



Robert Macmillan Symposium in Education

# Adaptability, Accountability, and Accessibility: Transforming Education for Today's Students

With Keynote addresses from:

Dr. Spy Dénommé-Welch  
and  
Dr. Melanie-Anne Atkins



EGSA

SOGS



# Land Acknowledgement

RMSE acknowledges that the Althouse Faculty of Education, as well as the rest of Western University, is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, lands which are connected with the London Township and Sombra Treaties of 1796, as well as the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We also acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada.

We accept responsibility as present and future educators in revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.



# The History of RMSE

**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 .**

*Robert Macmillan*

1952 - 2012





# Welcome and Thank You!

Welcome to the 14th annual Robert Macmillan Symposium in Education, presented by the Education Graduate Student Association. This year's theme is "Adaptability, accountability, & accessibility: Transforming education for today's students". We are excited to come together in-person for the first time since 2019, and in a hybrid format for the first time ever.

We are thrilled to have two fantastic keynote addresses: Dr. Spy Dénommé-Welch will present "Knowledge as responsibility and relationship" on Day 1, and Dr. Melanie-Anne Atkins will present "How to be pro something when your research is anti-everything" on Day 2.

The committee would like to gratefully acknowledge that we have received funding support from the Faculty of Education Research Office, and the Joint Fund of Research Western, SOGS, and SGPS for this event. We would also like to extend special thanks to the departments, faculty, staff, and students who have helped in the training, planning, and coordination of this event:

Faculty of Education, Research Office

Faculty of Education, Graduate Programs Office

Society of Graduate Students

Education Graduate Student Association

Western Technology Services

Keynote speakers: Dr. Melanie-Anne Atkins and Dr. Spy Dénommé-Welch

Workshop presenters: Dr. Gabrielle Lee, Dr. Katina Pollock, Malihe Mehdizadeh Allaf, Nethnie Thilakna Nandadasa, Dr. Paul Schmidt, Samah Al-Sabbagh, Serena Thompson, Shaden Attia, and Yixuan Pang

Dr. Nicole Neil

Jennifer Sadler

Kathilyn Allewell

The Robert Macmillan Symposium in Education was founded with a commitment to being by and for the graduate students of Western's Faculty of Education. Without the support of our committee members, this would not be possible. Thank you, committee!

***Ruth Nielsen, Chair***

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# Keynote Speaker Day 1:

## Dr. Spy Dénommé-Welch



Dr. Spy Dénommé-Welch (Algonquin-Anishnaabe) is an interdisciplinary scholar, educator and artist. His scholarship examines multimodal approaches to Land-based research and creation, qualitative research methodologies, curriculum and assessment, art, and dramaturgy (process and development), looking at how these can produce new forms of knowledge production, education, intercultural collaboration, and artistic expression. He recently completed a two-year SSHRC-IDG funded research project that examined gender representation and expression in historical music and cultural production. He currently leads research through his exploratory creation/sound lab, such as the projects Sonic Coordinates: Decolonizing through Land-based music composition (funded by the New Frontiers Research Fund program) and

Repatriating music, sound, and knowledge through a series of miniatures, which investigate the epistemologies of music composition, sonic expression, and visual text.

As part of his ongoing research efforts, Dr. Spy investigates the intersections of collaborative research, composition, storytelling, multimodal texts, and performance through dramaturgical methodologies. As an artist/artist-researcher, composer, librettist/playwright and producer, Dr. Spy actively creates and produces work in music, opera, and theatre, and has various projects slated to premiere in upcoming seasons.

### **Knowledge as responsibility and relationship**

What does it mean to engage with Knowledge(s), and how do we maintain our relationship with Knowledge(s) in responsible ways? What are the implications (or consequences) of disregarding our responsibilities to Knowledge(s)? While generations of educational practitioners and scholars offer different insights, opinions and conclusions about the role of education, the processes and outcomes for teaching and learning are not necessarily equal or equitable. Notably, the question of who gets access to education, what type of education, and how they interact with education may vary from person to person and different contexts; still, the hegemonic structures that uphold the systems of inequity often remain unchallenged and intact. In this keynote, I draw on storytelling strategies to examine where and how Knowledge(s) can be used as a tool to engage sites of liberation, and perhaps more critically a pathway for rebuilding a sense of wholeness with Knowledge(s).

# Keynote Speaker Day 2:

## Dr. Melanie-Anne Atkins



Dr. Melanie-Anne Atkins is the Associate Director, TA Programs at the Centre for Teaching and Learning, a former Faculty of Education staff member, and a graduate of the Faculty of Education's BEd, MEd, and PhD programs. She has a special interest in engaging students with traditionally marginalized identities in the academy, peer mentorship and education, holistic student development, anti-oppressive practices in education, and students as partners in teaching and learning. Dr. Atkins has partnered with every faculty and university college at Western to develop a diverse set of

educational resources and assessment tools. In the final year of her PhD, she led the creation of a student-driven wellness education innovation hub teaching evidence-based mental health and wellness strategies to university students, staff, and faculty. Dr. Atkins has become a key contact for leaders seeking mutually beneficial, enriching, and sustainable strategies to promote mentally healthy learning environments for all.

### **How to be pro something when your research is anti-everything**

Your research is important. And exhausting. And vital. And messy. How can you be well as a graduate student while doing research that breaks your heart?

This keynote shares a few stories from my often-perilous journey through academia to become an anti-stigma, anti-racist educator who joyfully teaches about anti-oppressive practices in higher education. We will explore how doing the necessary work involved in anti-everything research can accidentally promote an anti-everything identity when we're not paying attention.

Figuring out what you are "anti" helped you get to where you are today. Now it's time to ask a different question: How might discovering, deciding, and declaring what you are also "pro" help transform your research – and your wellbeing – to have the kind of sustainable, meaningful impact you dreamed of when you began your graduate student journey?

# Day 1

## Schedule at a glance

<b>9:00am – 9:20am:</b> Coffee, tea, and light refreshments in the community room	Event activities
<b>9:20am – 9:55am:</b> Opening ceremony with land acknowledgment, greetings from Dr. Immaculate Namukasa, and welcome from Dr. Kathryn Neil	
<b>10:00am – 11:20am:</b> Keynote Address from Dr. Spy Dénommé-Welch with Q&A	
<b>9:00am – 12:00pm:</b> In-person poster presentations in the community room	
<b>11:30am – 12:50pm:</b> Paper session and Roundtable session	
<b>1:00pm – 3:50pm:</b> Light snacks and networking area in community room	Papers
<b>1:00pm – 2:20pm:</b> Paper session and roundtable session	Roundtable
<b>2:30pm – 3:50pm:</b> Paper session and poster session	Posters
<b>6:30pm – 7:50pm:</b> Online-only roundtable session	

Room	9:00 – 11:25	11:30 – 12:50	1:00 – 2:20	2:30 – 3:50	6:30 – 7:50
Community room	Opening Ceremony Keynote Address		Light snacks and networking area		
	Poster session				
1195A		Diverse Lenses of Power, Policy, and the Pandemic	Mind, Body, and Literacy	Well-being	
1195B		Intersections of COVID-19 and Leadership	Policy Change from Elementary to Higher-Ed.		
1092				Well-being from childhood to faculty	
Online Only					Accessibility



## Day 2

### Schedule at a glance

<b>9:00am – 9:20am:</b> Coffee, tea, and light refreshments in the community room <b>9:20am – 9:55am:</b> Opening remarks with land acknowledgment and discussion panel from past and present committee <b>10:00am – 11:20am:</b> Keynote Address from Dr. Melanie-Anne Atkins with Q&A <b>11:30am – 12:50pm:</b> Paper session and Roundtable session <b>1:00pm – 3:50pm:</b> Light snacks and networking area in community room <b>1:00pm – 2:20pm:</b> Paper session and Roundtable session <b>2:30pm – 3:50pm:</b> Paper session and Poster session	Event activities
	Papers
	Roundtable
	Posters

Room	9:30 – 11:25	11:30 – 12:50	1:00 – 2:20	2:30 pm – 3:50
Community Room	Opening Remarks Keynote Address		Light snacks and networking area	
1195A		Language and Learning	Student Experiences through Diverse Lenses	Learning and Outcomes
1195B		International Experiences	Inclusion, Equity, and Diversity	
1092				Assessment, Achievement, and Autonomy

# Day 1

## Detailed schedule

9:00am -12:00pm Community Room	Opening Ceremonies
<p>Coffee, tea, and refreshments</p> <p>Land Acknowledgement</p> <p>Opening Remarks – Dr. Immaculate Namukasa, Associate Dean</p> <p>Introduction to RMSE – Dr. Kathryn Neil</p> <p>Dr. Spy Dénomme-Welch, Western University, <i>Knowledge as responsibility and relationship</i></p>	
9:00am -12:00pm Community Room	In-Person Poster Sessions
<p>Alexandra Santos, OISE, <i>Supporting mental health literacy in education: Perspectives from Northern and rural elementary educators in Ontario</i>, In-person</p> <p>Chen Lin, Western University, <i>Body, mind, and integration in the development of mathematics concepts</i>, In-person</p> <p>Emma Turola, Queen’s University, <i>Toss up: EF vs. FI: What are the justifications?</i> In-person</p> <p>Julie Marion, Western University, <i>The impact of teacher self-efficacy and social identity on student learning in Canadian French immersion programs</i>, In-person</p> <p>Garima Jha, Western University, <i>Low fee private schools</i>, In-person</p>	

<b>11:30am – 12:50pm</b> <b>Room 1195A</b>	<b>Paper Session:</b> <b>Diverse lenses of power, policy, and the pandemic</b>
<p>Roya Karimli, Western University, <i>Bribery in higher education in former soviet countries: A systematic review</i>, In-person</p> <p>Azelea Nabb, Western University <i>Policy analysis of higher education strategic plan and inclusive experience</i>, Online</p> <p>Alfred Adu-Bobi, Western University, <i>Factors influencing school principals' Well-being during the COVID-19 pandemic</i>, In-person</p> <p>Jinxi Xu, University of Cambridge, <i>The applicability of Gramsci's concept of 'passive revolution' in the context of China's higher education: A Neo-Nationalist case of double first-class project</i>, Online</p>	
<b>11:30am – 12:50pm</b> <b>Room 1195B</b>	<b>Roundtable Session:</b> <b>Intersections of COVID-19 and Leadership</b>
<p>Abigail Withers, Western University, Shannon Stewart, Western University <i>The impacts of parenting quality prior to and during COVID-19 on the mental health and service utilization of treatment-seeking children and youth</i>, In-person</p> <p>Omotoyosi Ogunbanwo, Western University, <i>Principals Working in High-Poverty Urban Schools During COVID-19 Pandemic</i>, In-person</p> <p>Aridane Jevniker, Lakehead University, <i>Supporting safer spaces: How school administrators shape the school culture for sexual and gender minority students</i>, In-person</p>	
<b>1:00pm – 2:20pm</b> <b>Room 1195B</b>	<b>Paper Session:</b> <b>Policy change from elementary to Higher-Ed.</b>
<p>William Pastory Majoni, University of Victoria <i>Understanding the drivers of educational change in Tanzania schools: Educational policy and professional capital</i>, Online</p> <p>Adelaide Di Maggio, University of Cambridge, <i>The ideational power of Polish civil society organizations in the educational sector: Looking at discursive conditions for change from summative to formative feedback</i>, Online</p> <p>Mitchell Miller, Western University, <i>The role of postsecondary-industry agreement mechanisms in supporting equity-oriented student services</i>, Online</p>	

<b>1:00pm – 2:20pm</b> <b>Room 1195A</b>	<b>Roundtable Session:</b> <b>Mind, Body, and Literacy</b>
<p>Aadhiya Vasudeva, Western University, Kailee Anne Margaret Liesemer, Western University, Sara Spence, Western University, and Amal Baobaid Western University,  <i>Bringing neuroscience into the classroom: An interdisciplinary examination of mind, brain, and education literature</i>, In-person</p> <p>Alexanda Santos, University of Toronto  <i>Supporting mental health literacy education: Perspectives from northern and rural elementary educators in Ontario</i>, In-person</p> <p>Denise Horoky, Western University,  <i>Introduction to Western Libraries New "Knowledge Justice" Curriculum</i>, Online</p>	
<b>2:30 – 3:50pm</b> <b>Room 1092</b>	<b>Poster Session</b> <b>Well-being from childhood to faculty</b>
<p>Nethnie Nandada, Western University,  <i>Dialectical behavioral therapy and mindfulness-based interventions for socioemotional skill building in children ASD: A systematic review</i>, Online</p> <p>Kedi Zhao, University of Toronto,  <i>Measuring children's and adolescents' perceptions of school climate: Comparing two school climate scales</i>, Online</p> <p>Zuzanna Kotrych-Campalastri, University of Cambridge,  <i>Inclusive education – what are the fears, hopes, barriers and enablers of inclusion as perceived by different stakeholders? Case study of an urban mainstream school in Poland</i>, Online</p> <p>Chelsea Reid – Western University,  <i>Impact of workplace violence and harassment on self-worth and identity</i>, Online</p> <p>Katherine Andrushenko, Western University,  <i>Supporting adjunct faculty</i>, Online</p> <p>Sarah Caimano, Western University, Albert Malkin, Western University, Patricia Monroy, Western University, Denise Horoky, Western University, and Jina Kum, Western University,  <i>A scoping review of acceptance and commitment therapy in higher education</i>, Online</p>	

<p><b>2:30 pm – 3:50</b> <b>Room 1195A</b></p>	<p><b>Paper Session:</b> <b>Well-being</b></p>
<p>Meg Kapil, University of Victoria <i>Doing well and feeling well: Investigating stress regulation and SRL practices on student success outcomes</i>, Online</p> <p>Rahimah Adan, Western University <i>Creation of social emotional learning workshops in elementary school environments</i>, Online</p> <p>Fatima Ahmed, Lakehead University <i>Literature review about commonalities between Inuit and Muslim traditions as they teach for peace</i>, Online</p>	
<p><b>6:30pm – 7:50pm</b> <b>Online only</b></p>	<p><b>Roundtable Session:</b> <b>Accessibility</b></p>
<p>Emily Ellwood, Western University, <i>Exposing Neoliberalism's erosion of special education in Ontario schools</i>, Online</p> <p>Michael Baker, University of Manitoba, <i>Sites of resistance</i>, Online</p> <p>Elizabeth Bishop, Simon Fraser University <i>Service as an expression of love of self and other: A narrative inquiry</i>, Online</p>	



# Day 2

## Detailed schedule

9:00 – 12:00pm Community Room	Welcoming Remarks
<p>Coffee, tea, and refreshments</p> <p>Land Acknowledgement</p> <p>Past and present panel discussion: Malcolm Macdonald, Yixuan Pang, Shaden Attia, Aide Chen, and Emi Iwaizumi – <i>What does RMSE mean to you?</i></p> <p>Keynote Address: Dr. Melanie-Anne Atkins, Western University, <i>How to be pro-something when your research is anti-everything</i></p>	

11:30am – 12:50pm Room 1195A	Paper Session: Language and learning
<p>Filipe Malafaia Cerqueria, Western University, <i>Using language as we learn: An analysis of an ELL Guide for Ontario Teachers</i>, In-person</p> <p>Lihan Wu, Western University, <i>Exploring the balance between state-based and school-based curriculum: A case study on the curriculum for English undergraduate programme in China</i>, In-person</p> <p>Cindy Xing, University of Cambridge and Sawyer Hogenkamp, UCLA <i>A musically enhanced narrative inquiry into EFL students' English pronunciation learning experiences</i>, In-person</p>	

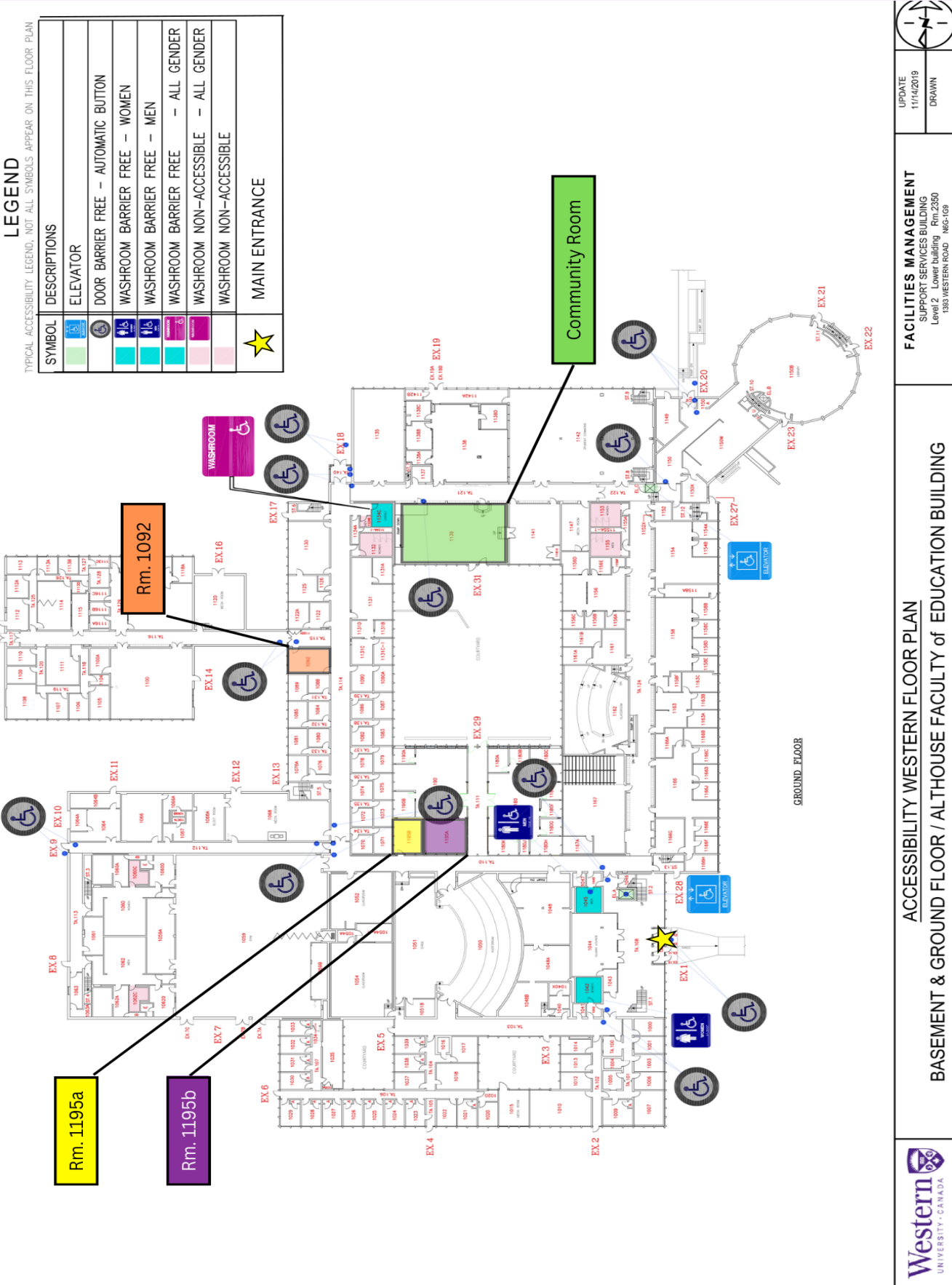
11:30am – 12:50pm Room 1195B	Roundtable Session: International experiences
<p>Kayvan Shakoury, Western University, <i>A cognitive approach to Canadian multiculturalism: An academic perspective</i>, Online</p> <p>Kedi Zhao, University of Toronto, Tracy Wong, University of Toronto, and Kristen Sha, Western University <i>Anti-Asian racism experienced by East Asian adolescents at schools: perspectives from adolescents, parents, and education workers</i>, Online</p> <p>Thilal Halimah, University of Cambridge, <i>Resilience in Education - Exploring the experiences of Syrian and Jordanian school children and young adults in Jordan</i>, Online</p>	

1:00pm – 2:20pm Room 1195B	Paper Session: Inclusion, equity, and diversity
<p>Neema Jayasinghe, University of Cambridge, <i>What explains the difference in learning outcomes between public and private school students in Francophone Africa?</i>, Online</p> <p>Michelle Strutzenberger, Ontario Tech University, <i>A Comparative Study of Braille as a Tactile Orthography with the Auditory Orthography OVAL to Teach Reading to Preliterate, English as an Additional Language, Adult Learners Who Have Visual Disabilities</i>, Online</p> <p>Joshua Culleton, University of Cambridge <i>Trauma Sensitive Interventions in Youth Education. Students' Dual Perspective</i>, Online</p>	

<b>1:00pm – 2:20pm</b> <b>Room 1195A</b>	<b>Roundtable Session:</b> <b>Student experiences through diverse lenses</b>
<p>Nagina Parmar, William Hunter, and Joe Stokes, Ontario Tech University <i>Exploring the Perceptions and Concerns of Canadian International Students (IS)</i>, In-person</p> <p>Yixuan Pang, Western University, <i>My transformative educational journey: An embodied self-study of an East Asian international student learner</i>, In-person</p> <p>Kelly Wang, Ontario Tech University, <i>Exploring TikTok, Youth Activism and Fast Fashion through an Education Lens</i>, In-person</p>	
<b>2:30pm – 3:30pm</b> <b>Room 1092</b>	<b>Poster Session:</b> <b>Assessment, Achievement, and Autonomy</b>
<p>Zibakhanim Alibalayeva, University of Victoria, <i>Literature Review: Novice teacher's experiences of technology integration</i>, Online</p> <p>Lucy Nana Konadu Arthur, University of Victoria, <i>Cultural Roles and Gender Status of Females in Post-Independence Ghana: Exploring the Low Educational Outcomes among Females in Ghana</i>, Online</p> <p>Karley Alleyn, Vancouver Island University, <i>Exploring educator assessment identity</i>, Online</p> <p>Muqing Nie, University of Victoria, <i>Examining achievement goal orientations, goal setting, and motivation challenges from a self-regulated learning perspective</i>, Online</p> <p>Georgina Chua, University of Victoria, <i>A literature review: Task design using GeoGebra in Brunei</i>, Online</p>	

<b>2:30 pm – 3:50</b> <b>Room 1195A</b>	<b>Paper Session:</b> <b>Learning and Outcomes</b>
<p>Haley Stewart, Western University, <i>Performative discourses of childhood</i>, In-person</p> <p>Richard Oppong-Bosomah, Western University, <i>Exploring the Nexus Between Housing Instability and K-12 Students' Absenteeism</i>, In-person</p> <p>Jessica Swift, Western University, <i>Inquiry-based learning in the Ontario Kindergarten context</i>, In-person</p> <p>Helen Liu, York University, <i>From Model Minority to Yellow Peril: An Analysis of the Shifting Narratives of Asian International Students</i>, Online</p>	

# Faculty Map



# Presenter & Session details

Adan, Rahimah, Western University, *Creation of social emotional learning workshops in elementary school environments.*

This research proposal focuses on the need for implementing the social-emotional learning “SES” framework using trauma-informed approaches in elementary school environments across Ontario.

Adu-Bobi, Alfred, Western University, *Factors influencing School Principals’ Well-Being during the COVID-19 Pandemic.*

The well-being of school principals has been scrutinized during the COVID-19 pandemic. Several factors have affected the well-being of school principals. These factors have shown the need for principals to pay critical attention to their well-being. The COVID-19 pandemic has shown that there are still challenges to the well-being of school principals that must be addressed.

Ahmed, Fatima, Lakehead University, *Literature review about commonalities between Inuit and Muslim traditions as they teach for peace.*

The thesis of this literature review is as follows: I acknowledge that cognitive imperialism exists against and within Indigenous populations. It is this cognitive imperialism that discounts Revealed knowledge as a legitimate source of knowledge. I argue that both Islamic and Inuit knowledges are based on Revealed knowledge, and that within this knowledge are principles of peacekeeping and peacemaking. The first principle of peacemaking within both these traditions is self-temperance, or starting peace with oneself.

Alibalayeva, Zibakhanim, University of Victoria, *Literature Review: Novice teacher’s experiences of technology integration.*

This literature review examines the impact of educational technology courses on teacher candidates' readiness to integrate technology, how novice teachers perceive the advantages and disadvantages of using technology, the challenges they face when using educational technology, the digital tools most used by novice teachers, instructional strategies and techniques for improving teachers' technological pedagogical content knowledge (TPACK).

Alleyn, Karley, Vancouver Island University, *Exploring educator assessment identity.*

Narrative inquiry methodology guides the conversation of this research, which seeks to explore educators' relationship with assessment and their unique respective assessment identities. Educator assessment identity is a relatively new discussion in Canadian educational research. Literature discussed in the research involves assessment literacy, assessment identity and proposes mentorship as a scaffold for further exploration of educator assessment identity.

Andrushenko, Katherine, Western University, *Supporting Adjunct Faculty.*

Adjunct faculty play an important role in achieving the moral and instrumental purposes of higher education, yet they are often marginalized and under-supported. My research examines developing an online academic community whose vision is to provide equitable support for diverse adjunct faculty members.

Baker, Michael, University of Manitoba, *Sites of resistance.*

Inclusive Education as a practice, movement, and philosophy in Canadian Kindergarten-12 (K-12) education regards students with disabilities through a deficit based model. K-12 Canadian education perpetuates stigmatizing notions of people with disabilities systematically, structurally, and within curriculum. Although guided by a philosophical basis that is grounded in notions of equity, Inclusive Education continues to look and feel exclusionary (Freer, 2020).

Using Critical Disability Studies, I explore ableism through an autoethnography, case study, and policy analysis.



Bishop, Elizabeth, Simon Fraser University, *Service as an expression of love of self and other: A narrative inquiry*.

How does love factor in service relationships and organizational culture, and how can adult education practices support this exploration?

The role of self in service delivery is essential. This study examines the connection between the integration of self, the energy of love, and the potential for joy and fulfillment in the service provider experience. Evidence is lacking to indicate the experience of joy and meaning in the healthcare workforce(Sikka, Morath & Leape, 2015).

Caimano, Sarah, Malkin, Albert, Monroy, Patricia, Horoky, Denise, and Kum, Jina, Western University, *A scoping review of acceptance and commitment therapy in higher education*.

We are seeing an increase in mental health difficulties in students pursuing higher education. While counselling services are often offered, waitlists can be long and these services may not be suitable for all. The use of Acceptance and Commitment Therapy to address these difficulties seems promising. This scoping review aims to examine the available literature on the use of Acceptance and Commitment Therapy to improve psychology well-being and academic performance in higher education students.

Chua, Georgina, University of Victoria, *A literature review: Task design using GeoGebra in Brunei*.

Brunei's mathematics curriculum in schools relies heavily on examination. This means that the use of technology is not encouraged. However, there is a need to discern the extent of teachers' knowledge in designing tasks using dynamic geometry software (DGS). The positive effects that DGS has on students' achievements and learning cannot be disregarded. The presence of various issues should not be a hindrance for teachers to minimize the use of DGS.

Culleton, Joshua, University of Cambridge, *Trauma Sensitive Interventions in Youth Education. Students' Dual Perspective*.

When limited success is observed in engaging vulnerable pupils in learning, a renewed perspective is needed. As such, trauma-affected pupils were redefined within the context of the classroom, developing the assumption that pupils hold dual intention: the desire to engage and avoidance classroom learning simultaneously. Measuring the degree of their felt ambivalence along a matrix map concluded in an interaction of social pressures, felt autonomy and judgments of learning.

Di Maggio, Adelaide University of Cambridge, *The Ideational Power of Polish Civil Society Organizations in the Educational Sector: Looking at Discursive Conditions for Change From Summative to Formative Feedback*.

The study investigated how citizens, gathered in online communities, use ideational power to enable change in school practice at a pre-institutional stage. It did so by analysing the use of language and discourse around promoting formative feedback, within an educational Facebook group. The research contributes to a better understanding of civil society's influence on educational policy. It also helps in looking at the internet's role in making institutional change accessible, adaptable and accountable to citizens.

Ellwood, Emily, Western University, *Exposing Neoliberalism's erosion of special education in Ontario schools*.

The purpose of the organizational improvement plan is to illuminate the neoliberal worldview that insidiously underpins education in Ontario, but simultaneously undermines teacher autonomy and efficacy for Special Education teachers. It is our moral responsibility to shine a light on barriers, both visible and invisible, as we support our most vulnerable students. This change plan grounds relationships and trust to ultimately facilitate an environment where barriers are exposed.

Halimah, Thilal, University of Cambridge, *Resilience in Education - Exploring the experiences of Syrian and Jordanian school children and young adults in Jordan*.

This is a mixed-methods study that aims to explore how personal, social, and environmental factors can predict resilience in the context of education. The participants in this study are Syrian and Jordanian school children (aged 12-15) and young adults (aged 18-36) in Jordan. Secondary data has been used to conduct regression and moderation analyses. Qualitative data will be used to explore the numerical patterns further.

Horoky, Denise, Western University, *Introduction to Western Libraries New "Knowledge Justice" Curriculum*.

Western Libraries' new "Knowledge Justice" curriculum was created by the Library's Teaching and Learning (T&L) Team in 2021 and was implemented in the Fall 2022 term. This session will give participants a introductory glimpse into the library curriculum development process which included visioning exercises, Team retreats, town halls, consultations, focus groups culminating in student and colleague feedback. Consultations with campus partners already engaged in decolonization and Indigenization of post-secondary curriculum will also be briefly discussed.

Jayasinghe, Neema, University of Cambridge, *What explains the difference in learning outcomes between public and private school students in Francophone Africa?*

Current literature in the field claims that private schools perform better than public schools, however, there is often conflicting research on why they generate higher student scores. This study hopes to answer the question of what best explains the private school advantage in the research-deprived context of Francophone Africa. This was done by conducting a quantitative investigation analyzing the 2019 PASEC dataset which has collected responses from over 15 Francophone African Countries.

Jevniker, Aridane, Lakehead University, *Supporting safer spaces: How school administrators shape the school culture for sexual and gender minority students*.

This research proposal overview will discuss the importance of examining the beliefs and attitudes of high school principals and how they may influence the school culture for their sexual and gender minority students.

Jha, Garima, Western University, *Low Fee Private Schools*.

This document will report findings from literature on how low-fee private schools sustain inequality in the education system. These findings are not aligned with the latest UNESCO (2022; 2021) reports. LFPs perpetuate inequality and raise quality issues for parents, students, and teachers working there. There is a need to have a regulatory body which can formally regulate LFPs in terms of hiring staff, number of students' recruitment, and considering all backgrounds of students in providing equal opportunity.

Kapil, Meg, University of Victoria, *Doing well and feeling well: Investigating stress regulation and SRL practices on student success outcomes*.

This study examines the underlying mechanisms by which stress mindsets and coping self-efficacy beliefs contribute to student success. Specifically, the mediational role of self-regulated learning (SRL) practices is examined in explaining the relationship between coping self-efficacy in the context of stress mindset (e.g., stress regulation) and two kinds of student success outcomes: (a) doing well academically (decreased motivational challenges), and (b) feeling well at university or mental health.

Karimli, Roya, Western University, *Bribery in Higher Education in Former Soviet Countries: A Systematic Review*.

This research pertains to the issue of higher education corruption, especially bribery, in some of the post-Soviet countries. By employing the Collective Action Theory by Mancur Olson (1995), I argue that corruption in any field is a collective problem and it requires a collective action to be reduced, if not resolved completely. The study summarizes findings from 19 empirical studies that have been conducted within the past 15 years in the said countries.

Kotrych-Campalastri, Zuzanna, University of Cambridge, *Inclusive education – what are the fears, hopes, barriers and enablers of inclusion as perceived by different stakeholders? Case study of an urban mainstream school in Poland.*

This study employs a phenomenological approach to explore the conceptualisation of the term "inclusion" among various stakeholders in the context of Poland. An analysis of focus groups and individual interviews paints an in-depth picture of what fears and hopes shape the stakeholders' conceptualisation of inclusion, and how those shape their perception of the phenomenon, especially in terms of barriers and enablers of inclusion.

Lin, Chen, Western University, *Body, mind, and integration in the development of mathematics concepts.*

After exerting an innovative mathematics course that added dance elements, we look forward to knowing how students generated their mathematical embodied cognition by acting with their bodies and the environment within the sensory-motor system.

Liu, Helen, York University, *From Model Minority to Yellow Peril: An Analysis of the Shifting Narratives of Asian International Students.*

The ongoing pandemic has demonstrated how quickly depictions of Asian individuals, especially Asian international students, can shift from "model minority" to "yellow peril" during times of crisis. Utilizing critical race theory (CRT), an overview of these contrasting narratives will be discussed and how they have been applied strategically throughout history to foster interracial conflicts that benefit White individuals or groups. Possible considerations and interventions to better support Asian international post-secondary students will also be discussed.

Malafaia Cerqueria, Filipe, Western University, *Using language as we learn: An analysis of an ELL Guide for Ontario Teachers.*

The work critically analyzes the guide "Supporting English Language Learners in Grades 1 to 8", focusing on oral language development while finds evidence of multiliteracies and multimodality in the guide. He demonstrates his evidence making connections with the theoretical framework and making considerations about the guide's actualization. Drawing from the author's own experience as an ESL teacher, the article is motivated by the hope of providing equal learning opportunities for every learner.

Marion, Julie, Western University, *The impact of teacher self-efficacy and social identity on student learning in Canadian French immersion programs.*

This research aims to examine the impact of teachers' self-efficacy and self-identity on student proficiency, motivation and maintenance of the French language in Canadian Immersion programs as educators shape students' educational experience and acquisition of knowledge of a second language.

Miller, Mitchell, Western University, *The role of postsecondary-industry agreement mechanisms in supporting equity-oriented student services.*

This research paper reviews the current literature regarding the mechanics and benefits of agreements in postsecondary-industry (P-I) partnerships. The review aims to understand trends in nomenclature, typology, degree of formalization and the intentionality of supporting equitable access in P-I partnerships. It also explores the gap in literature on formal mechanisms governing student affairs and services-centered partnerships and how formalizing P-I partnerships can support students' equitable access to co-curricular industry-based opportunities.

Nabb, Azelea, Western University, *Policy analysis of higher education strategic plan and inclusive experience.*

In 2022 the Faculty of Education at Western University presented a six-year strategic plan reflecting its mission, vision and values over five strategic pillars. This strategic plan is built in line with Towards Western at 150 strategic plan and UN sustainability goals. In this study, I will closely examine the Faculty of Education's strategic plan to find tangible representations of inclusion and inclusiveness experience, focusing on non-native speakers (NNS) of English at the graduate level.

Nana Konadu Arthur, Lucy. University of Victoria, *Cultural Roles and Gender Status of Females in Post-Independence Ghana: Exploring the Low Educational Outcomes among Females in Ghana*.

Inequity and inequality and its impact on female educational attainment and retention. It is situated in Indigenous research perspectives.

Nandada, Nethnie, Western University, *Dialectical behavioral therapy and mindfulness-based interventions for socioemotional skill building in children ASD: A systematic review*.

The current study evaluates the effectiveness of Dialectical Behavioural Therapies and Mindfulness based Interventions when targeting socioemotional skills in children with autism spectrum disorders utilizing a systematic review. The quality of the current available evidence will also be evaluated. DBT and MBIs as evidence-based practices is not yet established, and the current study looks to add evidence to the implementation of these therapies as evidence-based practices for children to improve socio-emotional skills.

Nie, Muqing, University of Victoria, *Examining achievement goal orientations, goal setting, and motivation challenges from a self-regulated learning perspective*.

The thesis examined the relationship between achievement goal orientations and motivation challenges and the mediating role of goal setting in that relationship through the lens of self-regulated learning. SEM results showed that mastery-approach goals negatively predict motivation challenges, whereas mastery-avoidance goals and performance-oriented goal orientations did not predict motivation challenges. Furthermore, goal setting mediated the relationship between mastery-approach orientations and motivation challenges.

Ogunbanwo, Omotoyosi, Western University, *Principals Working in High-Poverty Urban Schools During COVID-19 Pandemic*.

This qualitative study investigates how COVID-19 has influenced the work of principals working in high-poverty urban community schools in Ontario. A recent study on high-poverty schools in Ontario before the pandemic revealed that principals experienced the struggle and problem of serving high-demand elementary students with insufficient resources. These schools struggle with inadequate resources. How do principals in Ontario high-poverty urban schools support teachers, parents and students after the pandemic?

Oppong-Bosomah, Richard, Western University, *Exploring the Nexus Between Housing Instability and K-12 Students' Absenteeism*.

The paper explores the relationship between housing insecurity and K-12 students' absenteeism in cities, focusing on marginalized groups. Through literature review, the paper established that housing shortages associated with contemporary urbanization exacerbates housing insecurity for low-income families. Low-income families facing housing affordability challenges are often displaced and their wards stay out of school until parents/guardians obtain accommodation, which contributes to chronic absenteeism, affects students' learning, limits their right to education, and right to the city.

Pang, Yixuan, Western University, *My transformative educational journey: An embodied self-study of an East Asian international student learner*.

What is the meaning of going away from home, from families, and pursuing education in a different place that are in a total alienation of yours? (44:05, Jain). The project has several main themes, (1) Embodied knowledge and land-based approach; (2) Representation of resilience in academic and social environments; (3) Different proximity to the space of learning and knowing; (4) Diversity, multiculturalism, and Liminal Space in learning as an international student.

Parmar, Nagina, Hunter, William, and Stokes, Joe, Ontario Tech University, *Exploring the Perceptions and Concerns of Canadian International Students (IS)*.

This prospective study aims to address the unmet needs of the learning experiences of IS and their perceptions and concerns during their stay in Ontario. International Students (IS) with non-PR status from Ontario Tech and Toronto Metropolitan University will be contacted to share their learning experiences as IS and their perception during their stay in Ontario.

Pastory Majoni, William, University of Victoria, *Understanding the Drivers of Educational Change in Tanzania Schools: Educational Policy and Professional Capital*.

This study explores educational change by integrating educational policy analysis and professional capital aspects. The purpose of educational change is to improve schools and maximize learning. The reviewed literature for this dissertation highlights three aspects that are commonly targeted by educational change initiatives, which include improving classroom instructions, maximizing students' learning outcomes, and improving school capacity building. Altogether, these aspects suggest the criticality of approaching educational change with a local or micro perspective in mind.

Reid, Chelsea, Western University, *Impact of Workplace Violence and Harassment on Self-Worth and Identity*.

Semi-structured interviews were conducted with participants across Canada to determine how experiences of workplace violence and harassment impacted an individual's self-worth. Additionally, violence toward intersectional identities was explored to gain insight into how they contribute to feelings of self-worth. Results demonstrated that the increased threat to one's identity lowered individual's self-worth and resulted in feelings of frustration and hopelessness. Tolerating these environments had harmful effects on well-being, self-worth, and resulted in psychological and physiological consequences.

Santos, Alexandra, University of Toronto, *Supporting mental health literacy education: Perspectives from northern and rural elementary educators in Ontario*.

This qualitative study aimed to investigate how NR Ontario elementary teachers are implementing the mental health literacy curricular expectations in the new 2019 health and physical education curriculum while understanding what barriers they face and what supports they need to improve their work. The findings highlight that educators in NR Ontario communities face unique barriers to curriculum implementation and require supports and resources that are responsive to the unique NR context in which they teach.

Shakoury, Kayvan, Western University, *A cognitive approach to Canadian multiculturalism: An academic perspective*.

I interviewed a group of students studying at a Canadian university to learn about their experience of living and studying at a so-called multicultural society/university. Given the role of metaphor in understanding people's perception of socio-political phenomena, this study uses metaphor as a window to the participant's minds to investigate their perceptions of these concepts. Furthermore, the investigation will reveal whether participants' lived experience/s and demographic characteristics play a significant role in these perceptions.

Stewart, Haley, Western University, *Performative discourses of childhood*.

We will analyze the ever-changing perceptions of childhood and how it affects the opportunities provided to children and how it can change our predisposed perceptions of children's capabilities. We will also further analyze the efforts of educators and the public sector in terms of at risk children of the pandemic.



Strutzenberger, Michelle, Ontario Tech University, *A Comparative Study of Braille as a Tactile Orthography with the Auditory Orthography OVAL to Teach Reading to Preliterate, English as an Additional Language, Adult Learners Who Have Visual Disabilities.*

For people who are blind, literacy has been primarily enabled through a code called braille. Developed more than 200 years ago, braille allows people who are blind to read by decoding symbols. Advancements in technology have resulted in the screen reader which reads texts aloud but does not include reading by decoding symbols. For my research, I investigated the affordances of a new auditory orthography, OVAL. My study compared the affordances of OVAL with braille.

Swift, Jessica, Western University, *Inquiry-based learning in the Ontario Kindergarten context.*

In 2016 the Ontario Kindergarten program document was released. A strong emphasis is directed at encouraging educators to adopt an inquiry-based learning pedagogical approach to prioritize “students’ agency. I problematize in this presentation how Ontario educators are engaging with inquiry-based learning in the Ontario kindergarten context using preliminary data from eight educators from around the province.

Turola, Emma, Queen’s University, *Toss up: EF vs. FI: What are the justifications?*

A poster presentation of an in-progress master's thesis which explores the elimination of Extended French in a school board in southern Ontario. Extended French is set to be phased out of this school board and replaced with French Immersion by 2024. This master's thesis will collect administrator, teacher, and parent perspectives on FSL programs, the program change, and the possible implications of the program change on FSL teaching and learning in the county.

Vasudeva, Aadhiya, Liesemer, Kailee Anne Margaret, Spence, Sara and Baobaid, Amal, Western University, *Bringing neuroscience into the classroom: An interdisciplinary examination of mind, brain, and education literature.*

This panel will involve an interdisciplinary examination of the extant mind, brain, and education literature to support educators and school psychologists in their understanding of knowledge translation from the science to the classroom. Topics will include grit and growth mindset approaches to learning, reading and writing instruction for English Second Language Learners, common neuromyths about students with neurodevelopmental disorders, and culturally adapted social and emotional learning for Indigenous children and youth.

Wang, Kelly, Ontario Tech University, *Exploring TikTok, Youth Activism and Fast Fashion through an Education Lens.*

Since its launch in 2016, TikTok has been a popular social media platform internationally. In the years that followed, the platform has gained a growing number of influencers, both adults and youth, who engage as advocates for various issues and causes.

My research examines how Canadian youth engage with TikTok through activism on the fast fashion industry, how the platform enables civic engagement and help youth develop a voice on a global scale.

Withers, Abigail and Stewart, Shannon, Western University, *The impacts of parenting quality prior to and during COVID-19 on the mental health and service utilization of treatment-seeking children and youth.* The COVID-19 pandemic has had profound impacts on the daily lives and mental health of children and families, where caregivers have experienced impacts to parenting behaviours alongside navigating unique work, school, and social circumstances. This study will explore changes in parenting quality, children’s mental health outcomes, and service utilization two years prior to the COVID-19 pandemic compared to two years during the pandemic in samples of clinically referred children and youth.

- Wu, Lihan, Western University, *Exploring the balance between state-based and school-based curriculum: A case study on the curriculum for English undergraduate programme in China*.  
The seemingly contradictory state-controlled curriculum and school-based curriculum do coexist in the implementation of the curriculum. As reflected in the Teaching Guide, the “national standard” and “school standard” should be combined in uniformity. Clearly, there could never be an absolute state-based curriculum, nor a solely school-based one.
- Xing, Cindy, University of Cambridge and Hogenkamp, Sawyer, University of California, *A musically enhanced narrative inquiry into EFL students’ English pronunciation learning experiences*.  
This musically enhanced narrative inquiry aimed to understand the English pronunciation learning experiences of Chinese EFL undergraduate students studying in Chinese post-secondary institutions. Data was collected through 40 one-on-one interviews with 20 Chinese undergraduates, and analyzed through both narrative and musical restorying, resulting in the creation of literary and musical narrative representations. Findings contribute to our understanding of EFL students’ learning experiences of foreign language pronunciation acquisition through the unique use of sound and music.
- Xu, Jinxi, University of Cambridge, *The applicability of Gramsci’s concept of ‘passive revolution’ in the context of China’s higher education: A Neo-Nationalist case of double first-class project*.  
This article applies Gramsci’s concept ‘passive revolution’ to China’s Double First-Class Project to explain how a neo-nationalist government realises its hegemony over universities by an indirect interaction of rating/ranking programmes. This article firstly conducts a theoretical study to originally abstract four conceptual references of ‘passive revolution’, secondly adapts and adopts this concept to analyse the neo-nationalist mechanism of DFC Ratings, and lastly addresses the advantage of passive revolution as the method choice of the Project.
- Zhao, Kedi, University of Toronto, *Measuring children’s and adolescents’ perceptions of school climate: Comparing two school climate scales*.  
This presentation compares two school climate scales. Findings from this presentation can help school counsellors and researchers better evaluate different school climate measures, and further select psychometrically sound ones based on their different needs.
- Zhao, Kedi, University of Toronto, Tracy Wong, University of Toronto, and Kristen Sha, Western University, *Anti-Asian racism experienced by East Asian adolescents at schools: perspectives from adolescents, parents, and education workers*.  
This presentation proposes a qualitative study that aims to uncover and reduce anti-Asian racism targeting East-Asian adolescents at schools. This study can guide research and practice in schools to better protect adolescents from various backgrounds and promote justice for these adolescents.