Western Seducation

GRADUATE RESEARCH IN EDUCATION SYMPOSIUM

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IDENTITIES IN EDUCATION: YOURS, MINE, OURS

Showcasing the multiple identities represented, served, and involved in educational research

> Keynote address by Dr. Erica Neeganagwedgin

Faculty Panel Discussion with Dr. Julie Byrd Clark Dr. Deanna Friesen Dr. Veronica Pacini-Ketchabaw

PRESENTED BY

The Graduate Students of the Faculty of Education Western University

A NOTE FROM THE STEERING COMMITTEE

Welcome to the 8th annual Robert Macmillan Graduate Research in Education Symposium, Identities in Education: Yours, Mine, Ours. This year's presentations showcase the multiple identities that are represented, served, and involved in educational research. We are thrilled to be joined by Dr. Erica Neeganagwedgin for a keynote address, and by Dr. Julie Byrd Clark, Dr. Deanna Friesen, and Dr. Veronica Pacini-Ketchabaw, our faculty panelists.

We are excited to provide you with a greener symposium this year: we have taken our program off the page and onto a mobile app where you can find all symposium-related information at your fingertips.

We would like to extend our thanks to all those who have contributed to making this symposium a success:

> The Faculty of Education Research Office The Faculty of Education Graduate Programs Office The IMPACT Group The Education Graduate Students' Association Dr. Perry Klein Tina Beynen The Steering Committee The Presenters And you!

The Robert Macmillan Graduate Research in Education Symposium was founded on a commitment to being by and for the graduate students of Western's Faculty of Education. We hope that it will be a day of stimulating discussion, supportive feedback, and warm friendship.

Mary Ott & Jenny Kassen, Co-Chairs

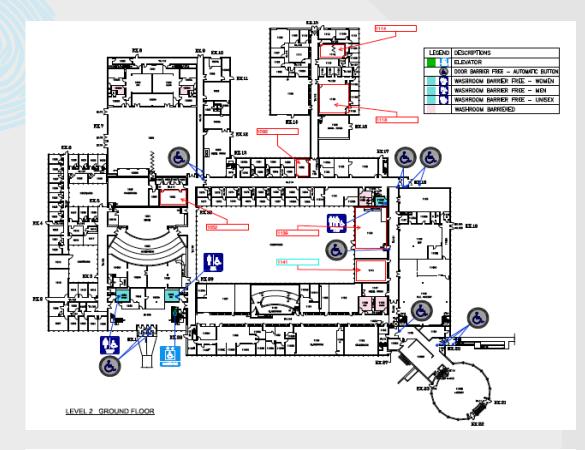
SCHEDULE OF EVENTS

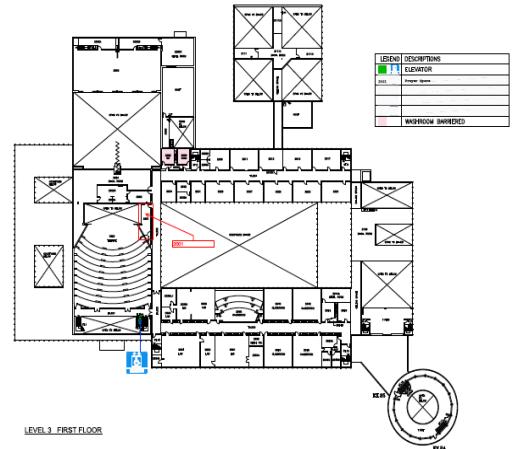
8:30 - 9:30	Registration Community Room-Room 1139
8:45 - 9:15	Coffee and tea Lounge-Room 1141
9:15 - 9:30	Welcoming Remarks Community Room-Room 1139
9:30 - 10:30	Keynote Address Community Room- Room 1139
10:45 -11:45	Session A Rooms 1092, 1052, 1118, 1114
11:45 - 12:30	Lunch and Poster Viewing (Session B) Lounge-Room 1141 & Community Room-Room 1139
12:00	Special Performance Community Room-Room 1139
12:30 - 1:30	Faculty Panel Discussion Community Room-Room 1139
1:45 - 2:45	Session C Rooms 1092, 1052, 1114, 1118
3:00 - 4:00	Session D Rooms 1092, 1052, 1114, 1118
4:00 - 4:30	Desserts and Networking Lounge-Room 1141

Please see map on next page for room locations

Room assignments for presentations can be found in the Presentation Schedule

BUILDING FLOOR PLANS





KEYNOTE SPEAKER AND PANELISTS

Dr. Erica Neeganagwedgin (Taino) is an Assistant Professor in Critical policy, Equity and Leadership Studies at Western University's Faculty of Education. She graduated from the Ontario Institute for Studies in Education at the University of Toronto where she earned a Master of Arts degree with a specialization in Indigenous Education and a PhD in Sociology and Equity Studies in Education. Her areas of teaching and research interests include Indigenous knowledge systems and Intellectual Traditions; Indigenous epistemologies; Indigenous Education in North American contexts, identity and comparative historical race/cultural relations in the North American context. Erica has taught and engaged in curriculum design and program development at a number of higher education institutions in Canada.



Dr. Julie Byrd Clark is Professor of Applied Linguistics, French Language Pedagogy, and Intercultural Education at the Faculty of Education at Western University, Canada. Her interdisciplinary work is recognized both nationally and internationally for its contributions to understanding social processes involved in language learning, teaching and education. particularly as concerns social identity construction, multilingualism and social justice. Dr. Byrd Clark has published in many different venues, but some of her seminal works include the publication of two books: Multilingualism, citizenship, and identity: Voices of youth and symbolic investments in an urban, globalized, world (2009, Continuum/Bloomsbury); and Reflexivity in language and intercultural education: Rethinking multilingualism and interculturality (with Dervin, 2014, Routledge) and a recent guest-edited special issue, Transdisciplinary Approaches to language learning and teaching in transnational times (L2 Journal, vol. 8 issue 4).



please note that Dr. Friesen will be presenting work done in collaboration with Matthias Berkes

Dr. Deanna Friesen: I am an Assistant professor in the Applied Psychology research group at the Faculty of Education. I study bilingualism and its impact on language and cognitive processing. Specifically, I am investigating how bilingualism as a life experience modifies language use and how the cognitive system responds to the need to manage two languages. This work includes investigations of bilingual word recognition, sentence processing and speech perception. My current projects are examining how individual differences in language proficiency and executive control ability are related to how bilinguals activate knowledge from both of their languages when reading sentences and words. I have been using behavioural, eyetracking, and neural (i.e., EEG) measures to address these questions. Additionally, I am investigating how to support reading comprehension in bilingual readers. To this end, I am investigating what reading strategies are employed by preservice teachers of second language learners in their own reading and how this may translate to their practice. I am also examining the relationship between language proficiency, executive control ability and reading strategy use in bilingual students. The goal is to determine characteristics that differentiate successful bilingual readers from less successful readers to support reading development in bilingual students who are struggling.



Dr. Veronica Pacini-Ketchabaw is a Professor of Early Childhood Education in the Faculty of Education at Western University in Ontario, Canada. Her current research, within the Common World Childhoods Research Collective, traces the common world relations of children with places, materials, and other species. She has published on a diversity of topics relating to early childhood, including Encounters with Materials in Early Childhood Education (Routledge, 2017), Unsettling the Colonial Places and Spaces of Early Childhood Education (Routledge, 2015), Journeys: Reconceptualizing Early Childhood Practices (University of Toronto Press, 2014), and Flows, Rhythms, and Intensities of Early Childhood Education Curriculum(Peter Lang, 2010). Veronica is currently working, with my colleague Affrica Taylor, on a book entitled Children and Animals: Common World Ethics for Entangled Lives (Routledge). She is a co-editor of the open access Journal of Childhood Studies and the Bloomsbury book series Feminist Thought in Childhood Research.

PRESENTATION SCHEDULE

SESSION A LANGUAGE LEARNING AND IDENTITY ROOM 1092 10:45 - 11:45

Bailey Frid

Reading Comprehension and Strategy Use in Fourth and Fifth Grade French Immersion Students

Akifumi Yanagisawa

Predicting effectiveness of vocabulary learning activities using Involvement Load Hypothesis and Technique Feature Analysis

Moderated by Akifumi Yanagisawa

SESSION A DISCOURSES AND IDENTITIES ROOM 1114 10:45 - 11:45

Shanshan Hua

Discourse analysis : How to narrow the gap in cross-cultural communication

Katherine MacCormac

Towards a vision of official bilingualism and FSL education for all: A critical examination of the past identity experiences of generation 1.5 Canadian FSL students

Megan MacCormac

Adult Canadian-born and immigrant attitudes towards official bilingualism: The impact of education on bilingual policy in Canada

Moderated by Katie MacCormac

SESSION A ANTI-OPPRESSIVE EDUCATION ROOM 1052 10:45 - 11:45

Natalie Currie-Patterson

Reflections on issues of non-participation: Limitation, data, or both?

Abbey Duggal

Encouraging Equity in High-Poverty Schools: Challenges and Possibilities

Sarah Halabi

The contested definition of Islamophobia and Canadian politics: Educational implications

Moderated by Rashad Al-Haque

SESSION A REPRESENTING IDENTITIES THROUGH ASSESSMENT ROOM 1118 10:45 - 11:45

Cliff Davidson

Diverse students, diverse student success? Examining undergraduate student success measures, some preliminary results

Kelly-Ann MacAlpine

Tension at the crossroads in Ontario: ECE meets Growing Success

Mary Ott

Validity of Assessments as Narrative Representations of Learner Identities

Ahlem Tabib

Multimodality and ESL: A case study of aligning assessment with curriculum

Moderated by Dr. Rachel Heydon

SESSION B POSTER PRESENTATIONS ROOM 1139 12:00-12:30

The poster presentations will open with a special performance by the TESOL students

Robabeh Abedi

The effect of emotional intelligence and cognitive performance on creativity of university students

Yuxian Chen

Gender identity: How women have come to be positioned in a given context

Mel Gollan-Wills

Enrichment programming for secondary school gifted students: A narrative inquiry

Mel Gollan-Wills, Alexander Gold, & Lin Sun

Examining the curriculum as a marginalizing agent: A critical selfstudy into the actor networks within and around all levels of the curriculum

Kaiqi Guan

Protecting ESL Learners' Identity through Critical Discourse Analysis

Melanie Lawrence

Globalization, neoliberal rationality and remaking the Subject in Higher Education

continued on following page

SESSION B, CONTINUED POSTER PRESENTATIONS ROOM 1139 112:00-12:30

Megan MacCormac & Katherine MacCormac

Divided Resources and a Determined Island: A Historical Examination of the 1920s Maritime University Federation in Canada

Ayman Massouti

The Role of Context in Studying the Enactment of the Ontario Enhanced Teacher Education Program

Marja Miller

STEAM Education: Investigating the Integration of the Arts

Joelle Nagle

What to do about peer review

Wei Wei

The construction of "successful principals" in Chinese urban schools: a mobile app (WeChat) based discourse analysis

Hao Wu & Ying Guo

Identity text in second language teaching and learning

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SESSION C
EDUCATION POLICY AND LEADERSHIP
ROOM 1092
1:45 - 2:45
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Rashed Al-Haque

Changing the Role of the International University through the Enactment of Citizenship and Immigration Policies

Tracy Cunningham

Strategies to Address Factors Affecting Student Retention from First to Second Year University

Ayman Massouti

Examining Teachers' Preparation for Inclusive Classrooms

Moderated by Jenny Kassen

SESSION C CURRICULUM MAKING ROOM 1114 1:45 - 2:45

Rosa Cendros

Popplet vs. Mindmeister: An implementation-based comparison of mind-mapping tools

Jill Dombroski

Expanding the concept of 'care': A narrative study exploring lessons from end-of-life patients to inform 'Medical Assistance in Dying'

Wanjing Li

A Case Study of Literacy Curricula in a Canadian offshore school in China

Moderated by Joelle Nagle

SESSION C ISSUES IN SECOND LANGUAGE LEARNING ROOM 1052 1:45 - 2:45

Yanni Li

Teaching Grammar in Second Language Classrooms

Zhen Luo

How Does the Critical Period Influence L2 Acquisition?

Anh Tran

Rethinking the Roles of Native Speakers in Second Language Acquisition: A Study in the Context of Vietnam

Moderated by Takumi Uchihara

SESSION C GLOBALIZED YOUTH IDENTITIES ROOM 1118 1:45 - 2:45

Eva Jaberi

Global Youth: A Comparative Case Study of Youth from Canada and China

Rezvan Shahsavari

How do Teachers Challenge Neoliberalism through Critical Pedagogy Within and Outside the Classroom?

Derrick Tu

Internationalization and Chinese Undergraduate Music Programs: Navigating Soundscapes of Identities in New Chinese Music

Zhe (Wynn) Wang

A Double Degree Program in International Communication: An Exemplary Case of Global Citizenship Education

Moderated by Dr. Zheng Zhang

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SESSION D
QUEERING IDENTITIES IN EDUCATION
ROOM 1092
3:00 - 4:00
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Liang Cao Breaking the Taboo: Adding LGBT Topics to ESL Curricula

Heather Crowe

Educational Leadership, Policies, and Transgender Students: A case study of principals' enactment of transgender-specific education policies in Ontario, elementary schools

Lisa-Marie Galiardi

Playing with gender: Taking up and challenging heteronormativity in an early childhood education setting

Moderated by Alicia Lapointe

SESSION D RECONCEPTUALIZING CURRICULUM ROOM 1114 3:00 - 4:00

Mel Gollan-Wills

Re-conceptualising how we respond to secondary Gifted learners' needs: A critical narrative and ANT approach investigating programming and placement within Ontario's current public educational system

Najime Keyhani

A Curriculum for Creative Learning

Rafaela Lopez-Cobar

What is the impact of Alternative Education in Ontario?

Moderated by Lori McKee

SESSION D LANGUAGE LEARNING AND IDENTITY PANEL DISCUSSION ROOM 1118 3:00 - 4:00

Di Bian, Kaigi Guan, & XiaoXiao Du

In the 21st century with the fast development of technology and information, human migration presents a dynamic picture and a great opportunity to investigate the topic of identity. In this presentation, we draw upon our authentic study and work experience in different countries to examine our fluid identities in the field of education from sociocultural perspectives. Identity is not a product but a process of understanding and finding self across time and place. Furthermore, both teaching and learning are situated practices reflecting social, cultural and historical contexts.

Our discussion is around who we are and how we represent and interpret who we think we are, that is, our roles as learners, instructors, educators, emergent researchers as well as family members and citizens in the globalized world. Different issues will be examined in our presentation including art, culture, education, language, and power. Possible educational implications will be shared. Drawing upon the sociocultural perspectives toward education, this presentation examines presenters' identity option and negation based on their real-life experiences in different countries. A "remix" of stories, images, artwork and music is used to discuss our understanding of the complexity in identity construction among arts, beliefs, cultures, diversity, and education.

THE STEERING COMMITTEE

CO-CHAIRS

Mary Ott & Jenny Kassen

STEERING COMMITTEE

Meagan Montpetit Irene Melabiotis Joshua Speedie Richelle Bird Sheldon Hill Katherine Anne MacCormac ROBERT MACMILLAN GRADUATE RESEARCH IN EDUCATION SYMPOSIUM

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