



# **The 12th Robert Macmillan Symposium in Education (RMSE)**

**March 25 – March 27, 2021**

**Resiliency in Education: Embracing Changes in  
Uncertain Times**

## Table of Contents

Welcome Message from the Dean.....	1
Introduction to the RMSE.....	2
Schedule Overview.....	3
Keynote Speaker: Dr. Michael Ungar.....	4
Keynote Speaker: Dr. Marilyn Plumlee.....	5
Paper Sessions.....	6
Roundtable Sessions.....	9
Creative Session.....	12
Posters.....	12
Who We Are & Acknowledgements.....	13

## **Welcome message from the Dean**

Dear graduate students, participants and friends,

Welcome to the Faculty of Education and to the Robert Macmillan Symposium in Education.

This year's theme, "Resiliency in Education: Embracing Changes in Uncertain Times," sums up the disruption that is occurring in education and in society. At the same time, it also summarizes the Faculty's mission and values because our research and teaching are about transforming education and transforming lives.

While transformation can be unsettling, it also provides opportunities for resiliency because it brings renewal – new ways to look at challenges in education and new ways to find solutions. Transforming education means changing lives for the better.

Conveying knowledge. Providing opportunities. Changing society. These characteristics are how education improves lives. During the next couple of days, I encourage you to immerse yourself in the presentations, posters, papers and creative sessions to see how graduate research is embracing change in education.

Thank you to those showcasing your research. Your work highlights the exciting investigations that are happening at the Faculty of Education and how it is making a significant contribution to the lives of children, families and to our communities.

Congratulations to the organizers for another successful symposium – the second one that is being held online due to COVID-19. Your hard work, dedication and commitment to the symposium, your fellow graduate students and to the Faculty of Education is appreciated. Thank you for your leadership.

I also hope you find the conference productive where you will learn from each other, meet new people and reconnect with colleagues. Have a great symposium.

Sincerely,  
Donna Kotsopoulos, PhD  
Professor and Dean  
Faculty of Education



# Introduction to the Robert Macmillan Symposium in Education

The Robert Macmillan Symposium in Education (RMSE) is an annual event that is organized by graduate students at the Faculty of Education. The symposium provides graduate students the opportunity to share their education-related research with the wider community, practice presentation skills, and receive feedback about their work.

Previously known as Graduate Research in Education Symposium (GRiES), the symposium remains an important legacy of Dr. Robert Macmillan. Dr. (Robert) Bob Macmillan, the then Associate Dean of Graduate Programs and Research at the Faculty, scheduled monthly meetings with PhD students to discuss not only the Doctoral Seminar Series, but also strategies for connecting doctoral and masters students with the activities of the Faculty. The idea of a symposium was born at one of those meetings.

After learning about his passing in 2012, the symposium organizing committee felt it was fitting to rename the 2013 Symposium in Dr. Macmillan's honour. "Without his vision and support of the inaugural Symposium, the graduate students in Education would not have a mechanism for sharing the cutting-edge work being undertaken in our Faculty" explains Wendy Crocker, one of the then symposium co-chairs.

As we continue to honour Dr. Macmillan's memory and celebrate the education-related research undertaken by graduate students at Western University and beyond, we welcome you to join us each year at our annual Robert Macmillan Symposium in Education .



## Schedule

	Day 1 March 25	Day 2 March 26	Day 3 March 27
<b>Keynote Speakers &amp; Creative Session</b>	Opening remarks 9:30am-9:50am  Keynote Address by Dr. Michael Ungar 10:00am-10:50am	Keynote Address by Dr. Marilyn Plumlee	<b>Creative Session</b> 9:30am-9:50am
<b>Papers</b>	COVID-19 & Education 11:00am-12:00pm	Language Learning and Teaching 10:20am-11:40am	Curriculum & Pedagogy 10:00am-11:20am
<b>Papers</b>	Knowledge Production in Education 12:10pm-1:10pm	Power Dynamics in Education 11:50am-1:10pm	Teacher Education 11:30pm-12:50pm
<b>Papers</b>	Mental Health & Social Justice in Education 1:20pm-2:20pm	Educational Equity & Inclusivity 1:20pm-2:40pm	Youth Studies and Early Childhood Education 1:00pm-2:20pm
<b>Round Tables</b>	Empowering Marginalized & Racialized Groups 2:30pm-3:30pm	Teacher Efficacy & Beliefs 2:50pm-3:50pm	New Understandings in Education 2:30pm-3:50pm
<b>Round Tables</b>	Inclusive Education 3:40pm-5:00pm	Autonomy & Readiness 4:00pm-5:00pm	Wellness and Sensitivities in Education 4:00pm-5:00pm
<b>Poster</b> presentations are held asynchronously.			



## **Keynote Speaker: Dr. Michael Ungar**



Michael Ungar, Ph.D., is a Family Therapist and Canada Research Chair in Child, Family and Community Resilience at Dalhousie University where he founded and directs the Resilience Research Centre. He is among the best-known experts on resilience in the world, and has delivered keynote addresses and workshops in more than 40 countries over the past ten years. With more than 200 peer reviewed academic papers, and 16 books, including several popular psychology best-sellers, his clinical work and research has helped to shift the focus of mental health professionals towards the many social factors that influence wellbeing in highly stressed environments.

### **Researching Resilience and Evaluating Resilience-Promoting Programs: Culturally and Contextually Sensitive, Mixed Methods Approaches to Transformative Inquiry**

In this presentation, Dr. Michael Ungar will explore how we can study resilience and evaluate resilience-promoting programs using mixed methods designs. The focus will be on how to use these methods in participatory ways to develop knowledge that informs policy and practice. A brief introduction to the theory of resilience and wellbeing will be followed by an overview of mixed methods (e.g., qualitative grounded theory approaches to visual methods and arts based assessment; quantitative approaches to instrument development, longitudinal research with difficult to reach populations; etc.) and examples of their use in studies conducted by the Resilience Research Centre. Discussion will include topics such as contextualization, measure development, sample selection, data collection, analysis, seeking convergence between the qualitative and quantitative data, and knowledge mobilization. Participants are encouraged to bring questions relating to their own research topics.

## Keynote Speaker: Dr. Marilyn Plumlee



Marilyn Plumlee (Ph.D., Linguistics, University of Hawai'i.) has taught at universities in the U.S., South Korea and Egypt and is currently a faculty member of the Writing & Communication Studies program at Nazarbayev University in Kazakhstan. Dr. Plumlee served terms as the national president of the professional associations of English language teachers in both Korea and Egypt. She has had leadership roles in internationalization projects in both academic institutions and private sector international educational exchange organizations. Her current research interests are in multilingualism, intercultural communication and sociolinguistic practices of Deaf communities. Recent publications are "Sites of silence: Deaf Online Communication in the Time of Corona" (2021) and "The Linguistic Landscape of Cairo from the Rosetta Stone to the Ring Road Billboards: Signs of their Times" (2017). Through her studies, travel and living in several countries, she has acquired varying levels of competence in five spoken languages and three sign languages.

### **More Than Surviving: Thriving in Intercultural Contexts**

The restrictions of movement and social interaction imposed on the world's population over the past year have brought the concepts of "resiliency", "survival" and "adaptation to a new reality" into sharper focus and have rendered more urgent the need for thoughtful educators to examine their own beliefs and practices. How educators deal with profound changes in their personal sphere will significantly color the way they shape future interactions in their classrooms. No one has escaped the impact of trying to navigate the sudden immersion in a "new context", bereft of trusted guidelines. Considering this pandemic context analogous in many ways to what we experience in intercultural encounters where unfamiliarity and uncertainty meet us at every turn, this talk will propose some "survival techniques" from intercultural contexts that might serve as guideposts for thriving in the post-pandemic life that lies ahead.



## Paper Sessions

### **Paper Theme 1: COVID-19 & Education**

#### **Day 1: March 25 11:00am-12:00pm**

Adaptation of Kazakhstani HEIs to the changes related to COVID-19

*Akerke Ayaganova, Nazarbayev University; Galiya Rakhimzhanova, Nazarbayev University*

Examining Canada's science understanding through COVID-19 Tweets

*Samantha Jewett, Western University*

Take the opportunity of the pandemics and make online history learning interesting

*Tianyi Bi, McGill University*

### **Paper Theme 2: Knowledge Production in Education**

#### **Day 1: March 25 12:10pm-1:10pm**

Investigating perceptions and reasons of academic dishonesty among university students in Kazakhstan

*Merey Tursynbayeva, Nazarbayev University*

A methodology for bullying research? An exploration of René Girard's thought

*Yanik Müller, McGill University*

(Re)creating and (re)structuring: A Foucauldian analysis of school leadership research

*Ruth Nielsen, Western University*

### **Paper Theme 3: Mental Health & Social Justice in Education**

#### **Day 1: March 25 1:20pm-2:20pm**

Compassion focused therapy for adolescents: Soothing our way to better mental health

*Euan Fraser Tait, Western University*

Men's mental health and career-life transitions

*Lois Karwandy, University of Victoria*

Students as change activists: Excellence and equity for all

*Sherra Robinson, Newfoundland and Labrador English School District (NLESD)*



**Paper Theme 4: Language Learning and Teaching**

**Day 2: March 26 10:20am-11:40am**

How the mother tongue—against all odds—can thrive

*Adriana Onita, University of Alberta*

EFL teachers' perspectives on L1 use in the L2 classroom

*Muath Algazo, Western University*

Paragraph writing: Recast and uptake in focus

*Shabnam Shiri, University of Saskatchewan*

A writing task designed in EAP context

*Xiaoyun Huang, Western University*

**Paper Theme 5: Power Dynamics in Education**

**Day 2: March 26 11:50am-1:10pm**

Critical readings of the antiracism book club: Pedagogy, performativity, and a pandemic

*Nikasha Tangirala, McGill University*

Where you sit in policymaking depends on where you stand in the society

*Noordin Omar, Western University*

The lived realities of racialized post-secondary students: A South Korean case study

*Shamiga Arumuhathas, Western University*

Power relations and context: How university student mentors navigated the mentor-mentee relationship

*Yilan Wang, McGill University*

**Paper Theme 6: Educational Equity & Inclusivity**

**Day 2: March 26 1:20pm-2:20pm**

The gendered pandemic in China: A feminist online ethnographic study

*Chenzi Zhao, Western University*

Content analysis of LGBTQ-inclusive books for elementary education through an intersectional lens

*Enoch Leung, McGill University*

Combating racial microaggression in higher education: A case study of East Asians experiences on campus space

*Vivian Leung, Western University*

**Paper Theme 7: Curriculum & Pedagogy****Day 3: March 27 10:00am-11:20am**

Sexual and physical abuse of students with disabilities: The legal responsibility to provide a preventative and inclusive sexuality curriculum in Canadian schools

*Carolyn Peris, McGill University*

The comparative study of the effects of linear and nonlinear videos on improving adult EFL learners' speaking performance

*Shahrazad Heyratangiz, University of Saskatchewan*

Embracing multimedia for second language (L2) listening instruction and assessment

*Shanshan He, Western University*

Examining the topical coverage of genetics and biological evolution in Canadian secondary science curricula: A comparative content analysis

*Mohammad Azzam, Western University*

**Paper Theme 8: Teacher Education****Day 3: March 27 11:30am-12:50pm**

Mapping out low-achievers' plights in turbulent times and its remedial measures in EFL/ESL virtual classroom

*Fariha Asif, University of Alberta*

Experiences that shape beginning teachers' beliefs about teaching and learning in inclusive classrooms: A group concept mapping study

*Jessica Delorey, Western University*

The impact of the balanced-school day schedule on student-related outcomes

*Megan Mueller, Western University*

Critical engagement with children's literature: Creating a primary teacher toolbox

*Carla Ruthes Coelho, Western University*

**Paper Theme 9: Youth Studies and Early Childhood Education****Day 3: March 27 1:00pm-2:00pm**

Becoming-with others: Early childhood pedagogies and Haraway's "response-ability"

*Jessica Lussier, University of British Columbia*

Soundfullness: Conceptualizing ecological soundscapes as phenomena in early childhood education

*Malvika Agarwal, Western University*

Peer to peer mentoring: A multiple-case study evaluating the LINKS peer support program

*Petra Owusu, Western University*



## Roundtable Sessions

### Roundtable 1 Social Justice and Equity

#### Roundtable 1-A Empowering Marginalized & Racialized Groups

**Day 1: March 25 2:30pm-3:30pm**

An African-centred & culturally responsive approach to alternative education during COVID-19

*Dobijoki Emanuela Bringi, Western University*

Is there equality in equal access to childcare? The biases in white women's childcare advocacy

*Michelle Jones, Western University*

Uncovering bullying targeting East Asian adolescents at Canadian schools: An urgent issue caused by the COVID-19 pandemic

*Kristen Sha, Western University*

#### Roundtable 1-B Inclusive Education

**Day 1: March 25 3:40pm-5:00pm**

Understanding how East Asian international students navigate the COVID-19 pandemic in Canada: A cross-cultural perspective

*Kedi Zhao, University of Toronto*

Pedagogical methods on cross-cultural communication in the COVID-19 Pandemic

*Li Peng, McGill University*

What can metaphors reveal about people's conceptions of a multicultural campus?

*Kayvan Shakoury, Western University*

Student voice and making content comprehensible for language minorities: A case study of the Canadian content-based ESL program

*Wenmin Liang, Western University*

## **Roundtable 2 Teacher Education**

### **Roundtable 2-A Teacher Efficacy & Beliefs**

**Day 2: March 26 2:50pm-3:50pm**

Relationship between teacher candidates' mathematical knowledge and pedagogical beliefs

*Hatice Sezer, Western University*

Shifting towards anti-racism: Transformative pedagogy in pre-service early childhood education

*Shailja Jain, Western University*

Science pre-service teachers' understanding and implementation of differentiated instruction in Ontario secondary classrooms

*Mohammed Estaiteyeh, Western University*

### **Roundtable 2-B Autonomy & Readiness**

**Day 2: March 26 4:00pm-5:00pm**

Teachers' perceptions of late-emerging reading disabilities

*Chastine Lamoureux, Western University*

Teacher identified barriers and facilitators to implementing daily physical activity

*Lauren Martyn, Western University*

Reading comprehension and strategy use among children with ADHD

*Olivia Ward, Western University*



### **Roundtable 3 New Understandings in Education**

#### **Day 3: March 27 2:30pm-3:50pm**

Decolonising the knowledge mobilisation process within the education context

*Bernadine Sengalrayan, McGill University*

The effects of a video-based modelling package on the inquiry skill development of students with intellectual and developmental disabilities

*Kailee Liesemer, Western University*

Practicality in education

*Raziyeh Javanmard, McGill University*

Performativity and experiences of teachers: a case study in Nantong school in China

*Yimeng Lu, Western University*

### **Roundtable 4 Wellness and Sensitivities in Education**

#### **Day 3: March 27 4:00pm-5:00pm**

Making mindfulness matter for preschool educators

*Christina Amico, Dr. Karen Bax, Sarah Wells, Melissa Read, Alyssa Mueller, Christina Amico, Amal Baobaid (Western University)*

The role of school gardens in fostering students' environmental awareness

*Mariam Takkouch, Western University*

Sustaining ghosts: Envisioning a sustainable future through historical consciousness

*Stephanie Leite, McGill University*

## Creative Session

### Day 3 9:30am-9:50am

Being interviewed for a faculty position: A personal story

*Lisa Allen, University of British Columbia*

## Posters

A systematic literature review on teacher resilience in language education

*Aide Chen, Western University*

Parent stress is associated with children's screen time use and behavioural outcomes during the second-wave of the pandemic

*Amira Hmidan, Western University*

Supporting safe spaces: How school administrators shape the school culture and environment for gender and sexual minority students

*Ariadne Jevnikar, Lakehead University*

The differential impact of acute exercise and mindfulness meditation on executive functioning and psycho-emotional well-being in children and youth with ADHD

*Hannah Bigelow, Western University*

Practices for inclusive education in informal settings: A scoping review of the literature

*Julia Ranieri, Western University*

Exploring intrinsic motivation in SEL program implementation

*Maria Jelic, Western University*

Systematic review of measures of STEM affinity

*Meagan Koufis, Western University*

Feasibility of community-owned tourism in Pinehouse Lake, Saskatchewan

*Sean Molloy, Western University*

Exploring teachers' perspectives on child anxiety: Opportunities to promote anxiety management skills in the classroom

*Sydney Coleman, Western University*

Digital games in multilingual context: Connection with literacy engagement and academic achievement

*Yan Su, Western University*



## **Who We Are & Acknowledgements**

We would like to extend our thanks to all those who have contributed to making this Symposium happen:

Dr. Kathryn Noel

Faculty of Education, The Dean's Office, Research Office, Graduate Programs Office

Faculty of Education Library

Society of Graduate Students, School of Graduate and Postdoctoral Studies

Education Graduate Students Association

The IMPACT Group & Western Technology Services Helpdesk

The moderators, steering committee

And you!

## **Our Committee**

### **Co-Chairs**

Aide Chen

Nyasha Nyereyemhuka

### **Steering Committee**

Anushka Khanna

Emi Iwaizumi

Jasmyn Skinner

Kayyan Shakoury

Kristen Sha

Kristina Axenova

Lauren Hilary Martyn

Liting Luo

Maria Ibanez

Mohammad Azzam

Ruth Nielsen

Samir Boulazerq

Shaden Attia

Tatiana Zakharova

Wenmin Liang

Yan Su