



Western Education

ROBERT MACMILLAN GRADUATE  
RESEARCH IN EDUCATION  
SYMPOSIUM  
2018

# THE CHANGING FACE OF EDUCATION

FEATURING A KEYNOTE ADDRESS BY  
DR. RACHEL HEYDON

FACULTY OF EDUCATION

APRIL 6, 2018.

9:30 AM-4:30 PM

# A NOTE FROM THE STEERING COMMITTEE

Welcome to the 9th annual Robert Macmillan Graduate Research in Education Symposium, *The changing face of education*. We are excited this year to feature work which highlights the ways in which research is influencing education as we know it, and the many faces that are leading the way.

We are thrilled to be joined by Dr. Rachel Heydon for a keynote address entitled *Hope is an Axe*, and to be offering two breakout workshop sessions focusing on knowledge mobilization.

This year, we continue to provide you with a greener symposium: once again the program for the day and all symposium-related information can be found on the mobile app.

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

Faculty of Education, Research Office

Faculty of Education, Graduate Programs Office

Teacher Education Office

Faculty of Education Library

Society of Graduate Students

IMPACT Group

Canadian Research Center on Inclusive Education

Centre for Research & Education on Violence Against Women & Children

The Education Graduate Students' Association

Dr. Perry Klein

The Steering Committee

And you!

We gratefully acknowledge that we have also received funding support from the 'Joint Fund' of Research Western, SOGS, and SGPS for this event.

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.

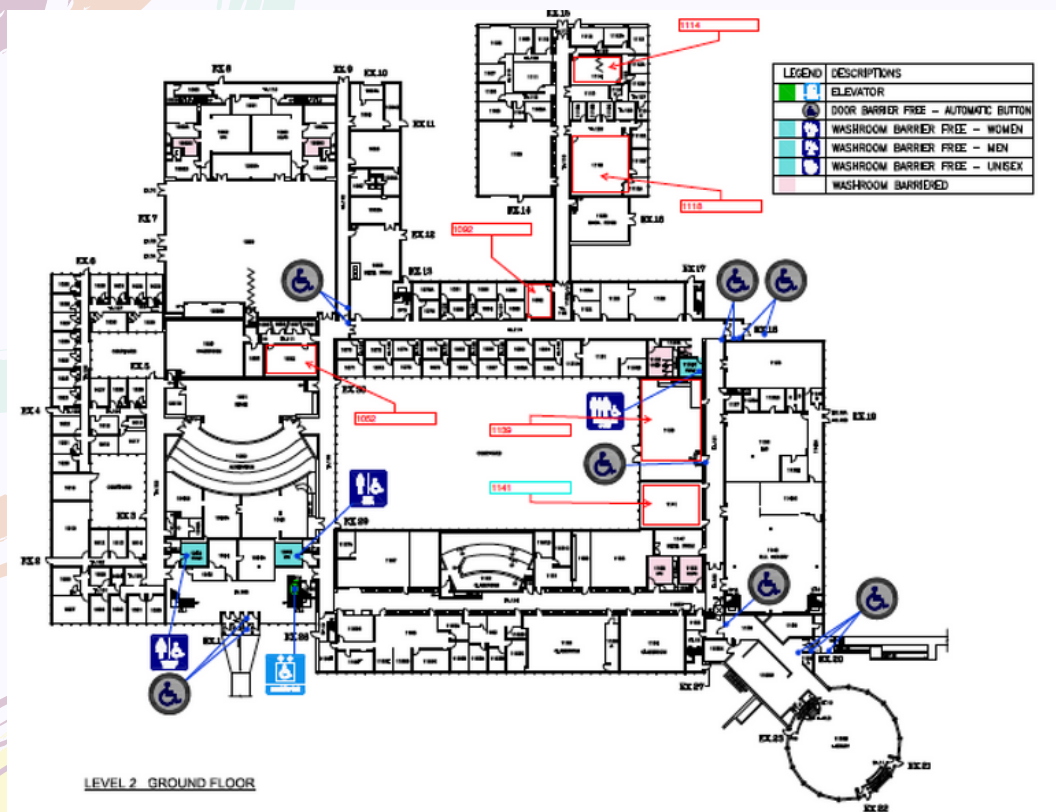
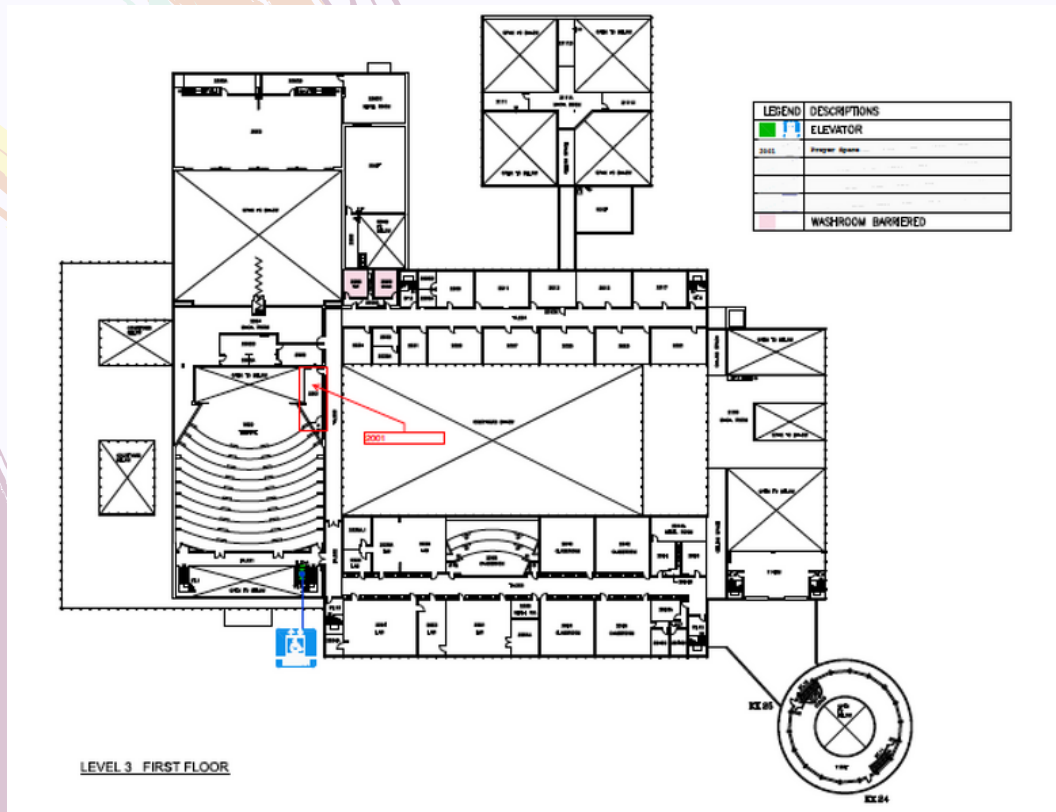
Mary Ott & Jenny Kassen, Co-Chairs

# SCHEDULE OF EVENTS



- 8:30 - 9:45**    **Registration/Coffee and tea**  
*Community Room-Room 1139*
- 9:45 - 10:00**    **Welcoming remarks**  
*Community Room-Room 1139*
- 10:00- 11:00**    **Keynote: Hope is an Axe**  
*Dr. Rachel Heydon*  
*Community Room-Room 1139*
- 11:00-11:15**    **Coffee break**  
*Community Room- Room 1139*
- 11:15 -12:00**    **Session 1**  
*Rooms 1114,1118,2011*
- 12:00 - 1:00**    **Lunch and Poster Viewing**  
*Lounge-Room 1141 & Community Room-Room 1139*
- 1:00 - 2:00**    **Alternative engagements in academic knowledge dissemination -  
Using digital tools to communicate research activities**  
*with Meagan Montpetit*  
*Room 1100*
- Zineshop: Creative knowledge mobilization in six pages**  
*with Jenny Kassen*  
*Room 1118*
- 2:15 - 3:15**    **Session 2**  
*Community Room-Room 1139*
- 3:15 - 4:15**    **Session 3**  
*Rooms 1092, 1052, 1114, 1118*
- 4:15 - 4:30**    **Desserts and Networking**  
*Lounge-Room 1141*

# BUILDING FLOOR PLANS



# KEYNOTE SPEAKER



Rachel Heydon, PhD, is Professor, Faculty of Education, Western University. The aim of her work is to understand curricula and pedagogies that can expand people's literacy and identity options across the lifecourse.

Rachel works with Veronica Pacini-Ketchabaw to co-coordinate the Early Childhood Education master's program and Early Childhood Education specialization in the Bachelor of Education. She teaches courses and supervises graduate students in the areas of literacy and curriculum.

Some of Rachel's recent funded research projects include a study of digital tools in intergenerational curricula, kindergarten literacy curricula, and elder literacies.

A few of Rachel's books are *Learning at the Ends of Life: Children, Elders, and Literacies in Intergenerational Curriculum* (2013), *Constructing Meaning: Teaching Elementary Language Arts* (6th edition) (2016, with Joyce Bainbridge), and *Why Multimodal Literacy Matters* (2016, with Susan O'Neill). Edited books include *Negotiating Spaces for Literacy Learning* (2015, with Mary Hamilton, Kathryn Hibbert, and Roz Stooke) and the forthcoming *Advancing Interdisciplinary Research in Singing: Singing and Wellbeing* (with Daisy Fancourt and Annabel Cohen).

Rachel is Executive Editor, *Journal of Curriculum Studies* and the Canadian editor of the forthcoming encyclopedic resource *Bloomsbury Education and Childhood Studies*.

## **Hope is an Axe: A Workshop for Making Meaning within/through Education in Changing Times**

*Hope is not a lottery ticket you can sit on the sofa and clutch, feeling lucky. It is an axe you break down doors with in an emergency. Hope should shove you out the door, because it will take everything you have to steer the future away from endless war, from the annihilation of the earth's treasures and the grinding down of the poor and marginal... To hope is to give yourself to the future - and that commitment to the future is what makes the present inhabitable. (Solnit, 2004, p. 4)*

The complexities of education have grown with the massive demographic, social, communicational, and environment shifts that are moving across our planet. In Canada, some of these shifts influencing classrooms at every level include more cultural and linguistic diversity than ever before, the calls to action that demand all Canadian's participation in truth and reconciliation, rapid technological changes, and the need to act on healing the earth. Education's responses to these changes have been uneven: they have been at once encouraging, with, for instance, innovative new frameworks that identify previously minoritized children as citizens-of-today (e.g., OME, 2014), yet also disappointing: still the neo-liberal discourses of the market are at work reducing education to credentialing and narrow accountability measures (Pacini-Ketchabaw, Nxumalo, & Rowan, 2014). Still, each of these groups of changes can be opportunities for hope within/through education. Hope here involves a reckoning with the past to (re)make the present and create a new imaginary for a democratic, equitable, and sustainable future; these are some of the promises of education Simon (1992) taught us long ago. But how might we begin to hope?

This workshop invites participants to leverage the metaphoric affordances of poetry to enter a conversation about the changing face of education and what meaningful, hopeful education might be in this era and beyond. It begins with a provocation in the form of findings from a study of literacies in late life. The provocation highlights the literacy practices of a nonagenarian that helped her to thrive and links them with educational implications for school-aged children and the larger question of what we need education to mean and be. The workshop then leads participants through a structured, collaborative poetry activity focused on the question of hopeful education, and closes with the sharing of the poems. The workshop is designed so that its process and products can be employed as resources for hope (Williams, 2015), that is, resources that can be used for the promotion of new thought, mode, affect, and action in education, and join an international call for such (e.g., Tett & Hamilton, in press).

# WORKSHOPS

## **Alternative engagements in academic knowledge dissemination - Using digital tools to communicate research activities**

*with Meagan Montpetit  
Room 1100*

This workshop interactively explores the emerging role of digital tools in disseminating academic research. Through engagements with various social media platforms, personal websites and collective research initiatives, participants in the workshop will critically think about these tools as a possible disruption of neoliberal discourses in academia.

Participants in this workshop are encouraged to bring personal devices to access the internet.

## **Zineshop: Knowledge mobilization in six pages**

*with Jenny Kassen  
Room 1118*

Zines are a form of self-publication with roots in creative counter-culture and resistance to mainstream narratives. Today, the zine continues to provide an outlet for knowledge mobilization that is independent of formal publishing.

In this workshop, we will explore the history of zines as well as their potential role and significance in academia. Participants will learn zine-making basics and try their hands at their own creation of a six-page zine.



# **PRESENTATION SCHEDULE**

# SESSION 1

11:15-12:00

## **Pedagogies for marginalized students**

*Moderated by Dr. Alicia Lapointe  
Room 1114*

Encouraging education equity for at-risk Syrian refugee students: Challenges and Possibilities

*Abbey Duggal*

Reincarnating the Indigenous through story work methodology

*Ahlem Tabib*

## **Policy enactment in higher education**

*Moderated by Dr. Xiaoxiao Du  
Room 1118*

How do program recruiters interpret internationalization strategic plan from an Ontario university?

*Jing Qu*

How faculty members and administrators enact policy: A case study on the neoliberal rationality in higher education

*Melanie Lawrence*

The trajectory of language, culture, diversity and identity in education: A preliminary discourse analysis of teacher and student practices in China and Canada

*Dr. Xiaoxiao Du, Zhiwen Zhou, Zhengwen He, and Xinhua Wan*

## **Content Analyses: Material for 21st Century Literacies**

*Moderated by Dr. Kathy Hibbert  
Room 2011*

Marginalization in English Textbooks in China: A knowledge process material analysis from Multiliteracies

*Lin Sun*

Exploring language learning with mobile technology: A content analysis of English Language Learning apps for ESL learners in Canada

*Luyi Liang*

# SESSION 2

## 12:30-1:00

### Poster Presentations *Room 1139*

Hassina Alizai

Ashley Amicarelli

Raghad Ebied

Carly Esipu

Tarek Faid

Hayley Finn

Yuxuan Gao

Tara Hedican

Maryam Koozehkanani

Kayla Lambie

Jenna Lorusso, Kaitlyn Watson, Jocelyn Brewer, Reid Lenders, Megan Pickett, and  
Madison Hubley

Khalid Mahamad

Jill Miko

Xi Yu

Rawia Zuod

# SESSION 3

2:15 - 3:15

## **Policy and Secondary Education**

*Moderated by Dr. Lori McKee  
Room 1114*

A Seat At The Table: A Revisioning of LGBT Inclusive Educational Policy in Ontario's Catholic Separate Schools  
*Amanda Kaschak*

Contemporary Perspectives on Citizenship: A Comparative Case Study of Youth from Canada and Georgia  
*Eva Jaber*

Student's Experiences in Supervised Alternative Learning Programs: A Narrative Study  
*Rafaela Lopez-Cobar*

## **Researching Second Language Teaching and Learning**

*Moderated by Dr. Deanna Friesen  
Room 1010*

The Impact of C-R Activities on EFL Learners' Correct Use of Grammar While Speaking and Writing  
*Azar Rabbani*

Reading Comprehension and Strategy Use in Fourth- and Fifth-Grade French Immersion Students  
*Baily Frid*

TOEFL reading vocabulary teaching programme  
*Siying Fan*

## **Methodologies for Research and Instruction in Higher Education**

*Moderated by Dr. Melody Viczko  
Room 1118*

Early career college faculty: A model of work engagement and approaches to teaching  
*Kathryn Hansen*

Student interaction during online collaborative mind mapping  
*Rosa Cendros Araujo*

Digital Methods for Educational Research  
*Shannon McKechnie*

# SESSION 4

3:15-4:15

## **STEM/STEAM Education**

*Moderated by Dr. Immaculate Namukasa  
Room 1118*

Coding and computational thinking  
*Brian Aspinall*

Importance of Math Talk: Deepening Student Understanding through Discussion  
*Mariel Jacqueline Hexter*

Bringing together STEM education and social entrepreneurship  
*Najmeh Keyhani*

## **Death and Dying in Medical Curricula: Piloting Research Methods**

*Moderated by Dr. Kathy Hibbert  
Room 2011*

Learning about Death and Dying in Medical Education  
*Jill Dombroski*





# THE STEERING COMMITTEE

## CO-CHAIRS

Mary Ott and Jenny Kassen

## STEERING COMMITTEE

Najmeh Keyhani  
Meagan Montpetit  
Jill Dombroski  
Kelly-Ann MacAlpine



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APRIL 06, 2018