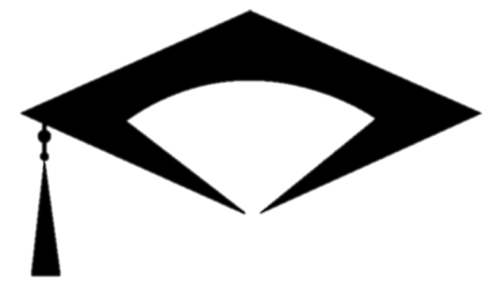Western Education

ROBERT MACMILLAN
SYMPOSIUM IN EDUCATION

The 13th
Robert Macmillan Symposium
in Education (RMSE)

Changes and Challenges in Education:
Towards a New Environment

April 1st - April 3rd, 2022

Table of Contents

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. Graduate students have the opportunity to share their education-related research with the broader community, practice presentation skills, and receive feedback on their work at the symposium.

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.

Robert Macmillan
1952 - 2012

Schedule

	Day 1 April 1	Day 2 April 2	Day 3 April 3
Keynote Speakers	Opening remarks 9:30am-10:00am Keynote Address by Prof. Candace Brunette-Debassige 10:00 a.m.-10:50 a. m.	Keynote Address by Prof. Donna Kotsopoulos 9:30 a.m.-10:20 a.m.	Keynote Address by Prof. Shelley Taylor 9:30 a.m.-10:20 a.m.
Papers	11:00 a.m.-12:00 p.m. Session A: How Does COVID-19 Change Education? Session B: Second Language Acquisition: Learners' Perspectives	10:30 a.m.-11:50 p.m. Session A: Second/Foreign Language Teaching Approaches Session B: Educational Psychology	10:30 a.m.-11:50 p.m. Session A: Equity, Diversity, and Inclusivity in Education Session B: Educational Leadership & Policy
Lunch	12:00 p.m.-1:00 p.m.	11:50 a.m.-1:00 p.m.	
Coffee Chat	1:00 p.m.-1:30 p.m. Mindfulness Moment	1:00 p.m.-1:30 p.m. Trivia	12-1 p.m. Closing remarks Q&A Session - Meet the Presenters
Papers	1:30 p.m.-2:50 p.m. Session A: Perspectives On Educational Policy Session B: Science, Technology, Engineering, and Mathematics Education	1:30 p.m.-2:50 p.m. Session A: Teacher Education Session B: Curriculum & Pedagogy	
Round Tables	3:00 p.m.-4:00 p.m. Session A: How can racialized students and families be supported in new environments? Session B: Strategies for supporting complex social/emotional needs from K-12 through to higher education Session C: How do we prepare leaders for new and changing environments? Session D: What changes are needed to meet current challenges in healthcare?	3:00 p.m.-4:00 p.m. Session A: Unique responses to changes and challenges in the new educational environment Session B: Strategies for more supportive healthcare Session C: How do language and life experiences impact globalization in education? Session D: In working towards a new environment, what pedagogical, health-care, or policy-related changes are needed?	
Posters	4:00 p.m.-5:00 p.m.	4:00 p.m.-5:00 p.m.	

Our Keynote Speakers

Dr. Candace Brunette-Debassige

Candace Brunette-Debassige is a Mushkego Cree scholar of Indigenous Studies and Indigenous education. She is an Assistant Professor and Teaching Fellow in the Faculty of Education at Western University. Beyond her scholarship, Brunette-Debassige brings extensive leadership experience in Indigenous education at K-12 and postsecondary levels. At Western, she has served as Acting Vice Provost /Associate Vice President (Indigenous Initiatives), Special Advisor to the Provost (Indigenous), and Director of Indigenous Student Services. After the release in 2015 of the report of the Truth and Reconciliation Commission of Canada, she was actively involved in the development of Western's first Indigenous Strategic Plan. Brunette-Debassige's teaching and research centers on the liberatory struggles of Indigenous Peoples in Euro-Western colonial educational settings in Canada.

Our Keynote Speakers

Dr. Donna Kotsopoulos

Donna Kotsopoulos is the Dean and a professor at the Faculty of Education, she is cross appointed to the DAN Department of Management and Organizational Studies, Faculty of Social Science. She is an extremely proud alum of the Faculty of Education where she earned her doctorate in 2007 and was the Governor General Gold Medalist. She is an Ontario Certified Teacher and has experience teaching and conducting research in both elementary and secondary schools. Her research explores mathematics learning across the lifespan, higher education governance, policy, and finance. She has been funded by SSHRC, NSERC, and various other agencies. She is the co-founder of LittleCounters©, a community-based program that supports the development of early numeracy. Her service, research, and teaching has been recognized with several awards, including the John and Gail MacNaughton Prize for Excellence in Teaching (2020), an OCUFA teaching award (2014), the Fields Institute Fellow (2017). She serves on as Co-Chair of the Executive Board of Amabile Choirs of London, Canada and on the Board of Directors for The Fields Institute for Research in Mathematical Sciences.

Our Keynote Speakers

Dr. Shelley Taylor

Shelley Taylor is Professor. She teaches on TESOL/Applied Linguistics, and FSL. Her current research focuses on developing foreign language instructors' competences in pluralistic approaches to teaching (WSS SSHRC), and on language and literacy learning among youth refugees in Canadian higher education (SSHRC). Other research has focussed on English-medium instruction at the university level in the Nordic countries, plurilingual development over time, and the introduction of the CEFR across FSL programs in Ontario. She has disseminated her work widely, reviewed trilingual language-in-education policy for Greenland's Ministry of Education, provided 'trainer of trainer' workshops on mother-tongue based materials development for 122 ādivāsi/Indigenous languages in Nepal, convened the AILA Research Network on Adapting mainstream learning environments to and for learners from migrant backgrounds (2011-2022), and is currently President-elect of TESOL International Association (http://www.tesol.org).

Finding and Sharing our Gifts: A Personal Journey toward Indigenous Curriculum Change

Keynote Address by Dr. Candace Brunette-Debassige
Friday, April 1st, 10-10:50 am

Mounting calls to Indigenize the academy are challenging universities to shift their conventional understandings of teaching and learning. Many universities have hired Indigenous curriculum advisors and developed Indigenous cultural competency training programs to address chronic gaps in university instructors' understandings. Some universities have committed to hiring more Indigenous faculty members and developing Indigenous-led curricula that place Indigenous peoples and knowledges at the centre of the changes. Brunette-Debassige's keynote address contextualizes the need for universities to think and act differently about teaching and learning in order to make ethical space for Indigenous knowledges. Her address introduces new collaborative Indigenous curriculum work underway at Western and highlights some of the challenges that emerge with attempts to Indigenize teaching and learning in universities.

Registration is required to attend this session (Welcome remarks and Dr. Brunette-Debassige's keynote address). You can register here:
https://westernuniversity.zoom.us/meeting/register/tJYtdOCqpzMrHtN3OhT4W3rE_pnRfrgr0UvD

Ameni Benali, York University
The Impact of Using Automated Writing Evaluation (AWE) in ESL/EFL Contexts
This webinar will provide you with a brief introduction to corrective feedback typology, some challenges that second language teachers may encounter when providing written corrective feedback. It will also cover the benefits of automated writing evaluation (AWE) systems, the concerns and issues of using AWE in second and foreign language writing, and the role of the teacher in the presence of these tools.

Renata Matsumoto, Western University
The Effect of COVID-19 Vaccine Policies on Incoming International Students of Canadian Higher Education
Relocating to Canada to pursue higher education is challenging because of academic, financial, and personal aspects. The pandemic has imposed more challenges to international students. New regulations have taken place and international students have faced barriers to access their programs in Canada. The COVID-19 vaccine policies have added another layer of complexity. This presentation focuses on how COVID-19 vaccine policies adopted in Canada have impacted incoming international students from the Global South during the pandemic.

Shamiga Arumuhathas, Fengchenzi Zhao, & Vivian Leung, Western University
Investigating the Impact of COVID-19 on Racialized International Students'
This pilot project proposed here intends to investigate how the Covid-19 pandemic has conditioned or changed racialized IS' experiences in Ontario while simultaneously investigating how policies and support programs can mitigate the ramification during their remote instruction. The research aims to illuminate and project racialized IS' voices/concerns toward Ontario higher education institutions (HEIs) while they adapt to an uncertain and bleak new reality during the pandemic.

Yunzhu Ma, Western University
Test-taking strategies and response processes in second language listening assessment: An overview
The research studies centered on test-taking strategies and response processes present empirical evidence about second language learners' specific abilities to process different levels of listening texts. The results of these studies not only provide diagnostic information about L2 learners' strengths and weaknesses during L2 listening tasks but also give some insights into the facilitation of the remedial instructions in future second language learning to the intended educators and test designers.

Liting Luo, Western University
Reading idiomatic discourse in a second language with different types of support
Second language learners often fail to understand idiomatic expressions (e.g., follow suit) in reading texts. One solution is to add glosses to clarify the meaning of such expressions. An idiom gloss may include not just the current figurative meaning but also the context in which it was originally used literally. This study aims to compare the effectiveness of glosses with such different kinds of support for learners' comprehension and retention of idioms encountered during reading.

Chenyu Dai, Queen's University
Exploring the relationship of cohesion and coherence in test-takers' written texts with their writing scores in continuation task
The study investigates writing scores in CT with regards to cohesion and coherence within and between test-takers' written text and source text. Using discourse analysis, findings revealed that both cohesion and coherence were positive predictors of writing scores. It reveals the relationship between connection and writing scores in CT and provides supporting evidence of its construct validity. This knowledge can guide explicit instructions for cohesion and coherence in writing by emphasizing the role of connection.

Day 1 Coffee Chat
Mindfulness Moment
April 1, 1:00 p.m.-1:30 p.m.
Moderator: Kaihang Zhou

During the long and energy-consuming conference, a peaceful, mind-refreshing, and stress-relieving meditation can't be a more suitable activity for a break time. Following a meditation coach, participants will take part in a meditation session. We hope that this activity helps you fully prepare for the presentation sessions in the afternoon.

This session will be held via zoom. The link to this meeting will be shared with registered participants directly via email.

The RMSE's gather space (the space used for poster presentations, and closing remarks & coffee chat on Day 3) will remain open during this activity. We would like to encourage anyone who is looking to meet other attendees to check out the gather space. The link and passcode will be shared with the participants who have registered for the symposium. Please contact Emi Iwaizumi (eiwaizum@uwo.ca) for further inquiries.

Mara De Giusti Bordignon, Western University

Policy discourse influencing open educational practices (OEP) in Canadian higher education: A critical perspective

Are you familiar with open educational practices (OEP)? An overview of how OEP as a solution mitigates economic and social inequities created by the commodification of research and teaching materials will be explored. It will be argued that inequity is a problem created by neoliberal publisher dominance over academia. A critical policy analysis lens can be applied to the Canadian post-secondary education OEP landscape.

Michelle Anderson-Draper, Western University

Strengthening an Evaluative Culture by Addressing a Breakdown in the Policy Development Cycle

The presentation reports on my dissertation in practice which consists of addressing a problem of practice to do with a lack of evaluative feedback on policies in a large school division. It includes an organizational readiness assessment and implementation plan.

Anushka Khanna, Western University

Dalit Household Experiences of the Implementation of The Right to Education Act in Private Unaided Schools in Delhi, India

India's Section 12 (1) (c) of the Right of Children to Free and Compulsory Education Act (2009) (RTE Act) states that 25% of seats in private unaided schools are to be allocated for free to students from economically and disadvantaged backgrounds. Dalits are one of the marginalized groups in Indian society. Therefore, this paper aims to analyze Dalit households' experiences of schooling and admission under the aforementioned provision of the RTE Act.

Chad Dickson, Huron University College; Brandon Dickson, Blsillie School of International Affairs; Donna Kotsopoulos, Western University; Srikanth Ramani, Huron University College,; Deidre Henne, McMaster University

McMaster as a Case Study for Responsible Investment in Higher Education

In response to mounting calls to act as a socially responsible investor, McMaster University has committed to making its investment pool carbon neutral by 2050. Using data from university investment policies, this research demonstrates that McMaster's new investment strategy which is founded on international best practices is reflective of the effective delegation necessary to successfully implement responsible investing. These findings serve to contribute to the academic discussion surrounding sustainable investment in Canadian universities.

Li Li, *Western University*
Posthumanist Interpretation of Diegetic Prototypes of Artificial Intelligence in the Film Her
The 2013 science-fiction film Her depicts scenarios of human-AI interactions contextualised through the use of carefully designed diegetic prototypes. My research questions are: 1) What world is designed through diegetic prototypes in Her? 2) What posthumanist thoughts are revealed in Her? I discussed the above two questions through a posthumanist perspective by interpreting the near future world and the interactions among its different agencies.

Hatice Beyza Sezer, *Western University*
Understanding Mathematics in Real Life Context Through Coding: COVID-19 Simulation with Scratch
In this study, two-sample simulations were analyzed through content analysis. Both simulations, which are simplified versions of the Susceptible- Infectious-Recovered (SIR) mathematical model, illustrate the spread of disease and the effect of precautions on the process. Results of this study show how a real-world context can be used when promoting elementary and middle-grade students' mathematical and computational knowledge and skills, which in turn would elaborate more on the real-life applications of coding in mathematics instruction.

Kelly Marcelino, Donna Kotsopoulos, & Douglas Woolford, *Western University;* *Chester Weatherby,* *Wilfrid Laurier University*
Inquiring the impact in a first-year calculus course for elective pre-calculus modules
Numerous studies have outlined the under-preparedness of students entering first-year calculus and have highlighted the positive effects of remedial programs for student success. We implemented online and concurrent remedial modules to examine the extent to which these modules support success in first year calculus. Our results reveal that modules both improve success rates and final grades after accounting for students' incoming mathematical aptitudes and that this effect is more than any bonus marks earned.

Ghusoon Alqassab, *Western University*
Teacher Preparation Institutes Students' Mathematical Capability
The research is talking about how the students in the teacher college have the mathematical ability in the sense they can deliver this ability to their students if they are able to acquire it. The research was measuring this ability from different types of mathematical tests and not mathematical tests and took the gender difference into consideration at all tests levels that been implemented in this research.

Anwar Foudeh, *Western University*
Syrian Refugee Students' and Families' Engagement with Technology and English Language during the COVID-19 Pandemic in Ontario, Canada
The outbreak of COVID-19 globally forces governments to shut down public spaces, particularly educational institutions (schools, colleges, and universities) to stop and mitigate the spread of the infection. This study is designed to examine how Syrian refugee elementary school students and their families engage with technology and English language during the pandemic. Research shows that the pandemic impacts the lives of all people across the globe, but they have not been affected the same way.

Richard Oppong Bosomah, *Western University*
Urban Change, School Utilization and K-12 Educational Opportunities in Large School Boards in Ontario
Ontario education policies commit to promoting inclusive education for all. In this paper, results of an empirical literature review show that school environments in some Ontario K-12 schools are not culturally responsive to the needs of African-born immigrants, creating tendencies for isolation and exclusion of this group. Activities promoting cultural acceptance and inclusion of minoritized groups like African-born students are missing, and instruction methods are not culturally responsive to encourage inclusion of African-born students.

Jill Dombroski, *Western University*
Good Grief – Supporting Students' loss(es) in the Classroom
Supporting students' loss(es) in the classroom can be challenging, especially if you are uncertain how to approach loss with students. This interactive round-table presentation will pilot the discussion on loss in the classroom and how to collaborate in the student's best interest.

Chelsey Masson, *Western University*
Co-creation of a Comprehensive Support Pathway for the Learning and Mental Health needs of Youth in Care
The proposed project will utilize multiple research methods to gathering information on youth transitioning out of care. It will value and uphold the lived experiences of youth seeking help in meeting education and mental health needs, while analyzing formal documents and case worker perceptions in an effort to identify any misalignment. Overall, the project is specifically looking to help improve the outcomes of youth in government care, especially transition-aged youth.

Marti Harder, *Vancouver Island University*
The Need for Earlier and More Effective Support for Higher Education Students Who are in Psychological Distress, or Who are Notably Struggling
The focus of my Doctoral research is to consider how progression policies might be adjusted to better serve students who are struggling, and how could they be implemented. Critical theory, and perspectives such as the Cultural and Intersectionality theories provide different lenses, and several ethics-based leadership frameworks are included in the discussion. The conversation about student distress is important as higher educational institutions focus on retention, and on equity, diversity, and inclusion for marginalized groups.

Day 1 Afternoon Roundtable Presentation Session C
How do we prepare leaders for new and changing environments?
April 1, 3:00 p.m.-3:40 p.m.
Registration: https://westernuniversity.zoom.us/meeting/register/tJYkfu6hpjMrGdzX3WJZJ-3tHqMtErLc_AO-
Moderator: Yilin Wang

Polin Sankar-Persad, Western University
International Mindedness: An Educator's Portrait
International mindedness has been identified as the goal of international education. The global turn towards the internationalization of state schooling means that teachers are now tasked with fostering in their students the skills and dispositions associated with international mindedness and global citizenship. The purpose of this study is to come to a deeper understanding of how teachers become interested and invested in international mindedness.

Jennifer Thompson, Queen's University
With Great Power, Comes Great Responsibility: An Analysis of Culturally Responsive Leadership Practices in Canadian Curriculum Schools Abroad
As an educator with experience teaching and leading at Canadian Curriculum Schools abroad, it is critical that educators and school leaders have the capability and understanding of the reforms needed at the school-level to support the increasingly diverse student populations. This research aims to explore methodological processes to fully explore how to best reflect the lived experiences and initiatives of school principals, and elicit patterns, practices, and challenges faced by Canadian school leadership abroad.

Day 1 Afternoon Roundtable Presentation Session D
What changes are needed to meet current challenges in healthcare?
April 1, 3:00 p.m.-4:00 p.m.
Registration: https://westernuniversity.zoom.us/meeting/register/tJAvc-2oqTwqHt0jVjHS-9zeltnOqRc-hS4A
Moderator: Kayvan Shakoury

Gabrielle King, Western University & Shannon Stewart, Western University
Bullying, Sexual Abuse, Physical Abuse, and Polyvictimization: An Examination of Mental Health Resource Intensity
This study seeks to understand the intensity of mental health services being access by children and youth exposed to the interpersonal traumas of bullying, sexual abuse, physical abuse, and cumulative exposure to these traumas. Data from 20,000 referred children and youth will be analyzed with regression modelling to investigate the relationship between interpersonal traumatic events and mental health service use. Results will have implications for both children and youth and the mental health care system.

Amrit Kaur Gill, Western University
Identifying Intersectional Practice-Based Behaviour in IPV Services for Marginalized Women
This research aims to understand the differences in current expert practice in the IPV sector and what literature is reporting to be a part of competent practice. It seeks to understand how experts are understanding areas of marginalization and addressing them in their work. This can be used to bolster training protocol for experts and address gaps in understanding principles of intersectionality.

Petra Owusu, Western University
Amplifying Black Canadian Youth Voices on Mental Health Service Utilization
Emerging research highlights a widening racial disparity in mental health service use, particularly among Black youth. Black youth face more barriers at every stage of the help-seeking process compared to other racialized groups. This study aims to explore the barriers and facilitators of help-seeking behaviours in Black Canadian youth through a community-based research project. The hope is to amplify Black youth voices while discovering and dismantling barriers to care as well as promoting service utilization.

Day 1 Poster Presentation Session
April 1, 4:00 p.m.-5:00 p.m.
Poster presentations will be delivered in the RMSE gather space.
Registered participants will receive the link and passcode directly via email.

Booth A: *Aide Chen, & Kaihang Zhou, Western University*
A qualitative systematic literature review of language teaching practices during the COVID-19 pandemic
This poster presentation will showcase a qualitative systematic literature review that synthesizes some of the main language teaching practices used after the start of the COVID-19 pandemic, with the aims to help language teachers from across the globe stay informed of up-to-date pedagogical tools, practices, and challenges and thus better navigate pedagogical uncertainties in post-pandemic times.

Booth B: *Diego Sornoza-Parrales, Western University / Universidad Estatal del Sur de Manabí*
Organizational challenges and benefits of Research Quality Assurance Policy in the Ecuadorian Higher Education: a case study
The purpose of this qualitative case study was to identify how the Research Quality Assurance Policy (RQAP) enactment impacts the organizational management of four public regional universities. The main benefits of RQAP are stronger discipline and improved planning. The main challenges are an increased workload, limited publishing options and marginalization in the policy development. The universities spend time and resources producing documental evidence for the quality assurance exercises moving away from their regional development goals.

Booth C: *Emily Erb, Sarah Caimano, Albert Malkin, & Jina Kum, Western University*
Acting Scholarly: A Systematic Review of Acceptance and Commitment Therapy Interventions in Higher Education
The current systematic review aims to examine the existing literature on the use of Acceptance and Commitment Therapy/Training (ACT), a transdiagnostic intervention, in higher education. Although the review revealed promising results with respect to increasing both academic and well-being outcomes, nearly half of the articles reviewed provided insufficient detail to allow for successful replication. Additional strengths, limitations, and directions for future research involving ACT interventions in higher education will be discussed.

Booth D: *Julia Ranieri, Nicole Neil, & Anton Puvirajah, Western University*
Facilitators and Barriers to Inclusion of Children with Intellectual and Developmental Disabilities at Informal Learning Centers in Canada
Informal learning settings like museums and science centers are challenged with decreasing the barriers for participation for individuals with intellectual and developmental disabilities (IDD). As such they are encouraged to use participatory strategies to facilitate a more inclusive learning experience for individuals with IDD. The study examines the facilitators and barriers at informal learning centers in Canada for children with IDD. Findings support the numerous and diverse facilitators currently being utilized to provide inclusive education.

Booth E: *Kedi Zhao & Weijia Tan, University of Toronto*
A preliminary scoping review of integrated knowledge translation in mental health services
This presentation depicts a preliminary scoping review that uncovers the current situation of integrated knowledge translation (IKT) in global mental health services. Through these emerging findings, mental health researchers and practitioners can further reflect upon how IKT can be better utilized and improved in the global context.

The Use of Learning Analytics to Inform Pedagogy in Higher Education

Keynote Address by Dr. Donna Kotsopoulos
Saturday, April 2nd, 9:30-10:20 am

In 2020, there was an unexpected and unprecedented pivot to online, virtual, or remote learning worldwide. This shift provided an important opportunity for both instructors and students of all ages to engage with technology for the explicit and intentional purpose of learning. Learning management systems (LMS) and cloud-based conferencing tools used to support online learning are an extraordinary source of big data that can inform both teaching and learning. The field of learning analytics provides a particularly powerful tool theoretically and methodologically for engaging in this type of analysis of behaviour and pedagogy. This presentation will share data from two studies that explore how post-secondary students engaged virtually, the implications of this engagement, and the vast potential of learning analytics to study behaviour and pedagogy.

Registration is required to attend this session. You can register here:
https://westernuniversity.zoom.us/meeting/register/tJwocOGurDkoGtM-9-pSaBgk-5EU6yGIsZj5

Zhuo Ruan, Western University
A Brief Analysis of Implementing Communicative Language Teaching in China
This paper introduces the concept of communicative language teaching from its definition, principles, and features. However, in China, the result of implementing it is not as satisfactory as expected. Many factors have prevented it from being employed successfully. Hence, it is significant to make some adjustments to help it better suit the realistic situation in China. To let these adjustments function appropriately, some suggestions and methods are recommended in this paper.

Ameni Benali, York University
Assessment Literacy in Second Language Writing
This presentation will provide you with an overview of assessment literacy and its importance in second language writing, teachers' knowledge, practices, and beliefs about second writing assessment and the role of second language teacher education, and training programs in improving writing assessment literacy.

Juanjuan Wang, Western University
EFL Teachers' Principled Use of L1
Throughout this paper, the author aims to argue for EFL teachers' judicious and appropriate use of L1 in the classroom. First, teachers should be free from the guilt of using L1. Although the decision of when and how to use L1 relies on various factors, EFL teachers should admit the responsibility for justifying the use of L1 and honestly reflecting on the L1 use in teaching practices.

Janis Campbell, Western University
Supporting Post-Secondary Implementation of Recovery-Oriented Practice in the Stepped Care 2.0 Model
Stepped Care 2.0 is a model of organizing mental health systems that has been widely successful in post-secondary institutions in North America. SC 2.0 is rooted in recovery principles that offer people choices, promotes hope, empowerment, and self-determination of help-seekers. This presentation will explore recovery-oriented practices, how they apply in SC 2.0, and opportunities for organizations to shift from the risk-paradigm of the medical, neo-liberal world to a recovery paradigm.

Jocelyn Van Dyke, & Shannon Stewart, Western University
Examining the Impact of Interpersonal Trauma Exposure and Polyvictimization on School Disengagement
This study seeks to provide a comprehensive understanding of how interpersonal trauma and polyvictimization impacts student's engagement at school. Using a sample of 15402 clinically referred children/youth, it was discovered that exposure to interpersonal trauma and polyvictimization increased student's likelihood of being disengaged from school. When looking at each interpersonal trauma individually, witnessing domestic violence demonstrated the greatest risk of school disengagement, followed by physical abuse. Implications for school professionals and trauma-informed schools are discussed

Macall Oldenhof, Western University
Examining Service Complexity in Children with Substance Abusing Parents
It is expected that children with substance abusing parents will have higher levels of service complexity and will exhibit higher levels of disturbed family functioning, disrupted parenting, neglect, exposure to family violence, externalizing behaviours, internalizing behaviours, substance abuse, and trauma than children without substance abusing parents. A cumulative effect of such proposed predictors is expected which is believed to predict greater service complexity within this population.

Day 2 Coffee Chat
Trivia
April 2, 1:00 p.m.-1:30 p.m.
Moderator: Qianhui Ma

Join us for education trivia and test your knowledge! Take a break from presentation sessions with this fun activity. Work individually or as a team to answer questions and have a chance at gaining bragging rights & making new friends!

This session will be held via zoom. The link to this meeting will be shared with registered participants directly via email.

The RMSE's gather space (the space used for poster presentations, and closing remarks & coffee chat on Day 3) will remain open during this activity. We would like to encourage anyone who is looking to meet other attendees to check out the gather space. The link and passcode will be shared with the participants who have registered for the symposium. Please contact Emi Iwaizumi (eiwaizum@uwo.ca) for further inquiries.

Jocelyn Crocker & Josée Bonneau, Western University
The Development Needs of Academic Chairs
Academic Chairs are not adequately supported in their roles despite their importance to Higher Education. This paper will review the challenges Chairs face, the skills they need to succeed, and offer best practices from the literature on how they can be better supported.

Shaden Attia, Western University
Critical Race Theory and Intersectionality: Race, Culture, and Identity in the ESL Classroom
The presentation will be of interest to teachers and educators in the TESOL field who are interested in creating an inclusive English language classroom. Such an inclusive learning environment will be achieved through using Critical Race Theory and intersectionality which are concepts guided by equity and social justice. Practical activities will be offered at the end of the presentation to give teachers an idea of how to apply these concepts in the language classroom.

Mohammed Estaiteyeh, Western University
Promoting STEM Teacher Candidates' Understanding and Implementation of Equity, Diversity, and Inclusion in Teacher Education
This study explores STEM teacher candidates' (TCs') preparation to implement differentiated instruction (DI)- a teaching approach that is rooted in equity, diversity, and inclusion (EDI). Findings show the positive impact of a course in teacher education focused on EDI on TCs' views, understandings, and implementation of DI. This reiterates the importance of practical opportunities aimed at enhancing TCs' readiness to integrate DI in their future practices.

Chloée C. Godin-Jacques, Western University
Why Academic Ableism is Amplified by the Desexualization of Crip Queers: A Textual Analysis and Harsh Awakening
The misrepresentation of disability and sexuality is evident through curriculum creation and implementation within higher education. Disabled persons are typically not portrayed as sexual beings within the classroom. Such gaps are thus further pronounced in the ways in which crip queers are represented within the classroom. This paper argues that current curriculum is lacking substance pertaining to disability culture, which is inextricably intertwined with how disability is discussed in academic decision- and policy-making processes.

Atefeh Taherian Kalati & Mi Song Kim, Western University
Effect of touchscreen technologies on early childhood learning: A systematic review
This systematic review provides an overview of existing evidence regarding the effect of touchscreen technology on young children's learning. It also addresses the factors/conditions affecting young children's learning with touchscreens. The findings of this study have implications for different stakeholders by giving them insights into the impact of touchscreen devices on young children's learning under different conditions and providing them with an overview of the current research status in this domain.

Fengchao Yu, Western University
An Actor-Network Theory Informed Case Study of Kindergarten Curricula in China
Researchers have drawn on curriculum theory and sociocultural-historical theory to explore play-based learning in China. Even though there has been a material turn in the field of Early Childhood Education since the 1990s, little is known about how a material semiotics approach like Actor-Network-Theory might be utilized to investigate the play-based curricula in China. This conceptual paper explores the combability of Actor-Network-Theory and the enactment of play-based curricula in Chinese kindergarten classrooms.

Kevin Hobbs, Western University
The performance benefits for persons with intellectual and developmental disabilities involved as medical educators
This qualitative, pilot research explores the the benefits and challenges experienced by people with intellectual and disabilities (IDD) when involved in roleplay (simulated participation) for medical education purposes. The results demonstrated an overall positive effect for the cohort of participants, When paired with other studies establishing benefits for healthcare workers in similar pedagogical contexts, the research indicates strong justification for pursuing a program of training in healthcare that includes people with IDD.

Fiona Evison, Western University
Discovering Habitus and Doxa Through Unison Composition
This autoethnography incorporates documentary analysis and recollection to analyze the author's personal experience in order to understand cultural experiences, particularly the cultural and educational factors that created a disposition towards music compositional complexity.

Day 2 Afternoon Roundtable Presentation Session A
Unique responses to changes and challenges in the new educational environment
April 2, 3:00 p.m.-3:40 p.m.
Registration: https://westernuniversity.zoom.us/meeting/register/tJIvduGhrzMoHdZAAJjMIAjeMf7VloWWYGkx
Moderator: Yilin Wang

Yi Chen, Western University
Better Learners, Better Players? Exploring Learning Agency in Young Adults' Lives of Gameplay and Schooling
This research aims to explore learning agency and how it affects young adults' learning; specifically in relation to school environments and video-gaming environments. The researcher will spend time shadowing young adults attending post-secondary institutions as they attend classes, and engage in videogame play: specifically "League of Legends". In addition to observations, the researcher will interview the participants and gather any relevant artifacts such as screen captures, photographs, electronic discussions about their gaming and schooling. The researcher is interested in whether and how various learning occurs across networked boundaries.

Azadeh Zohourian Pordel, Western University
Linguistic Inclusion of Bi/multilingual Immigrant Students in Ontario K-12 Schools' Policies
n this study, I examine the missing components of Ontario's equity and inclusive education strategy guidelines regarding bi/multilingual immigrant students' linguistic inclusion in Ontario K-12 schools. Many immigrant students who are not proficient enough in English to learn in the general education classrooms may experience exclusion. This exclusion may result in the creation of an undesirable self-identity. Therefore, my study addresses the K-12 schools' inclusion policies gap in linguistic inclusion of immigrant students.

Hannah Bigelow & Madeline Crichton, Western University
Clinicians Perceptions of the Prescription of Physical Activity for Children's Cognitive and Psycho-Emotional Well-Being
Our project aims to evaluate the perceptions of prescribing physical activity in 100 Canadian clinicians working with children and youth. Using surveys and small virtual focus groups, we will explore the perceived facilitators, barriers, and potential recommendations to incorporating PA as a therapeutic intervention. In identifying barriers and facilitators to prescribing PA, we can establish the gaps in both education and professional development, ultimately improving access to evidence-based movement interventions for children. Our project aims to evaluate the perceptions of prescribing physical activity in 100 Canadian clinicians working with children and youth. Using surveys and small virtual focus groups, we will explore the perceived facilitators, barriers, and potential recommendations to incorporating PA as a therapeutic intervention. In identifying barriers and facilitators to prescribing PA, we can establish the gaps in both education and professional development, ultimately improving access to evidence-based movement interventions for children.

Raha Moazed, University of Saskatchewan, Veronika Makarova, University of Saskatchewan, & Kayvan Shakoury, Western University
Discursive Strategies Employed by Physicians in Breaking Unfavorable Diagnostic News to Patients
This study examines the discourse of diagnostic disclosure by employing our proposed CDA framework to examine 16 simulated doctor-patient consultation sessions. Results of the study will reveal the types of discursive strategies most commonly employed by medical specialists in breaking bad news. The study will also identify discursive patterns in conveying diagnostic news to cancer patients, provide possible explanations for physicians' discursive methods of disclosure, and explore physicians' perspectives on breaking bad news.

Mohammad Azzam, Western University, Anton Puvirajah, Western University, Denise Connelly, Western University, & Ruby Grymonpre, University of Manitoba
Health and Social Care Professional Students and Faculty Perceptions of Integrated Interprofessional Education Curricula's Influence on Interprofessional Collaborative Practice: A Multiple-Case Study
This multiple-case study will explore these impacts from the perspectives of senior, prelicensure students, IPE facilitators, and IPE preceptors. Data will be collected through interviews with participants from four Canadian post-secondary institutions. Interviews will be video-recorded, transcribed verbatim, and member checked by participants. Each participant will be given a $50 Amazon.ca eGift Card. Data will be inductively coded through thematic content analysis and reported using within-case, between-case, and cross-case analysis techniques.

Abigail Withers, Western University
Reviewing the Ethical Considerations, Risks, and Benefits of Telepsychology
The COVID-19 pandemic has led to an increase in the use of telepsychology amongst practicing psychologists. The associated clinical and ethical concerns related to telepsychology are of utmost importance for psychology training, education, and practice. This research paper reviews the current literature regarding ethical concerns, barriers, and benefits to the use of telepsychology in psychological practice. The associated clinical and educational implications for training and practicing psychologists are discussed.

Kevin Gu, *McGill University*
Empowering Students Through Justice-Oriented Citizenship Education
In my research presentation, I'm interested in exploring what kind of citizenship education empowers students of differences, and how the process plays out. Whilst scholars like Joel Westheimer have written extensively about the kind of "justice-oriented" citizenship education, there is little literature linking it to the empowerment of students marginalised by social injustices. I believe there is value in further investigating this interception of how external social power dynamics and injustices influence marginalisation in education.

Kayvan Shakoury, *Western University***, & Raha Moazed,** *University of Saskatchewan*
Multiculturalism: A Canadian Metaphoric Perspective
As a part of a larger project, this research study is examining discourse on multiculturalism in Canadian newspapers to extract CMs about multiculturalism. A corpus of opinion pieces (N=646) is formed, and a hybrid content analysis method is being used to detect the metaphors concerning multiculturalism. The results will demonstrate the most ubiquitous metaphors Canadians hold bout multiculturalism along with their implications and be expected to inform different stakeholders in academia, education, and governments.

Haoming Tang, *Western University*
What Experiences Make a Study Abroad Participant Globally Minded? A Qualitative Research Synthesis
As a pedagogical intervention, study abroad is often believed to help students develop a set of values and dispositions, which I refer to in this paper as 'global mindedness'. The study is a qualitative synthesis of existing evidence in recent literature. The purpose is to elucidate the content of global mindedness, as well as university and college students' experiences in study abroad that contribute to its development.

Nedra Peter, *Western University*
Pedagogical Challenges in Teaching about Race
Despite the rise of commitments to EDI, challenges to teaching about race in classrooms persists. These challenges are reflected in student's reactions to racial content, resistance to learning, microaggressions towards others, aggressive comments or behaviours or lack of engagement in the classroom. The aim of this session is to identify pedagogical techniques that can be used to teach about race and racism and to explore which pedagogical strategies may work for different types of resistance.

Sarah Adam, *Western University* **& Shannon Stewart,** *Western University*
The Coronavirus Pandemic and the Mental Health Presentations of Children Under Four
This master's proposal focuses on investigating the mental health outcomes of children under four during the COVID-19 pandemic. Approximately 10,000 children under four who have accessed mental health services in Ontario will be included for analysis. Data collected immediately prior to the pandemic will be compared to data collected during the pandemic utilizing the interRAI 0-3 assessment. Chi-square test of independence analyses will be conducted to examine children's mental health during pre-pandemic and pandemic timeframes.

Day 2 Poster Presentation Session
April 2, 4:00 p.m.-5:00 p.m.
Poster presentations will be delivered in the RMSE gather space.
Registered participants will receive the link and passcode directly via email.

Booth F: *Ahlam Ayoub, Western University*
The Implementation of Palestine's National Teacher Education Strategy: A Case Study
The (MoEHE) has been committed to qualify teachers; tremendous development has been targeting teachers' preparation and has shaped education policies. TES is the effort of the MoEHE with the intellectual sector through a process of "policy formulation and implementation." However, the outsider's impact has complicated the Palestinians' vision and many efforts have failed to widen the improvement to a large -scale production.

Booth G: *François-Daniel Portelance, Queen's University*
The French Connection: French Immersion Teachers' Perspectives on Teaching French and Identity
The adapted version will be a 13-item survey (nine closed, four open-ended questions), with optional. Analysis of the survey data will first be conducted by generating descriptive and inferential statistics from the close-ended data. Then, using a content analysis of open-data, I'll identify salient themes using an inductive coding cycle. Initially, findings will look across groups and integrate across data sources with a third layer of analysis comparing groups from this study from previous studies.

Booth H: *Kedi Zhao, & Weijia Tan, University of Toronto*
Reducing Chinese left-behind children's bullying behaviors through the perspective of the SSLD approach
This presentation discusses the possibility of using the SSLD approach to reduce left-behind children's bullying behaviors in China. It can contribute to the extant literature by exploring how to help this vulnerable population in a more dynamic and flexible manner.

Booth I: *Minou Morley, Western University*
Truth & Reconciliation through Land-based Learning in Urban Schoolyards
Land-based learning for all students is a central component of Truth and Reconciliation work in elementary schools. Educators have a responsibility to help all students understand that the natural world surrounds us, including in urban spaces and that all of us have a shared responsibility to keep it healthy. In doing so, we will improve our own mental and academic health, as well as open safe, and socially just spaces.

Booth J: *Rajan Brar, & Isha DeCoito, Western University*
The Prevalence of Digital Art Within Canadian Secondary School Curriculum
This study elucidates the availability of digital art curriculum within visual arts education in Canadian public secondary schools. How digital art is taught, and how mandatory and optional curriculum content with respect to digital art compare between provinces is characterised.

Booth K: *Syeda Tuba Javaid, Western University*
Addressing the Underrepresentation of Women Academic Leaders in the Higher Educational Institutions of Pakistan
This poster presentation will provide the details of my doctoral research proposal. It will highlight the background of Pakistani HEIs and the issue of the underrepresentation of women at senior management positions in the universities. It will also discuss the conceptual, theoretical, and methodological framework that will inform the research.

When Research Gives You Lemons...: Towards a Resilient New Research Environment

Keynote Address by Dr. Shelley Taylor
Sunday, April 3rd, 9:30-10:20 am

During the pandemic, many inequities came to the fore. They illustrated socioeconomic, racial, ethnic, linguistic and other disparities in terms of which groups were falling ill, which students experienced higher or lower retention and achievement rates, how educators and learners were faring, and the role played by a technological divide (e.g., insufficient devices or connectivity, etc.) (Alim & Paris, 2017; de Coito & Estaiteyeh, 2022; Henry, James, et. al., 2021; Knighton et al., 2020; The Canadian Press, 2020). The circumstances led to important gaps in the research or topics being under-researched. These challenges impacted novice and experienced researchers alike.

This talk draws on two research studies that the presenter conducted during the pandemic. It illustrates how the pandemic shone a new light on research needs; led to roadblocks in some instances, and the development of new competences and affordances in others, and the resiliency it bred across a wide spectrum of researchers.

Registration is required to attend this session. You can register here:
https://westernuniversity.zoom.us/meeting/register/tJYtdeyvqzIsH9auTPDZbXWx-TUcDKXRsK89

Sabreena MacElheron, *Lakehead University*
The Eye (I) of the Storm
A literature review reveals gaps and points to the need for Indigenous research to address the storm that is coming before it is a hurricane for Indigenous Peoples. Canadian higher education is at the nexus of this storm and the reconciliation needed between Indigenous Peoples and international students. This research demonstrates the work ahead to ensure Truth and Reconciliation Call to Actions #94 is realized.

Jingwun Liang, *Western University*
How does the university speak for itself on social media? -- a case study of the University of British Columbia's Facebook and Weibo pages
The global demand for higher education internationalization highlights the importance of international student recruitments for Canadian universities. This study uses multimodal critical discourse analysis to explore how a Canadian public university communicates its school identity to prospective international students on social media. It provides an innovative approach through bringing mediatization theories in conversation to unpack the complexities, contradictions, and tensions and point to possible ways forward.

Yan Su, Western University
A Systematic Literature Review of International Teaching Assistants in Higher Education
This systematic literature review synthesized some outstanding themes discussed in this chapter, which continue to appear in current literature. It not only points out a miss of reflexivity in current research but also reveals the power relationships embedded in ITAs' challenges. It suggests future researchers to use the conceptualization of reflexivity and transdisciplinarities for creating some more flexible, creative ways to participate in collecting and analyzing interpretations of ITA's living experiences.

Andrea Nelson, *Western University*
Mentor leadership, a powerful tool for international pharmacy graduate success
This presentation is an opportunity to examine one of the challenges faced by internationally educated healthcare professionals (IEHPs) seeking licensure in Canada. Specifically, there is a lack of opportunity for some IEHPs to familiarize themselves with clinical workplace settings prior to licensure. The vision for change is an ongoing commitment to regulatory excellence with an additional organizational focus on creating formal opportunities through mentorship to help IEHPs succeed in Canada.

Asad Choudhary, *Western University*
Promoting Inclusive School Leadership: The Work & Wellbeing of Islamic School Principals
Recently, there has been an increasing phenomenon of evolving Islamic schools in Ontario. Anti-Muslim discourses have positioned these schools as radicalization hubs, creating distinct challenges for Islamic school principals, in addition to growing issues that principals face around wellbeing. This study looks at the literature to describe Islamic schooling in Ontario, and principals' work and occupational wellbeing in the province, to provide coping strategies for Islamic school principals, and inform wellbeing policies for governing bodies.

Roya Karimli, *Western University*
Bribery in post-Soviet Higher Education: Roots and Ways-out
Higher education corruption leads to harmful consequences for any society. Some of the post-Soviet countries are known for their extremely corrupt higher education. Thus, certain actions need to be taken to combat it. One of the ways to find out what can be done about a problem is detecting possible causes of it. This research looks into the roots of bribery in higher education in the post-Soviet countries with the purpose of suggesting some solutions.

Day 3 Closing Remarks & Coffee Chat
Q&A sessions – Meet the presenters
April 3, 12 p.m.-1 p.m.

While there are often opportunities to ask questions during presentations, time can be tight. To ensure everyone has the chance to ask additional questions, this event will be held on Gather for presenters and attendees to meet and discuss the presented research projects. This session will also provide a space for like-minded researchers to build connections. With this coffee chat, we will close this year's Robert Macmillan Symposium in Education.

This session will be held in the RMSE gather space (the space used for poster presentations). The link and passcode will be shared with the participants who have registered for the symposium. Please contact Emi Iwaizumi (eiwaizum@uwo.ca) for further inquiries.

Acknowledgments

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

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