework underpinning my doctoral research. My study explores the nature of school principals' work in Grenada, within the context of this country's colonial history and current international trends such as globalization and advances in communication technologies. The overarching paradigm undergirding my research is interpretivism, and the main theories informing the research are postcolonial theory and critical theory.

**Elizabeth Torrens**

*Educators, police, counsellors and friends: How teachers Deal with gender and sexuality based bullying*

Teachers should be considered more than just educators, particularly when it comes to dealing with gender and sexuality-based bullying. Findings will be presented to show how teachers have assisted students who have been targeted by this form of



bullying. A secondary research phase that will focus on the teachers and their perspectives of such bullying, and challenges that they may face in attempting to address this issue will also be presented.

### **Heather Crowe**

*Transphobia in public schools: Elementary principals' understanding and implementation of transgender-specific education policies and practices in Ontario*

This paper will consider elements of transphobia in middle schools that are currently at play in Ontario. Transphobia may be reduced with leadership from principals that both reflects an understanding of the educational needs of transgender students and comprehensively implements transgender-specific policies. Conclusions drawn from this study will ultimately highlight key priorities for improving principals' leadership and the school lives of transgender students.

### **Holly Taylor**

*Intersectionality in the Classroom*

Intersectionality addresses multiple discriminations and helps us understand how different sets of identities impact on access to rights and opportunities. Intersectional classrooms are spaces that acknowledge the diverse backgrounds, identities and experiences of individuals within any given space, and works to accommodate the learning needs of participants in a manner that supports everyone's needs.

### **Krista Dalzell-Gingerich**

*An examination of the leadership practices related to school re-culturing and organizational learning in a consolidated grade 7-12 school*

This qualitative single case study aims to characterize the leadership practices related to school re-culturing, and the promotion of organizational learning in a consolidated grade 7-12 school in Ontario. As the province responds to the challenges posed by declining enrolments, identifying, analyzing and understanding the practices of leaders in a consolidated grade 7-12 school provides rich descriptions of the leadership process that can offer further recommendations for similar processes in other grade 7-12 schools.

**Megan MacCormac**

*Divided resources and fractured policy: An evidence-based policy analysis of the Maritime University Federation Movement in Canada*

This paper examines the historical challenge of how Canada's Maritime Provinces can support, develop, and maintain quality higher education with limited monetary resources. The research considers why the debated 1922 Maritime Federation policy failed amidst total agreement among stakeholders of the key issue facing higher education. Special emphasis is given to the effects of these issues on higher education in Prince Edward Island and how this debate is currently being addressed in the Maritime region.

**Mel Gollan-Wills**

*Examining the needs of secondary gifted learners in the regular classroom: A critical narrative and ANT approach to identifying the actors that produce the current system*

Critical disability theorists have made significant advancements toward more socially just systems of education by studying various political, structural, and attitudinal barriers and restrictions that create the disability of one's exceptionality. By exploring experiences, systems, and various classroom placements this proposed Critical Narrative Inquiry study seeks to close the loop of understanding through a three-phase data collection model designed to make the needs of the underserved gifted students in Ontario visible.

**Rashed Al-Haque**

*ANT and CPA: Combining two lenses to explore education policy*

My presentation highlights Actor Network Theory (ANT) and Critical Policy Analysis (CPA), highlights their strengths and weaknesses, and underlines how they can be combined to enhance educational policy analysis. Combining CPA's critical lens along with ANT's focus on sociomateriality helps researchers explore policy analysis in a relational context to understand not just what a policy's intended and unintended consequences are but how various actors are assembled around policies to create meaning and organized action.

**Rebecca Hsiang**

*Teachers' mental health: The relevance of emotional intelligence relative to burnout and quality of life*

Concerns for teachers' mental health are well founded in literature demonstrating the threat of burnout due to the elevated levels of occupational stress. The purpose of this study is to observe variances in the perception of emotional intelligence and quality of life among teachers to investigate any connections with the frequency of burnout experiences. Correlational and multiple regression findings may be used to direct resources allocated for teachers' professional development towards increasing emotional intelligence.

**Rosa Cendros Araujo**

*Student-student interaction during collaborative mind-mapping through an online representational tool*

The purpose of this study is to analyze the interaction during small-group collaborative mind-mapping through an online representational tool. The research will study a blended course on computational thinking for math education students. Research questions are: (1) How do students interact with each other while using the online representational tool? and (2) How is student-student interaction supported by the pedagogical framework set by the instructor? Data sources will be online discussion and visual production.

## SESSION 4 SUMMARIES

### **Chelsea Heron**

#### *Perpetrator typologies of domestic homicide and domestic homicide-suicide*

The present study aims to develop distinguishable domestic homicide (DH) and domestic homicide-suicide (DHS) perpetrator typologies based on DH and DHS case information contained in the Ontario Domestic Violence Death Review Committee (2003-2015). This study will examine the ability of the perpetrator typology profiles proposed by Kivistio (2015) to capture the trends in Ontario DH and DHS cases. The researcher will conduct cluster analyses in order to develop separate typologies for perpetrators.

### **Heather Smith**

#### *The distribution of principals power to teacher leaders*

The purpose of this research is to use the research made on distributive leadership and teacher leadership to show a solution for the challenges that principals in Canada are facing. Principals in the Canadian educational system face difficult challenges that in turn dissuade teachers from attempting to become leaders.

### **Xiaoxiao Du, Muzi Li, Hong Zou, Nawaf Nuimat, Mengyuan Lou, Mingwei Li, Sangeet Parashar, Wenwen Zhang, & Ningrui Zhang**

#### *Language, culture, and diversity in international education from the perspectives of international students and educators*

International students and educators from Western and a local international school will share with you their expertise and experience regarding international education context, recruitment, learning and living abroad highlighting journeys and challenges, providing advice and general information about international study in London, Ontario, Canada.

*THANK-YOU!*

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