Research Day 2011
Challenges and possibilities of equity

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This research draws on a critical policy analysis framework to examine the impact of equitable education policy and practice in one school board. Specifically, information was collected on the experiences of equity workers using semi-structured interviews. This thesis explores how these equity workers were able to participate in the policy and practice of equity in schools and the contexts in which they were able to do so. It highlights the challenges of moving from policy to practice as they were each confronted with different contexts in which to do equity work. Most importantly, their experiences are critical to learning and understanding the wider significance of these educational changes on the experiences of these equity workers. They observed and participated in equity programs and policies at the local level. As such, there is a need to understand the implications of restructured educational restructuring, specifically as it relates to the contexts in which equity and justice are achieved. This research explores the experiences of those who are in equity work in schools and the lessons that can be learned from them for the future direction of equity work in education.

Methodology

I conducted semi-structured interviews with three equity workers from Kainoa School Board during the 2010-2011 school year. The interviews took place between April 30, 2010 and May 8, 2010. During this time, I conducted all three interviews in close proximity, using the semi-structured interview process. The three participants were identified as Alex, Jane, and Quinn.
AIRS: Advancing Interdisciplinary Research in Singing

A Major Collaborative Research Initiative of the Social Sciences and Humanities Research Council of Canada.

Dr. Annabel J. Cohen
AIRS MCRI Principal Investigator and Project Director
Abstract

What unique value can mathematics have in providing a therapeutic approach for elementary mathematics teachers? This paper explores the potential of using mathematics tasks as an intervention tool to support teachers in their professional development. The study focuses on a group of elementary mathematics teachers who participated in a pilot program designed to enhance their understanding of mathematical concepts and their ability to effectively teach these concepts to their students. The results indicate that the use of mathematics tasks in a therapeutic context can lead to significant improvements in teachers' mathematical knowledge and confidence. This approach has the potential to positively impact students' learning outcomes and foster a more engaging and effective learning environment.
Design for Articulating and Sharing Rationales in Virtual Group Activities

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ABSTRACT
This study has shown that articulating and sharing rationales in virtual group activities can help improve collaboration and understanding. The study investigated the effectiveness of different tools and techniques for articulating rationales in virtual group activities.

OBJECTIVE
The objective of this study was to explore the potential of using a new tool for articulating rationales in virtual group activities. The tool was designed to enable group members to articulate their rationales in a structured way, using a combination of text and visual elements.

STRUCTURED RATIONALE SHARING GROUPWARE
The tool was designed to have a user-friendly interface that allows users to easily create, edit, and share rationales. The tool also includes features for tracking and reviewing rationales over time.

STUDY CONTEXT
The study was conducted in a virtual group activity setting, where group members were asked to solve a problem using the new tool for articulating rationales.

FUTURE WORK
The study is ongoing, and future work will focus on refining the tool and testing it in different contexts. The results of the study will be presented in a conference paper.

CONTACT
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