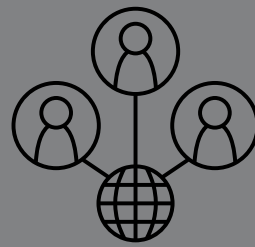


# The 15th Annual The Robert Macmillan Symposium in Education

**Engaging in Sustainable Practices  
Within Education:  
Fostering Safe Spaces for Innovation**



**Share your  
research**



**Network with  
colleagues**



**Engage in  
education**



**With Keynote Speakers:**

**Dr. Jennifer Ingrey**

**Dr. Alana Butler**

**Hosted by**



**Western  
Education**



**Robert  
Macmillan  
Symposium in  
Education**



**@RMSE\_  
Publicity**



**RMSE@  
uwo.ca**

# Table of Contents

Land Acknowledgement.....3

The History of RMSE.....4

From the Chairs.....5

Day 1: Monday, March 25 Keynote Address.....6

Day 2: Tuesday, March 26 Keynote Address.....7

Schedule at a Glance: Monday, March 25.....8

Schedule at a Glance: Tuesday, March 26.....9

Floor Plan.....10

Day 1: Monday, March 25 Detailed Schedule.....11

Day 2: Tuesday, March 26 Detailed Schedule.....15

Presenter Information.....18





This photo was taken on the traditional Land of the Haudenosaunee, Anishinaabek, Chonnonton, and Lūnaapéewak Nations. Land has always been alive, and we must always be attuned to how we can be in better relations with Land. As indicated in the immense amount of branches in this photo, we are all connected and alive: animals, Land, sky, stars, people, trees, water, everything. During the conference, remember that we are all interconnected as graduate students, and we must continue to uplift and stand in power with each other and all living beings, fostering safe spaces for innovation. I challenge you to continue to consider what your relationship with Land is and how our location on Land connects us with those around us.



# 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



# From the Chairs

Welcome to RMSE 2024!

Dear Graduate Students of Western University and other universities in and out of Canada!

Welcome to the 15th Robert Macmillan Symposium in Education at the Faculty of Education, Western University. The theme of the 2024 edition is “Engaging in Sustainable Practices within Education: Fostering Safe Spaces for Innovation”.

For the second time of its history, RMSE is organized in a hybrid format to enable students outside of London, Ontario, to join us!

It is our honor to have two amazing and esteemed keynote speakers. On day one (March 25th), we will have a chance to listen to Dr. Jennifer Ingrey’s (Western University) talk titled “When the Research Becomes Impossible: How to Persist in Academia in Uncertain Times”. On day two (March 26th), we will have Dr. Alana Butler (Queen’s University), who will talk about “Researching Marginalized Youth Populations from Graduate School and Beyond”.

This event would not have been possible without the funding support we received from the Research Office at the Faculty of Education, as well as the Joint Fund from Western Research, SOGS and SGPS.

The Research Team of the RMSE 2024 Committee organized two workshops, one in close collaboration with the Faculty of Education Research Office, for the benefit of our graduate students. Our special thanks to the workshop presenters: Dr. Albert Malkin, Andrew Graham, Antonia Yip. Cameron Carley, Jenny Kassen, Kate Jin, and Michelle Kolbe.

Further, we would like to express our gratitude to each and every faculty and staff member within the departments listed below for their support.

- Faculty of Education, Office of the Dean
- Faculty of Education, Research Office
- Faculty of Education, Graduate Programs Office
- Society of Graduate Students
- Education Graduate Student Association
- Western Technology Services

Last but not least, a vital part of the event was realized by our committee comprised of graduate students at the Faculty of Education. Thank you, committee, for making it all possible!

Haley Stewart & Roya Karimli  
Co-Chairs, RMSE 2024

# Day 1: Monday, March 25

## Keynote Address



**Dr. Jennifer Ingrey**  
**(Assistant Professor in**  
**Critical Policy, Equity,**  
**and Leadership Studies)**

### **When the Research Becomes Impossible: How to Persist in Academia in Uncertain Times**

Research is always about facing the unknown and trying to make inroads to secure knowledge, but what if that pursuit is complicated by unprecedented challenges?

Across disciplines, theoretical frameworks, and research goals, researchers and academics share a common struggle. The quest to remain relevant and to offer productive knowledge is at risk when the world of knowledge and the sanctity of the individual is at risk in these uncertain times. Faced with global crises around geo-politics, the environment, technology, and human rights violations, researchers must navigate their research field with care because the tools that have worked in the past may no longer serve. Some crises are abstract, and others are felt materially; nonetheless, to return to productivity, if not certainty, certain strategies and ways forward are necessary. Thinking of the reason for research, the people whose lives will be affected negatively without said research should motivate and incite our work. Re-thinking the crises of the world to consider how we can contribute to their diffusion is the new/old purpose for research(ers). This session will focus on one researcher's journey and ask others to share from their own through a pseudo workshop engagement session that seeks cross-disciplinary and collective inspiration and strength.



# Day 2: Tuesday, March 26

## Keynote Address

**Dr. Alana Butler**  
**(Assistant Professor of**  
**At-Risk Learners and**  
**Student Success)**



### **Researching Marginalized Youth Populations** **from Graduate School and Beyond**

This interactive presentation will focus on how researchers can adopt a critical intersectional perspective when researching with marginalized populations. The challenges, ethical responsibilities, and opportunities related to marginalized populations will be shared. The importance of adopting an EDID approach will be discussed, followed by an exploration of my personal journey from graduate student researcher to emerging scholar.

# Schedule at a Glance:

## Monday, March 25

**9:00am - 9:30am:** Networking Event in the Community Room

**9:00am - 12:00pm:** Poster Presentations in the Community Room

**9:30am - 10:20am:** Opening Ceremonies in the Community Room with Dr. Donna Kotsopoulos, Dr. Immaculate Namukasa, and Dr. Kathryn Noel

**10:30am - 11:30am:** Keynote Address in the Community Room with Dr. Jennifer Ingrey

**12:00pm - 1:20pm:** Paper Sessions (Alumni Room and Room 1195B) and Roundtable Session (Room 1092).

**2:00pm - 3:20pm:** Paper Session (Room 1195B) and Roundtable Session (Alumni Room).

**3:40pm - 5:00pm:** Paper Session (Room 1195B) and Roundtable Session (Alumni Room).

Room	9:00am - 12:00pm	12:00pm - 1:20pm	2:00pm - 3:20pm	3:40pm - 5:00pm
Community Room	Networking Event Poster Session Opening Ceremonies Keynote Address	Networking Space		
Alumni Room		Cross-Cultural Perspectives in Education	Fostering Inclusive Academic Environments	Relationships and Domestic Violence in Education
Room 1195B		Language Acquisition	Sustainable Education	Equity, Diversity, and Inclusion in Education
Room 1092		Language Learning and Revitalization		



# Schedule at a Glance:

## Tuesday, March 26

**9:30am - 10:00am:** Networking Event in the Community Room

**10:00am - 10:20am:** Closing Remarks in the Community Room

**10:30am - 11:30am:** Keynote Address in the Community Room with Dr. Alana Butler

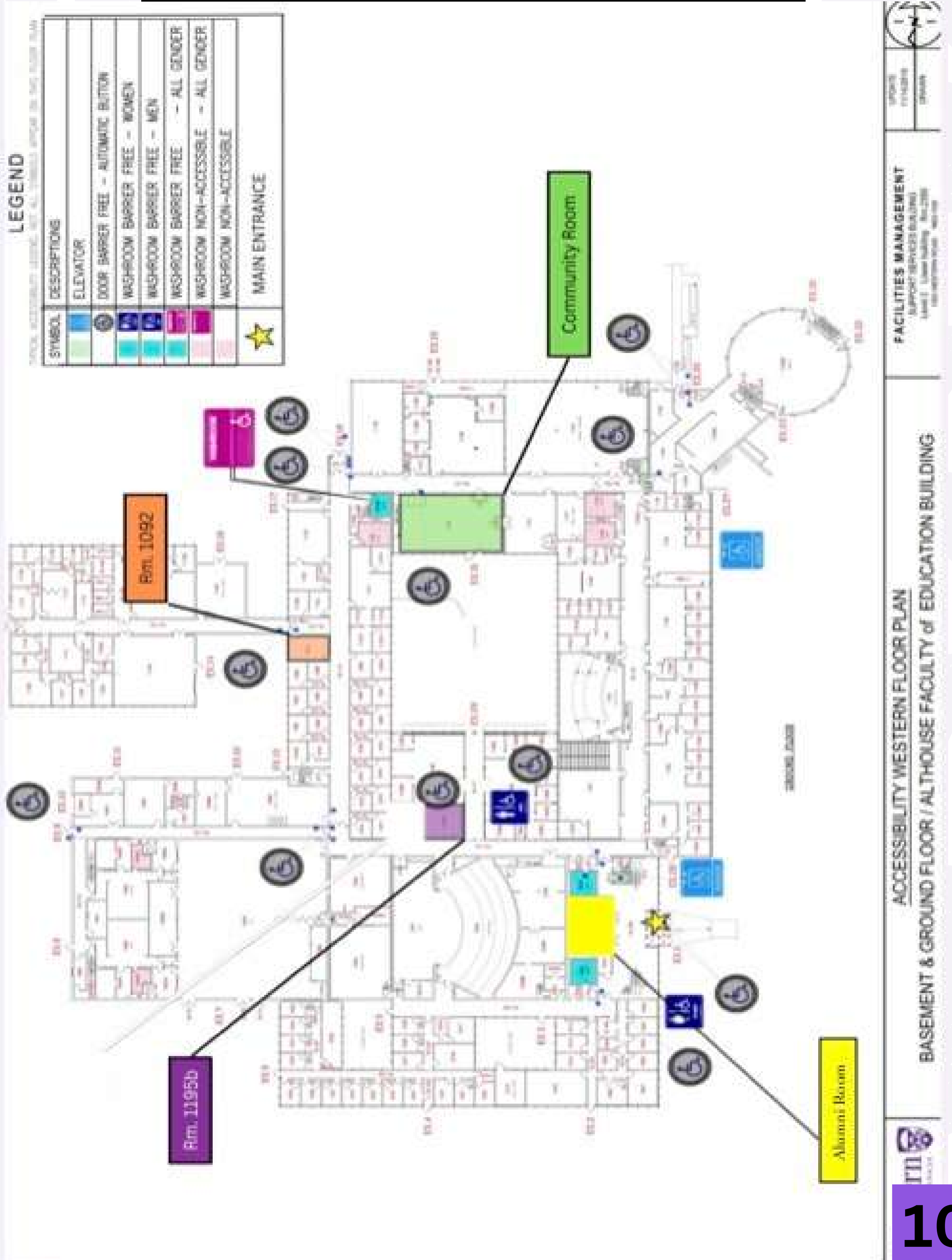
**12:00pm - 1:20pm:** Paper Session (Room 1195B) and Roundtable Session (Alumni Room).

**2:00pm - 3:20pm:** Paper Session (Alumni Room) and Roundtable Session (Room 1092).

**3:40pm - 5:00pm:** Paper Sessions (Room 1092 and Alumni Room).

Room	9:00am - 12:00pm	12:00pm - 1:20pm	2:00pm - 3:20pm	3:40pm - 5:00pm
Community Room	Networking Event Closing Remarks Keynote Address	Networking Space		
Alumni Room		Refugee Education: New Environments and Global Issues	Decolonization in Education	Early Childhood Education
Room 1195B		Preparation and Development of School Teachers		
Room 1092			Indigenous Knowledges	

# Floor Plan





# Day 1: Monday, March 25

## Detailed Schedule

**9:00am - 9:30am**  
**Community Room**

**Networking Event**

Chat, eat breakfast, and get to know your colleagues

**9:00am - 12:00pm**  
**Community Room**

**Poster Sessions**

**Si Chuang Fan: Western Univesity - Curriculum Studies**

*Content Analysis of Motivational Design in Mathematics Curricula: A Study of Ontario and China*

**Larry Nie: Western University - Curriculum Studies**

*Exploring Students' Service-Learning Experience Through an Adaptive Movement-Based Education Program*

**Liwen Situ & Frank Boers: Western University - Applied Linguistics**

*Listening First? Reconsidering the Approach to English Word Pronunciation Learning from Textual Input*

**Alexandra Weatherhead: Western University - CPELS**

*Belonging in Refugee Education: Conceptualisation, Pedagogy, and Policy*

**Antonia Yip: Western University - Curriculum Studies**

*Supporting English Learners to Understand Mathematical Word Problems Using the "Reading to Learn" Approach*

**9:30am - 10:20am**  
**Community Room**

**Opening Ceremony**

Opening speeches by Dr. Donna Kotsopoulos, Dr. Immaculate Namukasa, and Dr. Kathryn Noel

**10:30am - 11:30am**  
**Community Room**

**Keynote Address**

**Dr. Jennifer Ingrey - Keynote Address**

*When the Research Becomes Impossible: How to Persist in Academia in Uncertain Times*

**12:00pm - 1:20pm**  
**Alumni Room**

**Paper Session (Researching  
International and  
Contemporary Education)**

**Ming Cheng: Western University - CPELS (In-Person)**

*Satisfaction of Chinese Visiting Doctoral Students Within a Canadian University: A Case Study*

**Malihe Manzouri: University of British Columbia - Education (Virtual)**

*Cross-Cultural Perspectives in Mathematics Education: An Immigrant Student Study*

**Thivya Sriramachandran: University of Windsor - Education (Virtual)**

*Sense of Belonging and Academic Experiences of South Asian Graduate Students at an Ontario Public University*

**12:00pm - 1:20pm**  
**Room 1092**

**Roundtable Session**

**Dung Nguyen: Temple University, Tokyo - TESOL (Virtual)**

*Presentation Format's Impact on Group Dynamics and Learner Motivation: A Study of Vietnamese Pre-Teen ESL Students in an Online Course*

**Jia Wei: Western University - Applied Linguistics (In-Person)**

*Challenges Facing the Zhuang Language in China: A Linguistic and Cultural Perspective*

**Yu Xie: University of Regina - TESOL (Virtual)**

*Navigating Multiliteracies: A Case Study on TESOL Students' Perceptions, Progress, and Prospects in Language Learning Programs*

**12:00pm - 1:20pm**  
**Room 1195B**

**Paper Session**

**Aoife Hawthorne: Western University - Curriculum Studies (In-Person)**

*Examination of Brain Activity Using Electroencephalogram During Conceptual Change Episodes*

**Kyle Kreider: Temple University, Tokyo - TESOL (Virtual)**

*Shadowing, Motivation, and Perception of Minimal Pairs*

**Lihan Wu: Western University - Curriculum Studies (In-Person)**

*Phonological Development in Chinese-English Bilingual Children: A Systematic Literature Review*



**2:00pm - 3:20pm**  
**Room 1195B**

## Paper Session

**Abigail Fisher: University of Toronto OISE - Educational Leadership and Policy (Virtual)**  
*Uncovering the Factors Influencing Mental Health Service Implementation in Ontario's Public Schools*

**Kate Hargreaves: University of Windsor - Education (Virtual)**  
*Keeping Pace or Frozen in Time? Technological Education in Ontario Secondary Schools Since 1995*

**Shiva Javanmardi: Western University - Curriculum Studies (In-Person)**  
*Examining Student's Non-Formal Learning (Outside of School) About Climate Change*

**Alvin Ugwu: Western University - Curriculum Studies (In-Person)**  
*Education for Sustainable Development*

**2:00pm - 3:20pm**  
**Alumni Room**

## Roundtable Session

**Seyram Afealete: Western University - Music Education (In-Person)**  
*Culturally Artful: Nurturing Sustainable Cultural Connections through Deep Play in Education*

**Cameron Carley: Western University - CPELS (In-Person)**  
*We Wish to See Ourselves Reflected: Transgender and/or Nonbinary Student Resistance Against Cisnormativity in Canadian Higher Education Classrooms*

**Pascale Gendron & Deanna Friesen: Western University - School and Applied Child Psychology (In-Person)**  
*The Use of the Psychoeducational Report to Inform Practice - More Than Just Simple Barriers*

**3:40pm - 5:00pm**  
**Room 1195B**

## Paper Session

**Shamiga Arumuhathas, Dr. Nedra Peter, & Dr. Immaculate Kizito Namukasa: Western University - CPELS (Virtual)**  
*Guiding the Change: Exploring Literature on Effective Anti-Racism Education*

**Marzieh Forozantabar: Western University - CPELS (In-Person)**  
*Investigating the Use of Portable Classrooms in Canadian School Districts: A Secondary Source Analysis*

**Sandra Hoang: University of Windsor - Curriculum Studies (In-Person)**  
*EDI in Post-Secondary Science Education*

**Sherry MacDonald: Western University - K-12 Education (Virtual)**  
*Empowering Female Principals to Find Joy: Nurturing Mental Health and Wellness*

**3:40pm - 5:00pm**  
**Alumni Room**

**Roundtable Session**

**Marissa Dias, Dr. Albert Malkin, & Aly Moscovitz: Western University - Counselling Psychology (In-Person)**

*Attention Deficit Hyperactivity Disorder, Intimate Partner Violence, and Cyber Dating Abuse: The Role of Perspective-Taking*

**Aly Moscovitz, Dr. Albert Malkin, & Dr. Eli Cwinn: Western University - Counselling Psychology (In-Person)**

*The Grass Isn't Always Greener: The Relationship Between Perspective-Taking and Attitudes Toward Dating Violence*

**Omhani Msougar: Western University - Applied Psychology (In-Person)**

*Supporting Supporters: An Exploration of the Experience of Informal Social Supports for Muslim Survivors of Domestic Violence and Abuse*

**Teresa Orbillo: Ontario Institute for Studies in Education - Developmental Psychology (Virtual)**

*Navigating High-School Romantic Relationship Quality and Academic Achievement*



# Day 2: Tuesday, March 26

## Detailed Schedule

**9:30am - 10:00am**  
**Community Room**

**Networking Event**

Chat, eat breakfast, and get to know your colleagues

**10:00am - 10:20am**  
**Community Room**

**Closing Remarks**

Closing remarks with Roya Karimli and Haley Stewart

**10:30am - 11:30am**  
**Community Room**

**Keynote Address**

**Dr. Alana Butler - Keynote Address**

*Researching Marginalized Youth Populations From Graduate School and Beyond*

**12:00pm - 1:20pm**  
**Room 1195B**

**Paper Session**

**Melissa Hambleton: Western University - Curriculum Studies (In-Person)**

*The Significance of Reciprocal Engagement Between Generalist and Specialist Teacher Candidates in the Music Vlog Project*

**Garima Jha: Western University - CPELS (In-Person)**

*A Comparative Analysis of Low-Fee Private Schools and Elite Schools Teachers' Working Conditions, Teaching Contracts, and Recruitment Policies in India*

**Oluwaseyi Olubunmi Sodiya: Khazar University - Natural Sciences, Art, and Technology of Higher Education (Virtual)**

*The Influence of School Leaders on Workplace Teachers' Professional Development Through The Perspective of Social Learning Theory.*

**12:00pm - 1:20pm**  
**Alumni Room**

**Roundtable Session**  
**(Researching International**  
**and Contemporary**  
**Education)**

**Bushra Mairaj: Western University - CPELS (In-Person)**

*How Principals Support Refugee Students in Public Schools in Ontario*

**Michelle Saltzman: Western University - School and Applied Child Psychology (In-Person)**

*Investigating the Impact of the Supporting Transition Resilience of Newcomer Groups (STRONG) Intervention on Student's Mental Health and Social-Emotional Resilience*

**Alexandra Weatherhead: Western University - CPELS (In-Person)**

*Afghan Refugee Education in Iran: Navigating Policies and Geopolitical Realities*

**2:00pm - 3:20pm**  
**Alumni Room**

**Paper Session**

**Jessie Fraser: Western University - Community Education (In-Person)**

*Community First Aid Education: Indigenous Philosophies and Pedagogies in Relation to Western Practices*

**Ari Para: York University - Education (Virtual)**

*Reclaiming Tamil Heritage as Queer Tamil Bodies*

**Melissa Schnarr: Western University - CPELS (In-Person)**

*Indigenous Cosmologies & Futurities: Land Education's Role in Strengthening Indigenous Futures*

**2:00pm - 3:20pm**  
**Room 1092**

**Roundtable Session**

**Nicole Brouwer: Western University - K-12 Leadership (Virtual)**

*Reconciliation, Decolonization and Pursuing Etuaptmumk (Two-Eyed Seeing) Education in Faith-Based Organizations*

**Emily Pope: Lakehead University - Education (Virtual)**

*Number Talks and it's Relation to Inuit Students' Oral Communication in Ottawa*

**Cheryl Ricco: Western University - K-12 Education (Virtual)**

*Principal Leadership from a Settler Canadian's Perspective*

**Drew Vodrey: Western University - CPELS and Educational Leadership (Virtual)**

*The Policy Gap Between Public and Independent Schools Regard a Shared Land*



**3:40pm - 5:00pm**  
**Alumni Room**

**Paper Session**

**Lobna Ajaini: Western University - Early Childhood Education (Virtual)**

*Registered Early Childhood Educators' Perspectives on Forest Schools Philosophy*

**Mengjiao Han & Dr. Mi Song Kim: Western University - Curriculum Studies) Virtual**

*Development of Multimodal Pedagogy in Early Childhood Education: A Systematic Review Comparing Pre- and Post-COVID-19*

**Lina Hawi: Western University - Applied Child Psychology (In-Person)**

*Math Instruction for Students With Autism: A Review of Evidence-Based Practices*

# Presenter Information

<p><b>Seyram Afealete</b></p> <p><i>Culturally Artful: Nurturing Sustainable Cultural Connections through Deep Play in Education</i></p>	<p>As a Ghanaian artist, music educator, and cultural ambassador in Canada, the question I ask myself is: what transformative journey can help to reconnect these Ghanaian-Canadian children to their parent cultural roots? How can Ghanaian families in Canada nurture sustainable cultural connections to avoid future detachments from the parent culture? To respond to these questions, I adopt Ackerman’s (1999) concept of deep play and art-based methodologies and the Ghanaian art song Bonwire Kente by Dr. Ephraim Amu (1899-1995) to craft a transformative experience that bridges the cultural gap faced by the Ghanaian children in Canada.</p>
<p><b>Lobna Ajaini</b></p> <p><i>Registered Early Childhood Educators’ Perspectives on Forest Schools Philosophy</i></p>	<p>This research revolved around investigating Registered Early Childhood Educators (RECE) perspectives on forest schools’ philosophy. This qualitative study followed a case study design, incorporating a semi-structured interview of 11 questions by interviewing 7 RECEs in the GTA, to uncover educators’ perspectives and experiences of implementing risky play and nature-based approach, and to report on the barriers preventing them from implementing forest school philosophy (FS).</p>
<p><b>Shamiga Arumuhathas, Dr. Nedra Peter, &amp; Dr. Immaculate Kizito Namukasa</b></p> <p><i>Guiding the Change: Exploring Literature on Effective Anti- Racism Education</i></p>	<p>The overwhelming racial inequities within K-12 STEM/STEAM (Science, Technology, Engineering, Mathematics) education produces systemic consequences for students of colour, which are reinforced by policies, curriculum, and values that are embedded in deep-rooted colonial structures that perpetuate discrimination. By way of employing scoping literature review as the methodological design, this study aims to develop a guideline for anti-racism curriculum and scholarship in STEM education and integrated learning. In generating a guideline that is inclusive of actionable teaching recommendations, this study critiques and problematizes its significance and its implication among teachers’ pedagogical realities.</p>



<p><b>Nicole Brouwer</b></p> <p><i>Reconciliation, Decolonization and Pursuing Etuaptmumk (Two-Eyed Seeing) Education in Faith-Based Organizations</i></p>	<p>In 2015, Canada’s Truth and Reconciliation Commission (TRC) specifically addressed, in Calls to Action 62, 63 and 64 ways that educational institutions, can effect change and implement policies that encourage not only reconciliation but decolonization. The effect of the colonial, Euro-centric education system is that many marginalized students do not feel represented in the classroom. The type of shift required is expressed with the Anishinaabemowin concept of Niinwi-kiinwa-kiinwi, which encapsulates the idea of the collaborative effort needed in reconciliation decolonization and the pursuit of Etuaptmumk.</p>
<p><b>Cameron Carley</b></p> <p><i>We Wish to See Ourselves Reflected: Transgender and/or Nonbinary Student Resistance Against Cisnormativity in Canadian Higher Education Classrooms</i></p>	<p>My research will focus on the perspectives and experiences of Trans, non-binary, gender-expansive, and Two-Spirit (TNBGE/2S) students on campus, investigating how structural cisnormativity is embedded within Canadian HE classrooms. To collect data, I will be conducting semi-structured interviews (Hesse-Biber, 2007) with TNBGE/2S higher education students studying in Canada, exploring their experiences in classrooms. Subsequently, participants will be offered the opportunity to partake in a five-week focus group discussing their experiences in greater detail. I will also employ autoethnographic methods, involving the expansion of research grounded in personally representative experiences.</p>
<p><b>Ming Cheng</b></p> <p><i>Satisfaction of Chinese Visiting Doctoral Students within a Canadian University: A Case Study</i></p>	<p>Due to high competition within the world knowledge economy, China has been among the leading countries to send the most visiting students abroad (Institute of International Education [IIE], 2018). Many students also believe that gaining international study experience could enhance their competitiveness for their future careers (Wu, 2014). Therefore, the number of Chinese visiting doctoral students (CVDS) has increased in many countries recently, including Canada (Shen et al., 2017). However, not many research focuses on this specific group. Therefore, this research aims to address this gap and explore CVDS’s satisfaction of visiting Canadian universities. By using case study methodology, this study will focus on CVDS' lived experiences in a Canadian university and their satisfaction of their visit.</p>

<p><b>Marissa Dias, Dr. Albert Malkin, &amp; Aly Moscovitz</b></p> <p><i>Attention Deficit Hyperactivity Disorder, Intimate Partner Violence, and Cyber Dating Abuse: The Role of Perspective-Taking</i></p>	<p>Intimate partner violence (IPV) affects a substantial portion of the population and is associated with many adverse health outcomes. Unfortunately, adults with attention deficit hyperactivity disorder (ADHD) show heightened susceptibility to both perpetration and victimization of IPV. The goal of the present study was to examine Perspective Taking (PT) as a potential moderator between Intimate Partner Violence and ADHD, and to determine whether this relationship extends to the online space in the form of cyber-dating abuse. Participants consisted of approximately 400 North American university students who completed an online self-report survey covering scales measuring cyber dating abuse, attitudes towards dating violence, and a PT task.</p>
<p><b>Si Chuang Fan</b></p> <p><i>Content Analysis of Motivational Design in Mathematics Curricula: A Study of Ontario and China</i></p>	<p>Motivation theories offer a new lens for examining this process, significantly enriching the educational dialogue. The Octalysis framework, integrating theories such as self-determination and self-efficacy with behavioral science concepts, provides a nuanced tool for analyzing motivational factors in curriculum development. This study presents a comparative analysis of motivational designs in mathematics curricula, focusing on Ontario and China.</p>
<p><b>Abigail Fisher</b></p> <p><i>Uncovering the Factors Influencing Mental Health Service Implementation in Ontario's Public Schools</i></p>	<p>In Ontario, there are increasing calls for more mental health supports in schools (People for Education, 2023). Professionals such as Mental Health Leaders and Implementation Coaches are working diligently to implement mental health services in schools. However, successful implementation relies on many factors. To understand these factors, seven semi-structured interviews with Mental Health Leaders and Implementation Coaches were conducted.</p>
<p><b>Marzieh Forozantabar</b></p> <p><i>Investigating the Use of Portable Classrooms in Canadian School Districts: A Secondary Source Analysis</i></p>	<p>Student accommodation is a prominent issue for Canadian communities, often discussed in local news. However, academic research on this topic, particularly in relation to the use of portable classrooms, is limited. Aiming to expand academic understanding of this phenomenon, this study investigates the reasons for the widespread use of portable classrooms in Canadian School districts. We analyzed news reports from Canadian news outlets between 2010 to 2023. The data was sourced from two online databases: Google News and Factiva, yielding 234 reports in this period.</p>



<p><b>Jessie Fraser</b></p> <p><i>Community First Aid Education: Indigenous Philosophies and Pedagogies in Relation to Western Practices</i></p>	<p>Health care and first aid are areas where Indigenous and Western knowledges and pedagogies can share space to decolonize education, so in response to the TRC Canada Calls to Action to integrate Indigenous knowledge and practices in educational spaces and UNDRIP’s recognition of the importance of traditional knowledges, this research inquiry evaluated the possibility of bringing together Indigenous and Western knowledges and ways of knowing in community first aid education. This inquiry focused on an analysis of existing evidence of Indigenous healing knowledge and pedagogical practices and demonstrated that the Indigenous concept of Two-Eyed Seeing offers an opportunity to bridge the gap between Indigenous and non-Indigenous worldviews.</p>
<p><b>Pascale Gendron &amp; Deanna Friesen</b></p> <p><i>The Use of the Psychoeducational Report to Inform Practice - More Than Just Simple Barriers</i></p>	<p>The psychoeducational report is an important part of the school psychologist’s (SPs) work and helps teachers better understand students’ strengths and needs, informs their classroom practice, and enables the implementation of specific interventions. In addition to this, there is little research on how learning support teachers (LSTs) read and use these reports to implement interventions, especially for exceptional students. This study will provide professionals with two psychoeducational reports, one for a student with a learning disability, another with autism spectrum disorder.</p>
<p><b>Melissa Hambleton</b></p> <p><i>The Significance of Reciprocal Engagement Between Generalist and Specialist Teacher Candidates in the Music Vlog Project</i></p>	<p>Most generalist (non-specialist) teacher candidates take one mandatory music course that provides them a very limited number of hours of musical and music education experience. Generalist teacher candidates frequently lack confidence in their abilities and express fear at the idea of having to teach music. All generalist teacher candidates create music vlogs as a component of their coursework in a compulsory music education course in a Bachelor of Education program in Ontario. This research draws on Lave and Wenger's (1991) communities of practice framework to explore the reciprocal engagement between generalist and specialist teacher candidates. Discourse analysis will be used to identify themes emerging from the feedback provided by specialist teacher candidates, highlighting the significance of generalist-specialist relationships in the development of musicianship and future music teaching practice.</p>



<p><b>Mengjiao Han &amp; Dr. Mi Song Kim</b></p> <p><i>Development of Multimodal Pedagogy in Early Childhood Education: A Systematic Review Comparing Pre- and Post-COVID-19</i></p>	<p>The COVID-19 pandemic has spurred great changes in Early Childhood Education (Vlachopoulos, 2020). This systematic review delves into the evolution of multimodal pedagogy in early childhood education, specifically examining practices before and during/after COVID-19. The study identifies a significant gap characterized by a lack of systematic exploration and comparison of multimodality utilization in recent years, particularly during the COVID-19 period. What’s more, the abrupt transition to online and remote learning during the pandemic required a reevaluation of traditional teaching methods and teachers were forced to learn technologies that were unfamiliar to them, especially for young children (Marshall et al., 2022).</p>
<p><b>Kate Hargreaves</b></p> <p><i>Keeping Pace or Frozen in Time? Technological Education in Ontario Secondary Schools Since 1995</i></p>	<p>The most recent technological education (TE) curriculum available in Ontario as of 2023 was released 14 years ago in 2009, updated at that point from the 1995 version that was subsequently revised in 2000. An analysis of both the historical context leading to the creation of the 1995 curriculum and the differences that appear in the 2009 edition can help illuminate the trajectory of TE curriculum in the province up to this point and provide direction going forward. This paper employs the 1995 and 2009 TE curricula as a comparative case study, with a particular focus on manufacturing technology, contextualized within the history of TE, the stigma of the academic/technical binary, and persistent class and gender stratification in the field.</p>
<p><b>Lina Hawi</b></p> <p><i>Math Instruction for Students With Autism: A Review of Evidence-Based Practices</i></p>	<p>Autism spectrum disorder is a neurodevelopmental disorder characterized by impairment in social communication and repetitive stereotyped behaviours. In 2007 the Ministry of Education in Ontario issued Memorandum PPM 140 stipulating the implementation of Applied Behaviour Analysis strategies into programs to teach new skills for students with autism in schools. The purpose of this newsletter is to provide an overview of mathematical learning characteristics for students with ASD and to share evidence-based instructional strategies to support students with ASD to access the math curriculum in the classroom.</p>

<p><b>Aoife Hawthorne</b></p> <p><i>Examination of Brain Activity Using Electroencephalogram During Conceptual Change Episodes</i></p>	<p>Currently, few studies investigate conceptual change in science education, let alone using electroencephalography (EEG). What does brain activity look like during periods of conceptual change in science students, and how might this activity inform the development of a research-embedded science curriculum and instructional approaches? This study uses EEG to better understand the possible processes associated with conceptual change.</p>
<p><b>Sandra Hoang</b></p> <p><i>EDI in Post-Secondary Science Education</i></p>	<p>Equity, diversity, and inclusion (EDI) are important aspects to consider within the classroom as each student is unique. This study intends to provide insight into the thoughts instructors and students have about EDI within the classroom, such as teaching materials, assessments, and pedagogy/instruction. The perspective of the instructors were gathered, placed into themes, sub-themes, and given descriptors commonalities.</p>
<p><b>Shiva Javanmardi</b></p> <p><i>Examining Student's Non-Formal Learning (Outside of School) About Climate Change</i></p>	<p>Within this paper, I will examine existing knowledge and discourse related to non-formal student's learning about climate change, and the knowledge of the historical and contemporary state of my research topic within curriculum studies literature. It is based on the study of online databases and a comprehensive bank of articles. Therefore, this article is a comprehensive review of the literature related to examining non-formal learning (outside of school) student's learning about climate change.</p>
<p><b>Garima Jha</b></p> <p><i>A Comparative Analysis of Low-Fee Private Schools and Elite Schools Teachers' Working Conditions, Teaching Contracts, and Recruitment Policies in India</i></p>	<p>This research aims to conduct a comprehensive comparative analysis of the working conditions, teaching contracts, and recruitment policies among educators in low-fee private schools and elite schools in Bihar, India. As the proposal is in its early stages, the focus will be on outlining the research design and methodologies. By delving into these critical aspects, I aim to uncover the intricate details of educators' experiences in different educational settings in India.</p>



**Kyle Kreider**

*Shadowing,  
Motivation, and  
Perception of Minimal  
Pairs*

Shadowing as an instructional practice has grown in popularity within Japanese school systems for second language learning. Hamada (2016) has shown that shadowing has positive effects on the acquisition of suprasegmentals and phoneme perception. Because of these factors, I studied if the application of shadowing as a learning practice can assist in the development of one of the most challenging vectors of the English language for Japanese learners: Minimal pairs. Motivation was also examined to see if the application of high-interest input used with shadowing was effective for the development of minimal pair awareness, as motivation is influential on the attitudes toward shadowing as a process.

**Sherry MacDonald**

*Empowering Female  
Principals to Find Joy:  
Nurturing Mental  
Health and Wellness*

Consistent with the primary goal of the Doctorate in Education program, the presenter is a research scholar who is preparing a paper that will look at theory, include solutions that will have a positive impact, and promote sustainable change within her workplace. The research study considers conceptual and theoretical frameworks, literature review, change frameworks, and evaluation mechanisms to arrive at a solution that promotes joy. A blended (transformative, transformational, and authentic) leadership approach is applied to a critical feminist stance that is underpinned with a social justice lens, ethic of care, and appreciative position.

**Bushra Mairaj**

*How Principals  
Support Refugee  
Students in Public  
Schools in Ontario*

About 100 million people have been forcibly relocated globally in the last ten years due to war, persecution, climate change, and human rights violations. In 2022, the rate of forcefully displaced children was 42% and in 2023, Canada has received more than 130,000 children and will take in even more in the years to come. Ontario needs to improve the support provided in schools for refugees since it has been the province in the country that welcomes the most refugees overall. In this qualitative study, principals in K–12 public schools can share their concerns and success stories about refugee education in Ontario public schools.



<p><b>Maliheh Manzouri</b></p> <p><i>Cross-Cultural Perspectives in Mathematics Education: An Immigrant Student Study</i></p>	<p>This study investigates the differences in mathematics teaching approaches between Canadian and Iranian schools from the perspectives of immigrant students. Utilizing a qualitative methodology, seven migrant pupils in Canada were interviewed to explore their experiences with teaching methods, classroom practices, and technology use in both educational systems. The research aimed to understand how these differences impact the learning and adaptation process of immigrant students.</p>
<p><b>Aly Moscovitz, Dr. Albert Malkin, &amp; Dr. Eli Cwinn</b></p> <p><i>The Grass Isn't Always Greener: The Relationship Between Perspective-Taking and Attitudes Toward Dating Violence</i></p>	<p>75% of individuals using dating apps have reported encountering various forms of abuse while seeking romantic connections. This study examines the sociocultural complexities that perpetuate dating violence among undergraduate students, with a particular focus on the relationship of perspective-taking with these harmful behaviours. Participants (N=450) completed the Attitudes Toward Dating Violence scale (ATDV), Interpersonal Reactivity Index (IRI), and a deictic framing task.</p>
<p><b>Omhani Msougar</b></p> <p><i>Supporting Supporters: An Exploration of the Experience of Informal Social Supports for Muslim Survivors of Domestic Violence and Abuse</i></p>	<p>Domestic violence and abuse (DVA) has been a long-standing interest for researchers in the social sciences. There is currently abundant literature highlighting the value of formal social supports for survivors of DVA. The proposed study will aim to accomplish three goals: (1) a nuanced understanding of the experiences of Muslim ISS, (2) development of programming to foster psycho-education, and protect the mental health and well-being of Muslim informal social supports (3) mitigation of outcomes for Muslim DVA survivors by improving their social milieu.</p>
<p><b>Dung Nguyen</b></p> <p><i>Presentation Format's Impact on Group Dynamics and Learner Motivation: A Study of Vietnamese Pre-Teen ESL Students in an Online Course</i></p>	<p>While research has demonstrated benefits of collaborative learning, challenges remain in balancing support and participation in technology-mediated language education. This study aimed to understand variations in dynamics and motivation when Vietnamese pre-teen English as a second language (ESL) students participated in individual, paired, or group oral presentations virtually. The research questions inquired into how presentation formats influence perceived confidence, coordination, satisfaction, and attitudes.</p>

**Larry Nie**

*Exploring Students’  
Service-Learning  
Experience Through  
an Adaptive  
Movement-Based  
Education Program*

Community service learning (CSL) is well known for being an effective educational strategy and one of the high-impact practices (HIPs) for professional preparation in higher education. Given the inherent nature of CSL that aims to equally benefit both the provider and the service recipient, community members can take advantage of CSL simultaneously. This qualitative case study intends to utilize observations and semi-structured interviews to document and reveal student volunteers’ service-learning experiences at a 30-year-old university-based CSL site in southern Ontario.

**Teresa Orbillo**

*Navigating High-  
School Romantic  
Relationship Quality  
and Academic  
Achievement*

Is there a correlation between romantic relationships and academic achievement in high school? The current study addresses this question using a cross-sectional Qualtrics survey design with 62 participants from Amazon Mechanical Turk. Data analyses was conducted on SPSS, for: descriptive statistics, Pearson’s correlation, Eta Coefficient test, and Chronbach’s alpha for reliability.

**Ari Para**

*Reclaiming Tamil  
Heritage as Queer  
Tamil Bodies*

This research informs my doctoral research proposal, for which I aim to focus on QTBIPOC Disabled student experiences in post-secondary education to critique the ableist, racist and heteronormative norms that exist within educational institutions, and to reimagine more inclusive classrooms. This research paper considers the ways that culture, heritage, rituals and routines come together. It is an ethnography guided by methodologies of narrative photovoice, constructivist grounded theory and auto-ethnographic storytelling that speak to the specificities and lived experiences of five 1.5/2nd Generation Queer Tamil Canadians living in the Toronto/Scarborough area and their experiences reclaiming their Tamil culture and heritage as Queer Tamils living in the West.



<p><b>Emily Pope</b></p> <p><i>Number Talks and it's Relation to Inuit Students' Oral Communication in Ottawa</i></p>	<p>Ottawa, Ontario has the largest population of Inuit outside of Nunavut. Are non-Inuit educators incorporating culturally responsive teaching practices in their mathematics classroom to best meet the needs of their Inuit students? This qualitative case study looks to investigate how Number Talks could be used as a culturally responsive tool for Inuit students in the elementary mathematics classroom to support oral communication and to further develop their number sense.</p>
<p><b>Cheryl Ricco</b></p> <p><i>Principal Leadership from a Settler Canadian's Perspective</i></p>	<p>Call to Action #7 of the TRC implores the Government of Canada to eliminate educational gaps between Indigenous students and non-Indigenous students. Call to Action #63 urges the Council of Ministers of Education in Canada to maintain an annual commitment to Indigenous education issues such as the development and implementation of Indigenous lessons and resources, and building student capacity for intercultural understanding, empathy, and mutual respect via the training of teachers. To address Call to Action #7 and #63, I am tasked as the school principal of Diamond Elementary School (a pseudonym) within the Silver Cities Organization (a pseudonym) with the important work of creating an equitable and inclusive educational environment.</p>
<p><b>Michelle Saltzman</b></p> <p><i>Investigating the Impact of the Supporting Transition Resilience of Newcomer Groups (STRONG) Intervention on Student's Mental Health and Social-Emotional Resilience</i></p>	<p>Many newcomer youth face considerable adversities and distress, impacting their well-being, social-emotional development and academic success due to migration stressors and difficulties transitioning to Canada. To address this concern, the Supporting Transition Resilience of Newcomer Groups (STRONG) intervention was developed and implemented in Ontario schools as they provide an accessible and ideal setting for identification of emotional dysregulation. This study will expand the understanding of STRONG as a feasible school-based intervention by using more rigorous methods to develop a stronger evidence base. This will be accomplished by investigating if teaching resilience skills improves newcomer youth's self-reported social-emotional resilience and mental health.</p>



<p><b>Melissa Schnarr</b></p> <p><i>Indigenous Cosmologies &amp; Futurities: Land Education’s Role in Strengthening Indigenous Futures</i></p>	<p>In recent years, land education has gained prevalence within education discourses, gaining a niche but dedicated swell of scholarship that seeks to understand the complexities and nuances of this Indigenous educational paradigm. This paper explores current understandings of land education to illuminate the intricate beauty of this distinctly Indigenous learning modality and offers reflections on how land education impels Indigenous futurities.</p>
<p><b>Liwen Situ &amp; Frank Boers</b></p> <p><i>Listening First? Reconsidering the Approach to English Word Pronunciation Learning from Textual Input</i></p>	<p>There are no straightforward rules that help learners make reliable predictions of how certain words in English are pronounced. Reading English texts is therefore not sufficient to master the pronunciation of English words. The objective of this study is to compare the learning outcomes of the two scenarios just described. In addition, the study will consider the participants' individual learning styles, because it is possible that, while auditory learners benefit the most from listening activities, they may also be most inclined to imagine what words sound like when they read a text silently.</p>
<p><b>Oluwaseyi Olubunmi Sodiya &amp; Turkan Nabiyevea</b></p> <p><i>The Influence of School Leaders on Workplace Teachers’ Professional Development Through the Perspective of Social Learning Theory</i></p>	<p>The role of school leadership is essential in ensuring the success of both teachers and students. This includes overseeing professional development initiatives and managing the allocation of funding for training purposes. Educators encounter challenges such as leadership strategies, student academic achievement, professional development chances for instructors, and school improvement. This study explores the influence of school leaders on professional development programs for teachers in the workplace. It specifically focuses on how the use of social learning theory might improve the quality of teaching and academic performance of students. The study utilizes an exploratory mixed method approach. Data were gathered through workplace training sessions and interviews conducted with both teachers and school leaders.</p>

<p><b>Thivya Sriramachandran</b></p> <p><i>Sense of Belonging and Academic Experiences of South Asian Graduate Students at an Ontario Public University</i></p>	<p>Many international students find Canada an exemplary place for higher education, due to its multicultural environment. Although few studies related to the sense of belonging of international students in Canadian universities are available, little research has been done on the exploration of the South Asian international students’ sense of belonging. The proposed study explores the sense of belonging and academic experiences of South Asian graduate students across faculties at a public university.</p>
<p><b>Alvin Ugwu</b></p> <p><i>Education for Sustainable Development</i></p>	<p>The contemporary global education sector faces numerous issues, largely policy or practice-related. In response, Education for Sustainable Development (ESD) has emerged as a fundamental ideology in formal educational settings, aiming to address inequalities in environmental, social, and economic domains of our ever-changing society. This study investigates the effects of teachers’ attitudes and beliefs on the implementation of ESD, by focusing on Environmental Education (EE) as a major subject of ESD in Ontario K-8 school classrooms.</p>
<p><b>Drew Vodrey</b></p> <p><i>The Policy Gap Between Public and Independent Schools Regard a Shared Land Policy With Local Indigenous Communities.</i></p>	<p>In the process of reconciliation, how can an independent school that was established through settler viewpoints and that owns the uncaded territory the campus is built upon enter into trustworthy and authentic dialogue with their local Indigenous community and council regarding the land? There currently exists a gap in policy between public and independent schools in BC. This gap is problematic in light of some independent schools commitment to the Truth and Reconciliation Commissions Calls to Action, and the 2019 passing of the Declaration on the Rights of Indigenous Peoples Act in BC. How can Independent schools reconcile the policy gap and create a shared view of land use with their local nations?</p>



<p><b>Alexandra Weatherhead: Roundtable</b></p> <p><i>Afghan Refugee Education in Iran: Navigating Policies and Geopolitical Realities</i></p>	<p>Spurred by the recent conflict in Afghanistan, Iran now hosts an estimated 3.4 million refugees, tying it with Turkiye as the largest host country by population. Refugee education policies and experiences in Iran are understudied because of a rule preventing research on topics related to refugees in Iran. This paper delves into the poignant journey of Afghan refugees in Iran, spanning from the 1979 revolution to today. Examining four policy eras, the study shows vacillating shifts between policies of inclusion and exclusion shaped by internal politics and geopolitical tensions.</p>
<p><b>Alexandra Weatherhead: Poster</b></p> <p><i>Belonging in Refugee Education: Conceptualisation, Pedagogy, and Policy</i></p>	<p>Schools are often seen as a community where refugee children can learn, grow, and belong. The purpose of this paper is to understand belonging in refugee education. Within schools, pedagogical practices that support belonging like pedagogical love, inclusion, and culturally responsive pedagogies are shown to play a key role in fostering a sense of belonging for refugee students. This literature review supports future exploration into the positive effects refugee children have on host school ecosystems and the role refugee education policy and social practice play in allowing refugee children to show their value in school environments.</p>
<p><b>Jia Wei</b></p> <p><i>Challenges Facing the Zhuang Language in China: A Linguistic and Cultural Perspective</i></p>	<p>The Zhuang are the biggest ethnic minority group in the People's Republic of China, and the majority of Zhuang speakers are in Yunnan Province and the Guangxi Zhuang Autonomous Region. Young people from Zhuang move to metropolitan cities in search of work and educational opportunities. The migration caused disruptions in the transmission of the language from one generation to the next within families and communities. In order to preserve minority languages, there are educational initiatives as part of the efforts to revitalize Zhuang, such as bilingual Mandarin and Zhuang language programs, and a need for greater levels of societal awareness.</p>



<p><b>Lihan Wu</b></p> <p><i>Phonological Development in Chinese–English Bilingual Children: A Systematic Literature Review</i></p>	<p>This study is a systematic literature review on the phonological development of Chinese–English bilingual children. With the theoretical frameworks of childhood bilingualism and phonological development, and employing carefully devised literature search strategies and selection criteria, this review includes 29 peer-reviewed articles published in English between 1997 and 2023. This paper will present the outcomes of strength analysis and thematic analysis conducted on these empirical studies.</p>
<p><b>Yu Xie</b></p> <p><i>Navigating Multiliteracies: A Case Study on TESOL Students' Perceptions, Progress, and Prospects in Language Learning Programs</i></p>	<p>Coined by the New London Group (NLG) in 1996, multiliteracies address appropriate literacy pedagogy amid dynamic social and technological communication contexts. Multimodal cultural representations significantly impact students' learning approaches. This study delves into the perceptions of adult TESOL students regarding integrating multiliteracies within their programs. By conducting a case study with four participants, the research aims to foster critical reflection and innovation on their language learning progress.</p>
<p><b>Antonia Yip</b></p> <p><i>Supporting English Learners to Understand Mathematical Word Problems Using the “Reading to Learn” Approach</i></p>	<p>Students at schools are increasingly diverse. Yet, teachers may not have the appropriate pedagogy to support these culturally and linguistically diverse students. This research aims to address the challenge in teaching English learners mathematical word problems through a language learning approach. The study will be conducted in at least two English elementary schools in Ontario with various percentages of English learners. At least four participating mathematics teachers, on a voluntary basis, will experiment with the “reading to learn” approach in teaching word problems.</p>