

# Emerging Themes in Education

March 8<sup>th</sup> and 9<sup>th</sup>, 2018

Faculty of Education

Duncan MacArthur Hall

Queen's University



## Table of Contents

Conference Schedule.....	5
Conference Session Types .....	9
RBJSE 2018 Presentations and Abstracts .....	9
Social Justice and Advocacy Education .....	10
Decolonial Education and the Roles of Non-Indigenous People: Anti-Authoritarian Social Movement Perspectives .....	10
The “Model Minority” Myth and Asian Canadian Students .....	10
Creating a Sustainable World .....	11
The Necessity of Agricultural Education in Ontario Secondary Schools: A Historical and Contemporary Curriculum Study .....	11
Food for the Future: The role of Campesino-a-Campesino Pedagogy in the Development of Peasant Protagonism among Farmers Learning Agroecology in Rural Southern Mexico .....	11
Raising a new generation- Early Childhood .....	12
A Pedagogy of Remembering: Encounters with Waste, Food, and Water .....	12
Responding to Current Times: Reconceptualising Place in ECE Education .....	12
Literacy Studies .....	13
Complicating the Single Story: An Analysis of <i>Persepolis</i> by Marjane Satrapi.....	13
The L & L Landscape: Tracing My Emergent Research Identity through Complex Literacy Experiences .....	13
Language and Mindfulness .....	14
Formulaic Sequences, University French Immersion Students, and Text Translation .	14
Making and Mindfulness: An After-School Program for Children with Anxiety .....	14
Anti-bullying and Exceptionality .....	15
Cyberbullying Among Youth: The Role of Gender in Prevalence and Victimization Rates .....	15
Influence of Executive Functioning Deficits on Task Performance in Minecraft .....	15
History and Progressive Education.....	16
The foundation of Duncan McArthur Hall: 50 years of Queen's Bachelor of Education program .....	16
Critical Democracy: A Framework for Education Policy .....	16
Tensions in Educational Thought.....	17
A (de)Colonizing Autobiography: Reflections about Teaching on Inuit Land .....	17
Language and Feedback .....	18
Investigating Teachers’ Perspectives on Using L1 in English as a Second Language Classrooms.....	18
Comparison of Faculty Versus Structured Peer Feedback for Acquisition of Surgical Skills .....	18
Applied Psychology .....	19
A Literature Review of Current Practices Used when Transitioning Students from Mental Health-Related Hospitalization back to School .....	19
The Emotional Situation of Education: An Exploration .....	19
Language Learning .....	20
Pre-university English Language Program Assessment Models: A Mixed-method Comparative Analysis .....	20
Exploring Language Learning with Mobile Technology: A Content Analysis of English Language Learning Apps for Secondary School ESL learners in Canada .....	20

	3
Psychosocial Health .....	21
A Matter of Life and Death: Integrating Mattering into the Interpersonal-Psychological Theory of Suicide .....	21
The Effect of Resilience and Chronic Medical Conditions on Psychosocial Functioning .....	21
Poster Fair .....	22
Faith Formation in a Digital World: Social Network Sites and Catholic Self-Identity ....	22
Negotiating Values in Sexual Health Education: Theory and Practice .....	22
Investigating Chinese High School Students' Motivation and Learning Engagement in the English Classroom .....	23
Pedagogical Approaches to Music Education and Learning Awareness .....	23
Using Positive Reinforcement, Self-Monitoring and Activity-Based Reinforcers to Increase on Task Behaviours in a Third-Grade Student .....	24
Exceptionalities in the Early Childhood Classroom: Educator Perceptions on their Preparedness .....	24
Exploring Teachers' Use of Knowledge Mobilization Initiatives to Support Research-Based Practice in Secondary School Subject Area Literacy .....	25
AP Capstone: Opportunities Outside the Box? .....	25
Reopening the Past? Exploring Pedagogical Practice in an Open-Concept School ....	26
Indigenous Education: Examining Pre-service Teacher Education on Indigenous People .....	26
Cultivation & Expression of Selflessness in Ontario Elementary Students .....	27
An Investigation of Successful Strategies Used by Autism Experts with Elementary-aged Children on the Autism Spectrum .....	27
Reading Development: Exploring the Lived Experiences of Individuals with High Functioning Autism .....	28
Performance Art and Education .....	28
Storming, Forming, Norming, Performing, and Adjourning: Developing Leadership Through a Youth Action theatre project .....	28
Caring for Adolescents .....	29
Understanding the Needs of Canadian Military Families within Schools .....	29
The Impact of Video Games on Gender Socialization and Identity in Adolescence .....	29
Knowledge Mobilization and Accountability .....	30
Knowledge Mobilization Intermediaries in STEM: The roles and functions of K-12 STEM Outreach Organizations at Canadian Universities .....	30
Conceptualization & Operationalization of Accountability in the K-12 Canadian Education System .....	30
Inclusion Awareness .....	31
Pre-service Teacher Preparation for Rapidly Evolving Diverse Classrooms: What Does the Literature Say? .....	31
Canadian Secondary School Professionals Awareness of Needs of Military-Connected Children .....	31
Experience and the Land .....	32
A Phenomenological Study of Children's Lived-Experience Participating in a Yoga-Based Preschool Program .....	32
Fostering Student Engagement and Protecting Land-Based Practices Through Place-Based Education .....	32

## Front Matter

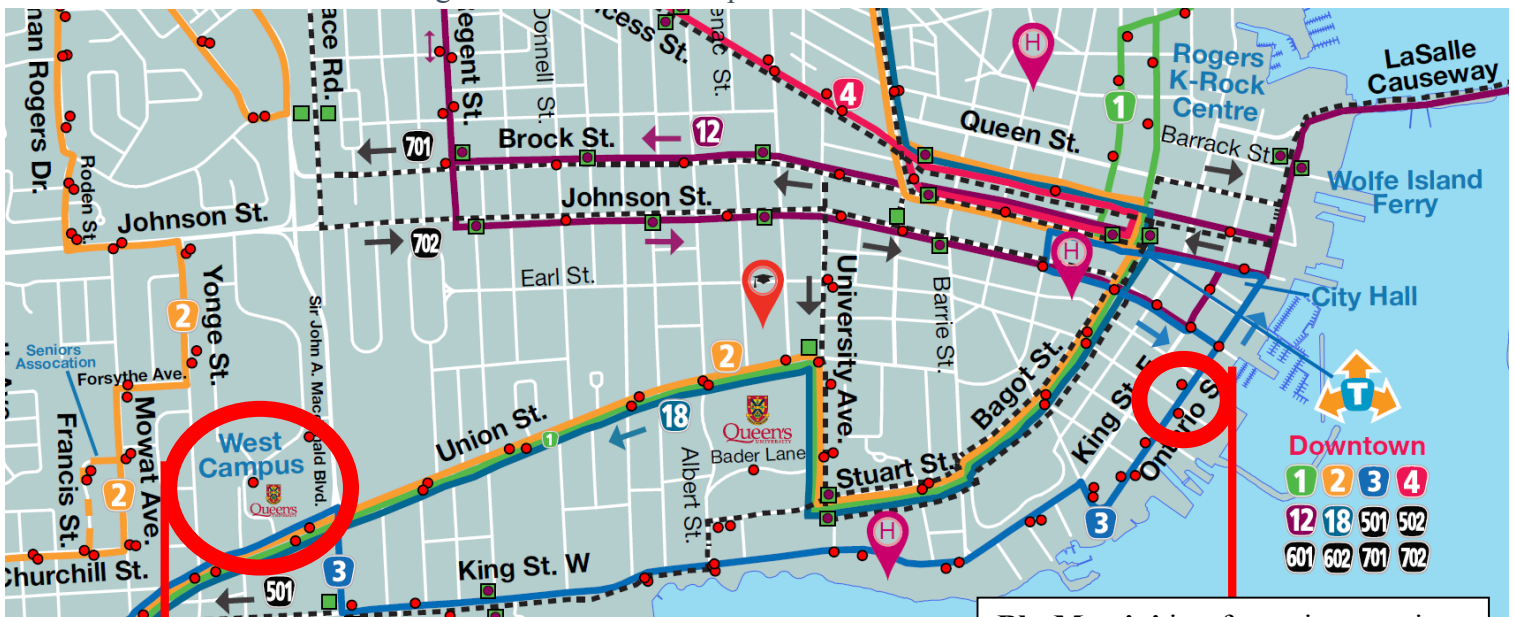


The 2018 RBJSE Advisory Committee: Darryl Cathcart (M.Ed. Representative), John Bosica (Ph.D. Representative), Heather Braund (Chair), and Eleftherios Soleas (Vice-Chair).

The Rosa Bruno Jofré Symposium in Education was founded by Professor Bruno Jofré and is supported by the Graduate Studies and Research Office of the Queen's Faculty of Education and is the culmination of the tireless work of a committed team of graduate students, faculty, staff, and friends of research who make this annual celebration of graduate student work possible.

Welcome to the Rosa Bruno Jofré Symposium in Education (RBJSE)! We, the Advisory Team, would like to extend to you the warmest of welcomes to Kingston, Ontario and to Queen's University!

RBJSE is a great opportunity to meet and get to know other passionate emerging scholars and faculty. It is in the spirit of this enthusiasm that RBJSE affords a safe and welcoming environment for students to develop their presentation skills, learn about other topics, and to get constructive feedback to help them in their future endeavours. We hope you enjoy your time with us and make the most of the opportunities. We look forward to getting to know you and your research!



Either your home away from home or legitimately a candidate for your home if you go to Queen's- our **Faculty of Education- Duncan MacArthur Hall** is located at **511 Union**

**Blu Martini** is a favourite watering hole for Queen's Faculty and Students. This refined modern restaurant and bar is the location of our Thursday Mix and Mingle. We hope to see you there at 8PM. It is located at **178 Ontario Street**. If you plan on bussing it use the #3



## Conference Schedule

	<b>March 8, Thursday</b>		
8:30 AM	Registration Opens (8:30- 10AM)- Student Street		
9AM	Factor Analysis Workshop- A227 <b>Stefan Merchant, Jessica S. Chan, and Wei Yan</b>		
10:00AM	Smudging Ceremony (ATEP Gathering Room, A244)		
10:30 AM	Networking Workshop- A241/242 Julie Blackstock		
11:30 AM	Networking Lunch- Student Street		
12:30 PM	Mark Sabbagh Keynote- A237		
2:00 PM	<p><b>Paper Slot 1.1</b> Room 240 <b>Social Justice and Advocacy Education</b> Discussant: Alana Butler Chair: Tiina Kukkonen</p> <p><b>Alex Hundert</b> Decolonial Education and the Roles of Non-Indigenous People: Anti-Authoritarian Social Movement Perspectives</p> <p><b>Monica Tang</b> The "Model Minority" Myth and Asian Canadian Students</p>	<p><b>Roundtable Slot 1.2</b> Room A239 <b>Creating a Sustainable World</b> Discussant: Rosa Bruno Jofré Chair: Matthew Drabenstott</p> <p><b>Kristin Kinnard</b> The Necessity of Agricultural Education in Ontario Secondary Schools: A Historical and Contemporary Curriculum Study</p> <p><b>Roseann (Rosie) Kerr</b> Food for the Future: The role of Campesino-a-Campesino Pedagogy in the Development of Peasant Protagonism among Farmers Learning Agroecology in Rural Southern Mexico</p>	<p><b>Paper Slot 1.3</b> Room A236 <b>Raising a new generation- Early Childhood</b> Discussant: Kristy Timmons Chair: Heather Nesbitt</p> <p><b>Alex Berry, Ashley Do Nascimento, &amp; Cory Jobb</b> A Pedagogy of Remembering: Encounters with Waste, Food, and Water</p> <p><b>Alex Berry</b> Responding to Current Times: Reconceptualising Place in Early Childhood Environmental Education</p>
3:00 PM	<p><b>Paper Slot 2.1</b> Room A240 <b>Literacy Studies</b> Discussant: Pamela Beach Chair: Judy Wearing</p> <p><b>Brooke Alyea</b> Complicating the Single Story: An Analysis of <i>Persepolis</i> by Marjane Satrapi</p> <p><b>Clarissa de Leon</b> The L &amp; L Landscape: Tracing My Emergent Research Identity through Complex Literacy Experiences</p>	<p><b>Roundtable Slot 2.2</b> Room A239 <b>Language and Mindfulness</b> Discussant: Maria Myers Chair: Glenda Christou</p> <p><b>Noah Bradley</b> Formulaic Sequences, University French Immersion Students, and Text Translation</p> <p><b>Joanne Edmundson Kistruck</b> Making and Mindfulness: An After-School Program for Children with Anxiety</p>	<p><b>Paper Slot 2.3</b> Room A236 <b>Anti-bullying and Exceptionality</b> Discussant: Lindsay Morcom Chair: Eleftherios Soleas</p> <p><b>Lauren Curtas</b> Cyberbullying Among Youth: The Role of Gender in Prevalence and Victimization Rates</p> <p><b>Cory Piedalue</b> Influence of Executive Functioning Deficits on Task Performance in Minecraft</p>

	<b>March 8, Thursday</b>		
4:00 PM	<p><b>Paper Slot 3.1</b> <b>Room A240</b> <b>History and Progressive Education</b> <b>Discussant: Theodore Christou</b> <b>Chair: Peter Tryphonopoulos</b></p> <p><b>Jackson Pind</b> The foundation of Duncan McArthur Hall: 50 years of Queen's Bachelor of Education program</p> <p><b>Michelle Milani</b> Critical Democracy: A Framework for Education Policy</p>	<p><b>Paper Slot 3.2</b> <b>Room A239</b> <b>Tensions in Educational Thought</b> <b>Discussant: Deb St. Amant</b> <b>Chair: Alice Johnston</b></p> <p><b>Josefina Rueter</b> A (de)Colonizing Autobiography: Reflections about Teaching on Inuit Land</p>	<p><b>Paper Slot 3.3</b> <b>Room A236</b> <b>Language and Feedback</b> <b>Discussant: Chris DeLuca</b> <b>Chair: Amir Rasooli</b></p> <p><b>Jing Wu</b> Investigating Teachers' Perspectives on Using L1 in the English as a Second Language Classroom</p> <p><b>Guy Sheahan</b> Comparison of Faculty Versus Structured Peer Feedback for Acquisition of Basic and Intermediate-level Surgical Skills</p>
5:00 PM	<b>End of Presenting Day</b>		
6:00 PM			
6:30 PM			
7:00 PM			
8:00 PM	<p><b>Meet and Greet at Blu Martini</b> <b>178 Ontario Street- By the Lake- You WILL likely have to get inventive with parking</b></p>		

	<b>March 9, Friday</b>																																																		
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10:30AM	<p><b>Paper Slot 4.1</b> <b>Room A240</b> <b>Applied Psychology</b> <b>Discussant: Derek Berg</b> <b>Chair: Nadia Arghash</b></p> <p><b>Christina Luzius-Vanin &amp; Alexander Gordon</b> A Literature Review of Current Practices Used when Transitioning Students from Mental Health-Related Hospitalization back to School</p> <p><b>Farah Virani-Murji</b> The Emotional Situation of Education: An Exploration</p>	<p><b>Roundtable Slot 4.2</b> <b>Room A239</b> <b>Language Learning</b> <b>Discussant: Lindsay Heggie</b> <b>Chair: Jessica Chan</b></p> <p><b>Peiyu Wang</b> Pre-university English Language Program Assessment Models: A Mixed-method Comparative Analysis</p>	<p><b>Roundtable Slot 4.3</b> <b>Room A236</b> <b>Psychosocial Health</b> <b>Discussant: Brenda Smith-Chant</b> <b>Chair: Kyle Robinson</b></p> <p><b>Matt Drabenstott</b> A Matter of Life and Death: Integrating Mattering into the Interpersonal-Psychological Theory of Suicide</p> <p><b>Emma Bozek</b> The Effect of Resilience and Chronic Medical Conditions on Psychosocial Functioning</p>																																																
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<b>March 9, Friday</b>			
3:00 PM	<b>Paper Slot 6.1</b> <b>Room A240</b> <b>Performance Art and Education</b> <b>Discussant: Benjamin Bolden</b> <b>Chair: Trevor Strong</b>  <b>Rebecca Stroud Stasel</b> Storming, Forming, Norming, Performing, and Adjourning: Developing Leadership Through a Youth Action theatre project	<b>Roundtable Slot 6.2</b> <b>Room A239</b> <b>Caring for Adolescents</b> <b>Discussant: Denise Stockley</b> <b>Chair: Clarissa de Leon</b>  <b>Shannon Hill</b> Understanding the Needs of Canadian Military Families within Schools  <b>Helen Liu</b> The Impact of Video Games on Gender Socialization and Identity in Adolescence	<b>Roundtable Slot 6.3</b> <b>Room A236</b> <b>Knowledge Mobilization and Accountability</b> <b>Discussant: Samantha Shewchuk</b> <b>Chair: Stephen MacGregor</b>  <b>Scott Compeau</b> Knowledge Mobilization Intermediaries in STEM: The roles and functions of K-12 STEM Outreach Organizations at Canadian Universities  <b>Yan (Lizzie) Yan</b> Conceptualization and Operationalization of Accountability in the K-12 Canadian Education System
4:00 PM	<b>Paper Slot 7.1</b> <b>Room A240</b> <b>Inclusion Awareness</b> <b>Discussant: Andrea Martin</b> <b>Chair: Karen Boese</b>  <b>Ayman Massouti</b> Pre-service Teacher Preparation for Rapidly Evolving Diverse Classrooms: What Does the Literature Say?  <b>Shannon Hill</b> Canadian Secondary School Professionals Awareness of the Needs of Military-Connected Children	<b>Roundtable Slot 7.2</b> <b>Room A239</b> <b>Experience and the Land</b> <b>Discussant: Holly Ogden</b> <b>Chair: Jen McConnel</b>  <b>Erica Killick</b> A Phenomenological Study of Children's Lived-Experience Participating in a Yoga-Based Preschool Program  <b>Alice Johnston</b> Fostering Student Engagement and Protecting Land-Based Practices Through Place-Based Education	
5:00 PM	<b>Closing Remarks-A237</b> <b>Thursday Keynote- Dr. Mark Sabbagh- Queen's University</b>  <b>Selective Social Learning</b>  <b>Friday Keynote- Dr. Brenda Smith-Chant- Trent University</b>		

### **Self-Reg: The science behind self-regulation and its application to educational settings**

There have been great strides in the research underlying self-regulation across multiple fields of science: medicine, biology, neuroscience, psychology, and education. However, there are many challenges to relaying the science into practical, real-world settings. In this presentation, the scientific basis of the Self-Reg model (Shanker, 2016) is outlined, along with a discussion of the implications of this research to educational practices. Resources and links for educators will be provided.

## Conference Session Types

There are 3 kinds of presenting sessions at this year's Rosa Bruno Jofrè Symposium in

Education:

- **Paper Presentations** represent the formal presentation of research in the form of 15-minute guided lectures by the presenter(s) at the front of the room. Following presentation there is a question period. There are two papers in a given paper session and the question period is led by the discussant and then the audience while being moderated by the session chair.
- **Roundtable Presentations** represent a more interactive and feedback seeking 15-minute presentation form where the presenter is sitting at the table with you and guiding you through their research and thinking as a means of facilitating deep engagement and questioning that helps to advance their thinking and the thinking in the field as well. Following each roundtable presentation there is a question period. There are two papers in a given roundtable session and the question period is led by the discussant and then the audience while being moderated by the session chair.
- **Poster Presentation** represent a visual display of research and research proposals. Our poster session takes the form of a poster fair where the conference attendees will be given the opportunity to interact with the poster creators, ask questions, and engage with the ideas in a casual community atmosphere.

## RBJSE 2018 Presentations and Abstracts

### Opening Workshop

March 8<sup>th</sup> - 9:00 AM

Room A227

### Factor Analysis Workshop

**Presenters: Stefan Merchant, Jessica S. Chan, and Wei Yan**

This workshop on factor analysis is for graduate students and will cover the following topics:

1. What is factor analysis and what does it do?
2. How do we interpret the results of exploratory factor analyses published in research journals?
3. How do we conduct our own exploratory factor analyses in SPSS?
4. What are some pitfalls to look out for?
5. What is confirmatory factor analysis?

While you do not need to be an expert in statistical methods to attend this workshop, previous exposure to factor analysis would be beneficial. This presentation will talk about means, variance and correlation, but in an informal manner. We will not be discussing the actual algorithms or matrix algebra required to conduct factor analyses by hand. The workshop will include handouts, so students have notes to keep.



## **Paper Slot 1.1**

March 8<sup>th</sup> - 2:00 PM

Room 240

### **Social Justice and Advocacy Education**

Discussant: Alana Butler

Chair: Tiina Kukkonen

#### **Alex Hundert**

#### **Decolonial Education and the Roles of Non-Indigenous People: Anti-Authoritarian Social Movement Perspectives**

Cursory analysis of the most recent curriculum updates in Ontario (MOE 2016) reveal that, when measured against the expectations laid out in a wide array of literature and the words the Truth and Reconciliation Commission of Canada itself (TRCC 2015), it feels pretty clear that educational imperatives for “reconciliation” arising out of the TRCC are not proceeding well. The purpose of this paper is to explore anti-authoritarian social movement theorizing on the roles of non-Indigenous people in projects of decolonization, and to elucidate ways in which these theories and practices have transferable value for educational settings. It contains elements of comparative literature review and of being a (preliminary) conceptual paper in exploring the work of two Ontario-based anarchist academics engaged in scholarship on decolonization in social movements (Lewis 2017, Fortier 2017), and analyzes that work through the decolonial frameworks of Battiste (2013), Cote-Meek (2014), and Simpson (2014). The focus on Ontario adheres to the importance of locality in both Indigenous and anarchist frameworks, facilitates the use of personal reflexivity through the process, and contributes to the practicality of articulating actionable suggestions for educational practices. This paper contributes to ongoing discussions about reconciliation in education and the role of non-Indigenous people in projects of decolonization.

#### **Monica Tang**

#### **The “Model Minority” Myth and Asian Canadian Students**

Research on the education and academic attainment of Asian students in Canada and the United States has been largely overlooked in education literature. This missing perspective is likely due to the misconception that Asian students are all high achievers or “model minorities,” and therefore do not face the same struggles of racism, low socioeconomic status, and discrimination as other ethnic groups. Although their experiences with racism are not the same as Black, Latino, or other racialized groups, the “model minority” stereotype, despite its seemingly positive assumption, can also have negative consequences on Asian students in schools. Asian Critical Theory (Museum & Iftikar, 2013), or AsianCrit, will frame my discussions around Asian Canadian and Asian American students’ experiences with racism in education and schools. Using research literature and studies from both Canadian and American academic publications, I will be documenting how the “model minority” myth affects Asian students in the North American educational context. The findings of these studies suggest that the “model minority” myth homogenizes all Asian cultures into a single identity that is unreflective of the differences and struggles various Asian ethnic and social groups experience socially and academically. Asian students often feel pressure to meet high and unrealistic expectations to be academically successful because of their race, thereby reinforcing and upholding the myth of meritocracy. Reevaluating the “model minority” myth can help us understand how the voices of diverse Asian students and their unique experiences are oppressed and silenced.

**Roundtable Slot 1.2**  
**March 8<sup>th</sup> - 2:00 PM**  
**Room A239**  
**Creating a Sustainable World**

Discussant: Rosa Bruno Jofré

Chair: Matthew Drabenstott

**Kristin Kinnard**

**The Necessity of Agricultural Education in Ontario Secondary Schools: A Historical and Contemporary Curriculum Study**

Agricultural education, itself, is an emerging theme in education. Governments and groups in places like Australia, Kenya, and Canada, are talking about its necessity in our school systems. Agriculture is an industry that affects us all, yet as important as agriculture is, it is not a requirement in Ontario secondary school curriculum. The Ministry of Education allows teachers to use approved agricultural curriculum in their classrooms on a voluntary basis, but is this enough for Ontario's youth to stay connected to our food systems? A survey in the U.K. revealed 40% of the 2,000 youth surveyed, could not link milk to a dairy cow, 59% could not link butter to a dairy cow, and 33% could not link eggs to hens. It is possible Ontario youth know just as little about basic agriculture. My research study pursues the thesis that agricultural education is needed in Ontario Secondary schools. Responding to this need could have an impact on future policy decisions surrounding the requirements of Ontario Curriculum. For this study, I plan to combine historical and qualitative research methodologies. I will conduct a survey with secondary students at six different schools. I will also complete an extensive document analysis of historical and contemporary agricultural curriculum, which I will compare to curricula across Canada.

**Roseann (Rosie) Kerr**

**Food for the Future: The role of Campesino-a-Campesino Pedagogy in the Development of Peasant Protagonism among Farmers Learning Agroecology in Rural Southern Mexico**

The food sovereignty movement focuses on empowering peasants to sustainably produce food through agroecology practices. Recent scholarship highlights the importance of Campesino-a-Campesino (CaC) as an educational methodology in the growth of agroecology and food sovereignty movements. CaC, or farmer-to-farmer learning, is a Freirean pedagogy developed in Guatemala in the 1970s. CaC is characterized by knowledge exchange between peers, on-farm workshops, experimentation, knowledge co-generation, and the sharing of technologies and practices. In contrast to traditional extension methods, where extension officers are key actors and farmers are passive recipients, CaC places farmers as protagonists applying and adapting agroecology principles to local conditions (Rosset, et al, 2011). The purpose of this study is to investigate how CaC promotes empowerment of peasants and what makes CaC a unique catalyst for spreading agroecology practices among peasants. A multiple case study methodology will be employed. Two cases within an ecologically and culturally diverse region serve to compare different manifestations of agroecology learning through CaC, while keeping global, national and broad cultural factors relatively consistent. Comparing across two contexts will identify common pedagogical aspects that promote peasant protagonism, and highlight sociocultural supports and barriers motivating change. Ethnographic field notes will be analysed using emergent coding and used to develop interview questions for the second phase. Phase two will include interviews with three families at each site who are at various stages of agroecology learning.

**Paper Slot 1.3**  
**March 8<sup>th</sup> - 2:00 PM**  
**Room A236**  
**Raising a new generation- Early Childhood**

Discussant: Kristy Timmons

Chair: Heather Nesbitt

**Alex Berry, Ashley Do Nascimento, & Cory Jobb**

**A Pedagogy of Remembering: Encounters with Waste, Food, and Water**

Responding to the ecological needs of an era known as the Anthropocene, in which human activity has dramatically changed the earth's geo-biospheric systems (Taylor, 2017), engaging ethically in practice with children and youth requires a radical shift in how humans engage with the world. In this conceptual paper, thinking with feminist new materialism (Barad, 2003; Barad, 2007; Bennett, 2010; Dolphijn & Tuin, 2012), we bring together three vignettes from practice that we put forth as an axiological antecedent toward articulating what we call a 'pedagogy of remembering' in our work with children and youth. Thinking with Anna Lowenhaupt Tsing's (2015) concept of 'arts of noticing' and its applicability to childhood and youth studies, we attend to human acts of forgetting/remembering materials across three diverse, geographical spaces – India, Canada and Brazil. In noticing common practices which separate humans from our entanglements with more-than-human worlds and the ways in which we may unwittingly veil our relational accountabilities with/in these assemblages, we imagine new ways of being with materials by attuning to encounters with waste in India, food in Canada, and water in Brazil. Paying attention to how these "materials live in the world in multiple ways" (Kocher, Pacini-Ketchabaw & Kind, 2014, p. 718), we offer snapshots into our practices which highlight the performative acts of materials across these rich and incommensurable places, and finally bring provocations toward a pedagogy of remembering in our work with children and youth.

**Alex Berry**

**Responding to Current Times: Reconceptualising Place in Early Childhood  
 Environmental Education**

The Anthropocene is the geological epoch of the 21<sup>st</sup> century in which human activity has dramatically shifted the earth's geo-biospheric systems (Taylor, 2017), a phenomenon which many scholars describe as directly linked to western capitalism and colonialism (Hird, 2013; Hodgins, 2015; Stengers, 2015). In response to these catastrophic environmental changes, my approach to early childhood environmental education (ECEE) employs a new materialist theoretical framework which aims to contribute new ways of conceptualizing children's entanglements with the places in which they live. This framework decenters the human as the sole focus of analysis, and highlights children's sensitivities to the inter-determinant relations of human/more-than-human worlds as they determine and manifest these places. As a settler-scholar and educator thinking with place on Indigenous land, I attune to the tensions of my theorizations by thinking with what Hird (2013) describes as an environmental "ethic of vulnerability" (p. 144). In thinking with this ethos, I pay careful attention to the ways in which I may be unwittingly reinforcing the hidden grammars of settler colonization, and locate myself as an entangled member of complex, more-than-human worlds, existing in a contentious time of human-induced precarity. Thinking toward a reconceptualization of ECEE, this ethic offers a significant shift from much environmental curricula which reinforces humanistic solutions, namely human-directed stewardship and conservation, to environmental problems. In addition to noticing the colonial narratives at play in these practices, an ethic of vulnerability positions humans as vulnerable to the messy contingencies of place, toward more intimate and complicated attunements to human/place relations. In this paper, I think beyond human-centric, place-based pedagogies toward a pedagogy of place in ECEE that better attends to the agencies of more-than-human worlds. In taking up an ethic of vulnerability, I offer several provocations which aim to stimulate possibilities toward a reconceptualization of ECEE.

**Paper Slot 2.1**  
**March 8<sup>th</sup> - 3:00 PM**  
**Room A240**  
**Literacy Studies**

Discussant: Pamela Beach

Chair: Judy Wearing

**Brooke Alyea**

Complicating the Single Story: An Analysis of *Persepolis* by Marjane Satrapi

With the recent influx of refugees and asylum seekers to North America, there have been parliamentary discussions, public debates, and stories told in the media that represent this extremely diverse group of people. Two common narratives have emerged from dominant institutions (i.e. news media). These common narratives include the assumption that refugees are taking advantage of the unstable situation in their home country to improve their economic situation by coming to a Western country (Castles, 2003; O'Neill, 2008) and that refugees are vulnerable, abject people who need to be saved and protected (O'Neill, 2008; Powell, 2015). The limited space and opportunity for refugees to represent themselves leads to generalizations being made about them, resulting in oversimplified narratives about their lived experiences (O'Neill, 2008). My paper is a document analysis that will look at how refugees represent their experiences visually through the creation of graphic novels, focusing on *Persepolis* by Marjane Satrapi. Stuart Hall's (1997, 1997a) ideas of representation, meaning, and power and Riessman's (2008) work will inform my narrative analysis. I will also use Rose's (2007) sites of visual analysis to help frame my analysis of the drawings within the graphic novel. I argue that Satrapi's (2003) visual and textual narrative of the time she spent seeking refuge in Austria, and her return to her home country of Iran, complicates the "single story" of refugee experience (Ngozi Adichie, 2009). It is my hope that the impact of reading graphic novels of refugee experience can stimulate the social imagination around refugee issues, encouraging readers to question and complicate mainstream representations of the lived experience of refugees.

**Clarissa de Leon**

The L & L Landscape: Tracing My Emergent Research Identity through Complex Literacy Experiences

As social science researchers, Richardson (1997) urges us to think critically about the complexities of our stories so that we can identify our narrative voices and purposefully interweave them into our research. In doing this, we resist objective knowledge that hinges on single narratives, dismantle a hierarchy that gives authority to the researcher's voice, and prevent the separation of our humanity from our work. The purpose of this paper is to explore my past experiences and uncover my narrative voice as a graduate student researching multiliteracies in online environments (i.e. multimodal and socially constructed communication on social internet platforms). To do this, I turn to complexity theory and Aoki's (2011) "The C & C Landscape" to guide me as I revisit two autobiographical memories from my past experiences with literacy (one in an offline environment and one in an online environment). In my re-visitation, I traced the points of connection between these seemingly dichotomous experiences. What surfaced from my exploration are insights into how the emergent interconnectedness of my literacy experiences formed the foundation of my identity as a researcher and the motivations at the heart of my research interests. This paper serves as an example for how education researchers can use complexity theory to explore experiences of tension in their curricular past and use these spaces of tension to form their narrative research voices.

**Roundtable Slot 2.2**  
**March 8<sup>th</sup> - 3:00 PM**  
**Room A239**  
**Language and Mindfulness**

Discussant: Maria Myers

Chair: Glenda Christou

**Noah Bradley**

Formulaic Sequences, University French Immersion Students, and Text Translation

Often, certain words are only used and understood as glued-together units. These are called formulaic sequences (FSs) (Wray, 2002). This phenomenon has, in fact, already occurred in this paragraph: “in fact.” Second language students are often bewildered by these constructions. For example, I once struggled to understand the meaning of the French FS “en tant que”. It would seem to mean “in so much that”. However, it is best translated “as,” like in this sentence: “As global citizens, we must share our resources with everyone”. Misunderstanding FSs is thus a significant barrier for second language learners. More language educators are seeing the potential benefits of using FSs in their teaching because they assist in building language fluency, especially in intermediate learners (Wood, 2015). However, FSs have the potential to do more. FSs include culturally-embedded idioms that can create rapport with other language speakers. When combined with translation, they invite language comparison, which promotes bilingualism, plurilingualism, and cultural learning. Over the course of one semester, my research will involve 40 students from two intermediate French immersion classes at a Canadian university. Classes 1 and 2 will be exposed to FSs as an imbedded part of the curriculum. All students will be asked to translate a short text from French to English. Using a mixed methods approach, I will (1) quantitatively examine the efficacy of traditional aids to language translation (paper dictionaries) compared to the online dictionary corpus, Linguee; and (3) qualitatively explore (via focus group interviews) student perspectives on connections between bilingualism, formulaic sequences, Linguee, and language learning, which is an area quite lacking in current research.

**Joanne Edmundson Kistruck**

Making and Mindfulness: An After-School Program for Children with Anxiety

Approximately 15 to 20 percent of children and youth in Ontario struggle with a mental health issue, the most common of which is an anxiety disorder (Ontario Ministry of Education, 2013) while access to public support services remains woefully inadequate. This leaves many children and their parents facing frightening and debilitating disorders alone while teachers and other school personnel often lack the necessary training to provide essential support to students in need. Yet, the recent proliferation of school-based makerspaces as sites of student-centred, hands-on learning may offer a supportive space for students struggling with anxiety to actively engage with peers in a low-pressure environment (Taylor, Hurley, & Connolly, 2016). Currently in the early development stages, this doctoral study will seek to implement and evaluate an after-school-based program that incorporates mindfulness training into makerspace pedagogy with the aim of promoting mental wellness for children in Grades three to five. The program uses a constructionist framework such that participants work together to create a shareable physical representation of the brain-body processes affecting their mental well-being. That is, the creation of the project both reflects and helps to develop participants’ understanding of cognitive restructuring through mindfulness techniques. Employing an action-oriented ethnographic approach, I will facilitate the five-week program consecutively for three groups of participants, with each group meeting twice per week. I will collect data using a number of qualitative methods including questionnaires, semi-structured interviews with participants, focus groups with parents, along with the collection of extensive field notes and both video and photographic documentation of a) participants carrying out making activities, and b) artefacts produced and shared by participants. Importantly, the open-ended project will require the sort of creative, solutions-oriented thinking common to makerspace pedagogy, in which all participants’ ideas and contributions will be necessary to, and therefore valued in, its



**Paper Slot 2.3**  
**March 8<sup>th</sup> - 3:00 PM**  
**Room A236**  
**Anti-bullying and Exceptionality**

Discussant: Lindsay Morcom

Chair: Eleftherios Soleas

**Lauren Curtas**

**Cyberbullying Among Youth: The Role of Gender in Prevalence and Victimization Rates**

Bullying is a complex phenomenon, remaining an epidemic that has plagued students in school for many years. Today, adolescents live in an Internet-dominant world where a variety of technological tools are at their disposal thus making digital interaction the primary means through which they communicate with one another (Hinduja & Patchin, 2008). While many adolescents are using the Internet as a healthy venue for social interaction, sharing ideas, and school work (Dowell et al., 2009), there is a down side to this portal where some individuals seek gratification at the emotional expense of others. A negative by-product of the digital age (Langos, 2012) known as cyberbullying, has become the newest form of bullying putting targets under attack from a series of threats conveyed using communication technology (Hoff & Mitchell, 2009). This emerging form of bullying poses a serious threat to the social and emotional development of adolescents causing feelings of anger, powerlessness, fear, and sadness (Hoff & Mitchell, 2009). In addition, as a potential moderator in the relationship between cyberbullying and prevalence rates of perpetration and victimization, gender plays a pivotal role in examining this complex phenomenon. Questions remain if one gender is more likely than the other to engage in this form of harassment. There has been a dearth of research regarding this topic until recently, as the majority of literature focuses on the physical and emotional effects of cyberbullying (Beran & Li, 2005; Patchin & Hinduja, 2006). The aim of this research sought to investigate the relationship between cyberbullying prevalence and victimization rates and gender differences. By specifically reviewing journal articles that focussed on the role gender plays within cyberbullying and its relationship with prevalence and victimization rates results revealed to be inconclusive or no accountable differences (Beran et al., 2015; Cassidy et al., 2013; Topcu et al., 2008). However, research indicated females being at a greater risk for cyberbullying as victims (Wade & Beran, 2011). Given the proliferation of technological resources in Western society today, both males and females continue to remain at risk for cyberbullying. The final results of this literature review yield significant contributions to the education system, specifically identifying how different genders perpetuate cyberbullying behaviours while taking into account peer dynamics. Such valuable information may help inform interventions as well as suggest areas where school teachers, councillors, and parents could become more aware of, and actively involved in, the prevention of cyberbullying.

**Cory Piedalue**

**Influence of Executive Functioning Deficits on Task Performance in Minecraft**

Previous research suggests that children with ADHD interact differently than their non-ADHD peers in a video game setting, yet little is known of how executive functioning impairments influence task performance of ADHD children in a virtual environment. There is a need within the education community to understand how different children interact within virtual environments. As a popular choice among children, the massive multiplayer online (MMO) game Minecraft was chosen as the appropriate medium for this study. A quantitative analysis of player performance in Minecraft will be conducted on 60 participants ranging in age from 8–12 years old. Players will be asked to complete a series of tasks which are hypothesized to relate to executive functioning. By measuring differences in task performance between ADHD and non-ADHD children in Minecraft, predictive factors can be identified in order to increase scientific understanding of how ADHD symptoms manifest within a virtual environment.

**Paper Slot 3.1**  
**March 8<sup>th</sup> - 4:00 PM**  
**Room A240**  
**History and Progressive Education**

Discussant: Theodore Christou

Chair: Peter Tryphonopoulos

**Jackson Pind**

**The foundation of Duncan McArthur Hall: 50 years of Queen's Bachelor of Education program**

In 1968, the Faculty of Education at Duncan McArthur Hall, located on the newly formed west campus of Queen's University, began to educate professional teachers in an effort to solve the crisis imposed by the dramatic increase in Canada's population due to the baby boom (Gidney, 1999). Built at the same time as the influential Hall-Dennis Report, and named after one of Ontario's most progressive Ministers of Education, the faculty adopted new methods of teaching and learning to help inspire the next generation of teachers who were now required to complete a specialized one-year program to earn the professional ranking of B. Ed. (Gidney, 1999). As this year marks the 50<sup>th</sup> anniversary of the Faculty, it is appropriate to reflect on the origins of the program and how it may have changed over time. This paper uses a historical framework to contextualize the decade of the late 1960s and the birth of Queen's Faculty of Education. Relying on textual interviews with former faculty, students and the Queen's University archives, a vivid understanding of the education program's inception and growth can be reached. A historical analysis of this era will reveal the problems, intentions and growth of the Queen's teacher education program in Ontario's historical context. The first dean, Vernon Ready, and Queen's Principal, John Deutch, influenced the direction of the school and how it would be operated. This paper will explain the progressive foundation of the B. Ed. program and show how it has grown in various ways during the last fifty years with a variety of interviews to frame how it influenced Teacher Candidates. Once the historical foundation of the school is accurately outlined, it will be clearer to assess where the B. Ed. program should head for the next fifty years.

**Michelle Milani**

**Critical Democracy: A Framework for Education Policy**

The purpose of this conceptual paper is to explore a lens for analyzing education policy referred to as the Critical Democratic Framework (CDF). While the meaning and purpose of democracy are contested within educational discourses (Apple, 2011), this paper aims to bring to the forefront the meaning and purpose of democracy within the political-educational arena while shedding light on the significance of analyzing education policy from this lens. Within the critical democratic ideal, democracy is understood as a "personal, social, and political experience rather than a form of government" (Blaug, 2002 cited in Pinto, 2012, p. 6). Critical democracy proposes a set of values that are to be practiced and lived within education and beyond so to achieve social justice, emancipation, and a collective commitment to the common good (Beane & Apple, 1995; Pinto, 2012; Portelli & Solomon, 2001). These values include: equity, inclusion, diversity, participatory decision-making processes, knowledge inquiry and critical mindedness, dialogue, community, empowerment, the redistribution of power, citizen engagement and involvement, and social justice (Pinto, 2012; Portelli & Solomon, 2001). Democracy has increasingly become a contested and elusive concept (Apple, 2011; Portelli & Solomon, 2001). At the same time, there has been a growing need to encourage democratic values in education as a method for strengthening democracy (Carr, 2008; Portelli & Solomon, 2001). As such, it is critical to create dialogue around the meaning and purpose of democracy as this will help to elucidate how democracy intersects with social justice and social change (Carr, 2008). Since democracy, and what it entails, is complex and continues to be struggled over, this paper is significant as it will generate dialogue and discourse on what democracy involves within education and education policy processes while also demonstrating the significance of analysing education policy from a critical democratic framework.

**Paper Slot 3.2**  
**March 8<sup>th</sup> - 4:00 PM**  
**Room A239**  
**Tensions in Educational Thought**

Discussant: Deb St. Amant

Chair: Alice Johnston

**Josefina Rueter**

**A (de)Colonizing Autobiography: Reflections about Teaching on Inuit Land**

There exists an array of competences that a non-Inuit educator needs to keep constantly in mind: from understanding of cultural differences to knowledge of the historical and present-day relationship between Inuit and non-Inuit (Berger, 2007). Berger states “good intentions will not be enough to save the Qallunaat teacher from making potentially damaging cultural blunders, using ineffective pedagogy, and teaching students away from their culture” (Berger, 2007, p. 1). I have to say that I have been guilty of all three. However, I was and am committed to reflection, learning, growing and moving beyond “good intentions” (Berger, 2007, p. 1). Part of that commitment is writing a decolonizing autobiography (Haig-Brown, 2009). This essay contains excerpts of memories from six years of living and working in Iqaluit, Nunavut. Many times, I have thought about my overall experiences and time in Iqaluit, but have never analyzed these experiences academically or drawn conclusions as to the implications of these experiences—for myself, and for the larger community. For this paper, I wanted to keep in the forefront of my mind the ideas of reflexivity, history, and the importance of the land and Aboriginal peoples. I found Kovach’s (2009) book extremely useful. While she writes about research, I found most of her ideas transferred to my situation, a White woman teaching in an Aboriginal setting. One quote was particularly relevant in encompassing the central elements of my decolonizing process: I had “...interpreted [my] observations from [my] own cultural stance, resulting in skewed perception of what [I was] trying to understand” (Kovach, 2009, p. 28). The effect of colonialism and residential schools on the Inuit and other Aboriginal Peoples are profound: lose of language, culture, traditions, and family. As “colonial relationships persist inside institutional centres” (Kovach, 2009, p. 28), such as education, I had to come to understand and acknowledge my role in the colonialism story. I was taught how to teach from a Western perspective, I grew up with a Western “worldview” (Wilshire, 2006, p. 261) and essentially coming from a colonized place (Kovach, 2009). This is still a question that I struggle with, as long as I teach in Iqaluit, am I part of the persisting colonial relationships? Can I stay and continue to live and work in Iqaluit in a good way? I realize that this is just the beginning and that I must continue this process of decolonizing my mind and heart (Kovach, 2009). Kovach’s (2009) six steps for supporting Indigenous scholarship can provide a useful framework for this continued work. I once read *Teaching in a Cold and Windy Place: Change in an Inuit School*, by Joanne Tompkins, which helped me to understand my experiences better. Maybe this essay could be useful to other non-Inuit educators who are in my position and help them in not only understanding their own experiences, but act as a starting point to begin their own decolonizing process.

**Paper Slot 3.3**  
**March 8<sup>th</sup> - 4:00 PM**  
**Room A236**  
**Language and Feedback**

Discussant: Chris DeLuca

Chair: Amir Rasooli

**Jing Wu**

**Investigating Teachers' Perspectives on Using L1 in the English as a Second Language Classroom**

Gatenby (1965) stated that to acquire a second language, the target second language should be the sole medium of communication. Turnbull (2001) in his criticism to using L1 (first language) in second language learning classroom also point out that extensive use of students' L1 may not benefit student's second language acquisition. Also, when university students in Iran were asked on their opinion on using their first language in English learning classroom, the students seemed reluctant about using their first language. Research over the last three decades questions this position by stating the possible transfer between students' first and second language that could benefit second language learning. By using only the second language, the instruction may not be as effective and there could arise high anxiety because the lack of first language support and transfer. Different theories suggest different outcomes for this transfer. Cook's (2001) paper on using L1 in second language acquisition, suggests that utilizing students' L1 (first language) can help with language transfer and that is beneficial to second language acquisition. Schweers Jr. (1999), Tang (2002) and Dujmović (2014) conducted studies investigating students' opinions on using their first language in learning English as Second Language in three different countries. Given students have different opinions regarding to the role of L1 in English classroom, it will be beneficial to also investigate teachers' view on the role of L1 in English classrooms. Based on the settings stated, a qualitative study is hereby proposed to investigate teachers' opinions on using L1 in English learning classroom. The study method will follow Tang's (2002) article collecting teachers' opinions by interviews. Participants for the study will be English teachers of different grade levels in China. Qualitative inquiry approach will be taken to allow teachers to talk openly and freely about their views and perspectives.

**Guy Sheahan**

**Comparison of Faculty Versus Structured Peer Feedback for Acquisition of Basic and Intermediate-level Surgical Skills**

Deliberate practice (DP) improves technical performance beyond mere practice alone. Expert feedback in surgical performance utilises this method, however, consistent access to faculty feedback remains a challenge. Motivation is an essential component of DP. Self determination theory suggests that learners self-evaluate their performance even at a novice level. Leveraging this self-evaluation through peer discussion, may result in comparable improvement to faculty guidance. This study examined the utility of structured peer feedback compared to faculty feedback during acquisition of basic and intermediate level surgical skills. A prospective randomized non-inferiority trial was conducted with 1st and 2nd year medical students learning skin lesion excision, and hand-sewn bowel anastomosis (re-joining), respectively. Peer feedback participants were trained to use the Objective Structured Assessment of Technical Skills (OSATS) tool to facilitate feedback. Participants performed a minimum of 5 attempts with feedback provided. Expert group participants received individual feedback throughout. Peer feedback participants reviewed a video recording of their performance with a peer, then developed a consensus OSATS score and identified goals for subsequent attempts. All performances were video-recorded for subsequent blinded assessment by experts using the OSATS tool. Non-parametric analysis was used to compare composite scores reflective of overall technical skill. Fifteen participants enrolled in each task before randomisation to receive faculty (n=8) or peer feedback (n=7). There were no significant differences between groups at baseline. Performance by each group improved for OSATS, pressure and time for skin excision. Time differences between groups were not significant at any stage  $p > .271$ . Inter-rater reliability for OSATS scores was 0.762 ( $p < 0.001$ ). Both peer feedback and faculty feedback led to similar and significant improvement in medical student. Our results suggest peer feedback is comparable to

**Paper Slot 4.1**  
**Room A240**  
**March 9<sup>th</sup> - 10:30 AM**  
**Applied Psychology**

Discussant: Derek Berg

Chair: Nadia Arghash

**Christina Luzius-Vanin & Alexander Gordon**

**A Literature Review of Current Practices Used when Transitioning Students from  
 Mental Health-Related Hospitalization back to School**

Mental health remains to be a prevalent issue in public and secondary education as 20 percent of children ages four to seventeen will have experienced clinical disorders (Manion, Ferguson & Short, 2013). These issues are emphasized as research shows that affective disorders, such as anxiety, depression, and bipolar disorders, are one of the highest reasons for adolescent hospitalization (Owens, Thompson, Elixhauser & Ryan, 2003). Thus, it is important for educators and educational researchers to investigate further how to support students upon returning to school after hospitalization due to mental health. This literature review will highlight some of the current practices and procedural complexities related to student academic readiness and flourishing within school following hospitalization. Data collection involved online databases Google Scholar, JSTOR, PsylINFO, and PsyNET. Inclusion criteria was attributed by subject keywords: mental health, hospitalization, re-entry, school transition and social reintegration. Reference lists were reviewed to locate additional sources. This review provides a comprehensive discussion on the nuances of current research to elucidate epistemological gaps associated with students' hospitalization-school transitions. Specifically, the aspects of social reintegration from in-patient programs to school communities. Research impetus is to guide future educational research increasing mental health literacy and revitalizing membership.

**Farah Virani-Murji**

**The Emotional Situation of Education: An Exploration**

The discipline of education is a vast enterprise. It is filled with expectations, desires, refusals, aspirations, and struggles that are constantly being navigated and reshaped (Freud, 1930/1974; Britzman, 2015). Although often difficult to manage or acknowledge, these powerfully charged areas of the human condition help to make up the emotional worlds that inhabit all participants in educational settings. Given this emotionally laden terrain, we must ask ourselves: are we, as educators, able to fully embrace this reality in our classrooms? Do we respond effectively to the inner worlds of our students and also of ourselves? Typically, in public spaces, the notion of discussing and acknowledging our mental states is a taboo subject; in fact, "modern democratic society wants to banish from view the reality of unhappiness, death, and violence..." (Roudinesco, 1999/2001). Often, the act of admitting emotional instability weakens one's reputation and negatively alters our opinion of her. Perhaps if we started to provide spaces in schooling to students where the inner world was discussed rather than hidden, and was a topic of interest instead of shame, the idea of discussing the psyche would become less distressing for our society. This paper seeks to explore the ways in which we can put a spotlight upon the emotional world in education through the use of psychoanalytic theory, particularly in the areas of pedagogical choices, teacher training, and interpreting and responding to students' fears and desires.



## **Roundtable Slot 4.2**

March 9<sup>th</sup>- 10:30 AM

Room A239

### **Language Learning**

Discussant: Lindsay Heggie

Chair: Jessica Chan

#### **Peiyu Wang**

#### **Pre-university English Language Program Assessment Models: A Mixed-method Comparative Analysis**

A growing number of Canadian universities are creating English language programs to provide international students who struggle with language proficiency with preparation for academic study. Students must successfully complete such a program to demonstrate that their English language proficiency satisfies their academic expectation and gain admission. However, research found that students in this program struggled, more frequently, with its assessments, which compelled them to repeat the English Language Program and often led to high drop-out rates among international students. These ELIP assessments are a potential problem because, unlike IELTS and TOEFL, which have standardized assessment items, ELIP assessments vary significantly across programs. This study will compare and contrast various assessments from different ELIPs to determine the specific tools they used. Data will be gathered from four potential pre-university ELIPs (University of Toronto, University of Windsor, York University, and Queen's University). By using a mixed-method design both qualitative and quantitative data will be collected through correlational comparative surveys and semi-structured interviews. The assessment practices used by ESL university instructors is an emerging field in Canadian context, but there is limited research on the assessment practices used by those university instructors compared to language testing practices. The research seeks to address this research gap so that pre-university ESL programs can create more effective assessments. This will be achieved by determining several essential pieces of information. Firstly, the study will determine which assessment practices are most effective for both teachers and students. Secondly, the study will also ascertain the limitations of current assessments so that they can either be improved or replaced. To ensure that such recommendations can address the full range of issues, the study seeks to ascertain the common challenges that both students and teachers encounter so that these issues can likewise be addressed with more valid assessment models.

#### **Luyi Liang**

#### **Exploring Language Learning with Mobile Technology: A Content Analysis of English Language Learning Apps for Secondary School ESL learners in Canada**

There are many ESL learners in Canada who need to learn English for education, employment, and other purposes (Saville-Troike, 2006). As a result, learning apps are becoming ubiquitous in and out of classroom because of their convenience, affordability, flexibility (Hoppe et al., 2003; Hoven & Palalas, 2011), and ability promote learners' learning engagement as well as motivation (Niño, 2015). While the number of ESL learnings apps have been increasing dramatically (Lovett et al., 2008), not much information is available for teachers and learners to evaluate the quality of these apps. The purpose of this study is to explore existing popular ESL apps by studying app recommendation websites, blogs, and magazines, and investigate features of quality ESL learning apps for use on mobile devices. Two theoretical frameworks -- Second Language Acquisition (SLA) theories (mainly Monitor Theory and Sociocultural Theory), and Multimodality guide this study. This is because it is important to have in-depth understanding of second language learning in order to effectively study ESL learning apps; besides, the nature of learning apps is multimodal and situated in context. In the data collection stage, the researcher concluded the evaluation criteria from the existing literature and the two frameworks to develop an app evaluation checklist with five categories (i.e., curriculum, pedagogy, multimedia integration, continuity, and design) to evaluate the most recommended apps. These apps that scored 4+ out of 5 will be chosen for a further study using qualitative content analysis, through which, the researcher will conclude themes and categories according to the data in this study to describe features of quality, well-designed and productive apps. Through the findings of this study, educators, teachers, and individual learners are going to be supported on selecting appropriate and applicable apps for meeting teaching and learning goals.

**Roundtable Slot 4.3**  
**March 9<sup>th</sup>- 10:30 AM**  
**Room A236**  
**Psychosocial Health**

Discussant: Brenda Smith-Chant

Chair: Kyle Robinson

**Matt Drabenstott**

**A Matter of Life and Death: Integrating Mattering into the Interpersonal-Psychological Theory of Suicide**

Suicide is the second highest cause of death for adolescents in Canada (Statistics Canada, 2017). Moreover, suicide casualties are projected to increase 25% by 2030 (WHO, 2013). The interpersonal-psychological theory of suicide (IPTS) is a leading framework used by service providers and researchers to combat suicide's sobering rise (e.g.- Silva et al., 2017; Chu et al., 2016). The IPTS framework suggests that suicide is precipitated by two excruciating psychological pains, perceived burdensomeness and thwarted belongingness, and the acquired ability to enact self-harm (Van Orden et al., 2010). IPTS theorists posit that the future of suicide prevention rests in our ability to meet one's need to belong and feel effective. Among several other interpersonal-psychological needs, IPTS theorists rely on mattering, or one's innate need to feel significant to others, to undergird their theoretical constructs. This is not surprising, as mattering theorists herald 'significance to others' as essential to one's will to live. However, IPTS theorists solely leverage mattering to explain one's need to feel effective. This literature review examines and summarizes the existing suicide literature on IPTS and mattering. Additionally, this paper extensively reviews mattering elements used by IPTS theorists to support burdensomeness constructs. This literature review identifies a lack of convincing evidence that connects mattering and burdensomeness. This paper ultimately advocates for a more robust sense of mattering into the theory by shedding fresh light on connections between mattering and the theory's second construct, belongingness. A fuller integration of mattering into IPTS would strengthen the existing constructs of belonging and burdensomeness. Giving mattering a more salient role in IPTS could be a new frontier of groundbreaking, life-saving insights. Implications for future research and use of a mattering-enriched IPTS will be discussed.

**Emma Bozek**

**The Effect of Resilience and Chronic Medical Conditions on Psychosocial Functioning**

The purpose of my research is to identify whether the psychosocial functioning of children with chronic medical conditions (CMC) in their first year of school is predicted by their strength of resiliency. Psychosocial functioning is composed of cognitive, affective, and behavioural experiences within and across settings and contexts (Pinquart, 2012). Literature suggests that youth with CMC face a series of challenges in school, such as low academic performance, weak peer relationships, and physically impaired daily living activities, which are related to their poor psychosocial functioning, (Pinquart, 2012). Resiliency has been shown to promote positive psychosocial functioning particularly related to academic self-control (cognitive) and peer relationships (affective) in children and adolescents within school-based settings (Doll, 2012). To address the purpose of this study, three research questions will be investigated: 1) Does the presence of a CMC affect a student's psychosocial functioning? 2) Does resiliency increase psychosocial functioning in students with a CMC? This one-year longitudinal study will use questionnaires to examine the relationships among CMC, resiliency, and psychosocial functioning in children with and without CMC at two points in time. In order to examine whether CMC affects students' psychosocial functioning I will run three paired sample t-tests comparing students with and without a CMC on each of the three psychosocial function domains. Regression analyses will be conducted to examine predictive value of resiliency on the three psychosocial functions while controlling for CMC. The cumulative negative effect of poor psychosocial development on children with CMC can be minimized through building resiliency in children with CMC in an educational

## Poster Fair S

### Slot 5

March 9<sup>th</sup>- 2:00 PM

Room A234

Sessional Discussants: Theodore Christou and Richard Reeve

### Stephanie De Santis

#### Faith Formation in a Digital World: Social Network Sites and Catholic Self-Identity

With a changing cultural milieu induced by technological development, it is natural to question how Catholic education is affected by innovations arising in a digital age. This study considers how social network sites (SNSs), in conjunction with smartphone technology, have begun to alter the way we interact and form relationships. Particularly, it explores how the central principles of Catholic education outlined in the *Characteristics of Jesuit Education* are called into question by the use and design of social network sites, thus, it employs a faith-based perspective to the study of culture. It will be argued that social network sites pose a challenge to the total formation of individuals for others, as it can serve as a platform for self-centered tendencies and can facilitate the manipulation of self-presentation to present idealized images. This study engages in critical dialogue about the impacts of these two competing value systems and the tensions that can arise in regard to forming a Catholic self-identity. That is, SNSs not only act as a storehouse of various models and value systems, and but also the actual functionality and features of the site perpetuate values that can compete for the users' acceptance. Self-centeredness and the manipulation of self-identity are values that are modelled by public figures, and often imitated by common users. Ultimately, this dialogue is meant to contribute to the discussion of faith formation in the 21<sup>st</sup> century, and offer practical considerations for forming students. This study proposes that faith formation must first engage in a critical dialogue with social network sites to continue to embrace its communal benefits, but also help students to develop the requisite theological tools to assess their use of unregulated social network sites.

### Jacob DesRocher

#### Negotiating Values in Sexual Health Education: Theory and Practice

The *Canadian Guidelines for Sexual Health Education* (Public Health Agency of Canada, 2008) recommend that youth are instructed comprehensively on a wide range of topics pertaining, but not limited, to: puberty, sexuality, sexual relationships, sexual orientation, and gender identity/expression. The *Guidelines* are rooted in the belief that sexual health education should be delivered with cultural sensitivity. However, when the Ontario Ministry of Education (2010) revised the *Health and Physical Education Curriculum for Grades 1-8*, the Ontario Premier revoked the proposal to update the 1998 curriculum within two days due to what was widely perceived to be culturally and religiously motivated backlash. The Liberal government would eventually implement the new curriculum in 2015 (Ontario Ministry of Education, 2015), much to the same cultural dissonance faced in 2010. In media coverage, parents were quoted as saying that the material covered in the new curriculum went against their cultural and religious values. These values were largely represented as a barrier to promoting an inclusive sexual health curriculum for Ontario's diverse youth. The purpose of this paper is to explore queer theoretical approaches to the study of gender and sexuality in education, beginning with the field's foundations and early texts and ending with contemporary critical challenges to the field going forward. This study asks: how are theorists engaging in the pedagogical conversation about the culturally and religiously diverse needs of minority youth in the classroom? This study reviews queer theoretical approaches from 2000 to present and studies educational and pedagogical approaches to sexual health in different cultural or faith-based contexts. The intent of limiting literature from 2000 onwards is to provide an overview of contemporary challenges facing educators, faculty, and diverse youth. The literature review provides a foundation to theoretically-informed inquiry into gender and sexuality in education.

### **Julie Yaqi Hao**

#### **Investigating Chinese High School Students' Motivation and Learning Engagement in the English Classroom**

This study investigates Chinese high school students' motivation toward learning English, and the extent to which motivation contributes to their learning engagement in the English classroom. Chinese high school students of English present a meaningful population due to the important role of English as a Foreign Language (EFL) education in China, the new English Curriculum Standards proposed for high school EFL education, and the lack of second language (L2) motivation studies among Chinese pre-college students. In addition, the instrumental orientation prevalent among Chinese learners of English calls for new motivation models in research; therefore, the study is grounded in the Self-Determination Theory (SDT), a psychological perspective different from traditional socio-educational approaches to L2 motivation. As principal researcher, I conducted the present study myself. A sample of 390 high school students from Grade 11 at one secondary school in China were recruited. Participants completed a paper-based questionnaire that measures English learning motivational orientations and learning engagement in their English courses. The data was quantitatively analyzed to address (a) the SDT motivational orientations of Chinese high school students in the English classroom and (b) the degree to which these motivational orientations are related to their learning engagement. This study is important to address L2 motivation research gaps of individual differences with a younger age group and a unique learning context in China.

### **Eriona Jaupi**

#### **Pedagogical Approaches to Music Education and Learning Awareness**

The educational possibilities in a private music lesson have driven me, as a cello teacher, to establish the grounds for teaching and thinking of music lessons as life lessons. If music expression thrives on a desire to explore and learn, then the goal is to see whether a music teacher can teach empathetically as to use the student's own unique way of processing music, as a tool in guiding that student to become aware of their own learning development. The teaching methods of building and integrating the technical, physical, and emotional components of a cello music piece alternate between two dueling dynamics, that of taking the teaching cues from the student's feedback and of dictating a certain education path regardless. However, the true potential of a private music lesson lies in the customized approach to education through molding a student's development pathways of self-awareness in how they could approach their own future education. My teaching experiences have shown me that psychoanalysis is a crucial link in the breakdown of that teaching process. This presentation takes an analytical approach to the theoretical perspectives of Deborah P. Britzman on the inner self, D.W. Winnicott on play and creativity and Sharon Todd on the desire to learn as they relate to the teaching process of a music piece. These pedagogues provide insight into how a customized teaching approach can pave the path for a student's realization and awareness of their ways of learning, processing, and examining the world. While this exploration of splintering the pedagogical qualities of music through various psychoanalytic components may hardly provide a satisfying conclusion into what can a teacher really teach, it will contribute to the discussion of how a teacher could both guide and allow students to take control over their own educational endeavours.

### **Claire Lubun**

#### **Using Positive Reinforcement, Self-Monitoring and Activity-Based Reinforcers to Increase on Task Behaviours in a Third-Grade Student**

In regular education classrooms in Ontario, teachers are spending the majority of their time on classroom management. As a result, teachers have less time to focus on classroom instruction and one-on-one positive interactions with students. In current classrooms students who struggle with course content receive a greater amount of one-on-one attention from teachers, as compared to higher-functioning students. Teachers only have a certain amount of time in a day, and they must prioritize based on the academic needs of their students; as a result, higher-functioning students tend to receive less one-on-one assistance from their teacher. For some high-functioning students this may lead to off-task or disruptive behaviours. Literature (Polirstok & Gottlieb, 2006; Skinner & Hales, 1992; Stahr, Cushing, Lane, & Fox, 2006) shows that teachers tend to unconsciously reward negative behaviours of students, and ignore positive behaviours. When teachers positively reward negative behaviours, they are unintentionally contributing to one of the five functions of behaviour (i.e. attention, tangibles, escape, sensory, or discomfort). This study examined the behaviour of a high-functioning third grade student who displayed the following negative behaviours: (a) being off task and (b) speaking out. According to the GB Motivating Screening Tool (GBMST) administered with his teacher and ABC recording, the third grader's behaviours were being maintained by attention. An AB changing criterion design of accelerate behaviours was used. The following behavioural principles were used to increase on-task behaviour and hand-raising: (a) positive reinforcement, (b) activity-based reinforcers, (c) self-monitoring and (d) prompts. Throughout intervention, positive behaviours were reinforced and negative behaviours were ignored. The student was encouraged to monitor his own behaviour to accommodate the teacher's lack of available time. Results showed that on-task behaviour increased by 45.87%, and hand-raising increased by 132.78%. Results also showed that higher functioning students who are being disruptive, can learn to moderate their behaviour through self-monitoring and the use of minimal positive reinforcement and prompting.

### **Louise Lesser**

#### **Exceptionalities in the Early Childhood Classroom: Educator Perceptions on their Preparedness**

This study focuses on Early Childhood Education (ECE) students in a post-secondary setting in Ontario, and their preparedness in teaching children with exceptionalities. This study examined ECE graduates' perceptions about entering the workforce with children, who may have exceptionalities. A mixed-methods survey was distributed to ECE students through online posts, with 10 open-ended questions. The data was collected through an online survey website, and coded based on answers provided. Findings of this study concluded that over 65% of participants had taken two or less classes on inclusion and exceptionalities in children, and that students believe that the gap between classroom teaching and real-life experience is very present. Participants also noted that they felt uncertain about teaching children with exceptionalities and about restrictions and disciplining those children. The results of this study raise the issue that ECE students are ill-prepared to teach children with exceptionalities based on their post-secondary education.



### **Britney Lester**

#### **Exploring Teachers' Use of Knowledge Mobilization Initiatives to Support Research-Based Practice in Secondary School Subject Area Literacy**

Research demonstrates that subject area literacy is a skill students must develop beyond foundational literacy. Secondary level literacy tasks require advanced subject area-oriented reading comprehension skills; these skills do not necessarily transfer between subject areas. The importance of subject area literacy has been established, but emphasis remains on the gap between research and practice. One way to address this is to explore how knowledge mobilization (KMb) supports the implementation of research-based practice. The proposed study aims to explore how KMb initiatives support secondary teachers' use of research-based practice in subject area literacy. The study will seek to understand why schools that fall into the same socio-economic status (SES) category perform differently on the Ontario Secondary School Literacy Test (OSSLT) by exploring how KMb initiatives affect schools' performances. Data will be collected through a two-phase qualitative approach. Schools will be grouped into quadrants on a continuum of low to high SES compared to low to high performance on the OSSLT. Phase I will consist of 4-12 focus groups of principals and teachers conducted with individual schools, with a sample of one to three schools from each quadrant. The resultant data will comprise of 4-12 school profiles and focus group transcripts. Individual and cross-case analysis will be conducted. Phase II will consist of case studies of exemplary literacy KMb initiatives. Themes from Phase I will inform case selection. Interviews will be conducted with key informants from each initiative. Using Cooper's (2014) work on the functions of Canadian research brokering organizations (RBO) as a lens to interpret teachers' interactions with KMb initiatives, the study will seek to understand which RBO functions are most effective in supporting classroom practice. This research should contribute to closing the research-practice gap in secondary school literacy and provide insight into which KMb initiatives support teachers' needs.

### **Jen McConnel**

#### **AP Capstone: Opportunities Outside the Box?**

Every year, colleges and universities across North America report a major gap in academic skills from incoming students (CCCSE, 2016; Parkin and Baldwin, 2009). In one effort to bridge this gap, the College Board, a nonprofit that oversees the Advanced Placement (AP) program, developed AP Capstone in 2014. According to the College Board, AP Capstone is "an innovative program for high school students designed to build the analytic and creative thinking skills necessary for college success" (College Board, 2016). Whereas all other courses in the AP curriculum are content-based, AP Capstone is skills-based and can be taught by any teacher of any subject training. This approach aims to foster real-world transferable learning, rather than the content overload that has drawn criticism of the AP program in general (Sadler, 2010). Since its introduction in the 1950's, the AP curriculum has been adopted by more than 22,000 schools across the world, with the program being most implemented in the United States (College Board, 2017). Some scholars (Rotschild, 1999) have criticized the inherent elitism of the curriculum, while others (Taliaferro & DeCuir-Gunby, 2008; Scafidi, et al., 2015) have questioned whether minority students have equal access to AP courses. Given the varied perspectives on the AP program in general and the limited research currently available on AP Capstone specifically, it is critical to examine both Capstone and the AP context as a complex system of curriculum. Drawing on curricular documents provided by the College Board paired with my experiences as an instructor in AP Capstone, this poster presentation will introduce this new curricular framework, showing its historical and theoretical orientation, while also exploring connections between the AP Capstone diploma program and the International Baccalaureate (IB) diploma program.

### **Allison McMillan**

#### **Reopening the Past? Exploring Pedagogical Practice in an Open-Concept School**

The significant financial investment of provincial governments in open-concept school architecture and the potential impact of instructional spaces on student learning, dictates an urgent need to examine the current experiences of teachers and students working within these learning environments. Open-concept school design is predicated on educational research that emerged in the 1960s and focused on the construction of education facilities that were intended to support more student-centred pedagogical practices. However, it quickly became clear that within these innovative learning spaces there were a significant number of challenges imposed by the physical space that negatively impacted student learning. The most widely identified challenge reported in the research is a gap between a school's didactic culture, and the culture and practice necessary for success in open-concept environments. Overall, the negative experiences with open-concept learning spaces led to their conversion to conventional classrooms throughout the 1980s and the construction of traditional school designs throughout the 1990s and early 2000s. While the Ontario provincial government's goal to prepare students for success in the 21<sup>st</sup> Century is important, little contemporary research has been conducted to suggest how newer open-concept school architecture will mitigate previously experienced challenges. Research is needed to explore how current teachers' pedagogical approaches will operate within modern open-concept classrooms to facilitate student learning. The purpose of this research project is to explore and describe the classroom culture of a community teaching and learning within a newly established open-concept learning environment. The following research questions will be addressed: (1) How are teaching and learning undertaken in an open-concept classroom space? (2) What kinds of teaching and learning do teachers aspire to? (3) How do teachers believe the flexible space might be used most effectively? The need to generate a deep understanding of the unique classroom community ethos dictates the use of a qualitative research design. The participants for this study will include teachers, administrators, and students in a newly constructed open-concept school in Kingston Ontario. Data collection will involve participant observation, document analysis, and semi-structured interviews to gather evidence of teachers' beliefs and values related to teaching and learning in an open-concept learning environment. This study extends previous research on pedagogy associated with open-concept schools by going beyond analysis of teaching practice and uses for the flexible space of the classroom.

### **Kaitlind Peters**

#### **Indigenous Education: Examining Pre-service Teacher Education on Indigenous People**

The lack of Indigenous cultural knowledge and perspectives among teachers has been identified as a significant factor in the limited achievement of Indigenous students in the Canadian public school system (Kanu, 2005). As a result, the Truth and Reconciliation Commission's (TRC) Calls to Action report (2015), outlines the necessity to improve the quality of teacher knowledge, understanding, delivery and integration of Indigenous content. This poster presentation will present the preliminary results of my study, which examined the extent to which pre-service teachers in the Bachelor of Education (B.Ed.) program were trained on how to implement and address Aboriginal perspectives in the general classroom. A mixed-method study was conducted to answer the following research questions: 1) What baseline knowledge of Indigenous education are pre-service teachers entering and leaving the B.Ed. program with? 2) Does coursework throughout the B.Ed. program adequately prepare pre-service teachers to confidently integrate Aboriginal content into the general classroom? The findings of this study provide recommendations for Queen's University's Bachelor of Education program on the improvement of Indigenous education.

### **Suparna Roy**

#### **Cultivation & Expression of Selflessness in Ontario Elementary Students**

“Why do you go to school?” Rarely heard is the reply, “...so that I can be of help to others *as I learn*.” This poster imagines a teaching approach that encourages selflessness in education – an approach called Learning to Serve through Inquiry (LSI). The purpose of LSI is to provide teachers with an approach to teaching that cultivates selflessness through a blend of inquiry-based learning and service-learning while promoting metacognitive awareness of the intentions underlying actions. This poster illustrates how a conceptual framework for selflessness in education, built from combining Western empirical research and Indian Vedantic philosophy, can theoretically be operationalized through a blend of the above-mentioned existing pedagogies. Additionally, this conceptual framework is juxtaposed against the Citizenship Education Framework (Ontario Ministry of Education, 2013) to ensure alignment with the provincial ethos. The result is a “Wheel of LSI” that cycles through “Exploring a Passion,” “Identifying a Need,” and various steps required in a service initiative. Ultimately, LSI’s objectives are to; (1) engage youth in mindful activities that benefit others by meeting a real community need and thereby achieving a sense of connectedness with others and concurrently (2) advance curricular goals through structured time for questioning, research, reflection, discussion, and associating experiences to learning and one’s personal worldview. The implications of enacting a pedagogy of LSI are threefold. First, LSI could compel students to adopt a “what can I do for you?” rather than a “what can you do for me?” disposition. Second, serving while learning beyond the classroom community could empower students, providing them with a greater sense of purpose. Finally, students get a chance to learn from and cultivate an appreciation for members of the community by building strong community ties and simultaneously meet both their needs and curricular goals.

### **Maria Shaikh**

#### **An Investigation of Successful Strategies Used by Autism Experts with Elementary-aged Children on the Autism Spectrum**

The Ontario Ministry of Children and Youth Services (MCYS) states that there are an estimated 40,000 children and youth with Autism Spectrum Disorder (ASD) in Ontario (MCYS, 2016). In the context of Ontario’s education system, there is a rapid increase of students with exceptionalities no longer being isolated to special education classrooms. Students with exceptionalities are now being integrated into general education classrooms in an attempt to create an education system that promotes the inclusion of all learners. However, the germane literature indicates general educators’ feel inadequate integrating students with ASD in their classrooms. The purpose of this study is to explore effective strategies used by autism experts such as autism specialists and/or special education teachers that support the inclusion of students with ASD. A multiple case study approach was used to help examine educational processes, problems, and programs to bring about understanding that in turn can perhaps improve the practice of general education teachers. One-hour in-depth open-ended interviews were conducted with four autism experts, who had a minimum of 5 years of experience working with students with ASD. Experts were interviewed on effective strategies used in the classroom to support the inclusion of ASD students. Emergent themes were identified through inductive thematic analysis. Preliminary results suggest that Teacher Attitude and Disposition, School and Classroom Environment, Educational Priority/Focus, Technology, and Classroom Practices/Strategies all have implications to ASD students’ experiences in the classroom. Findings of this study provide practical strategies that general educators could use to support their teaching practices, such as: keeping a fresh mindset, having expert support/collaboration, focusing on the child not the diagnosis, peer support networks, zones of regulation and targeting students’ interests.

## Dawei Yang

### Reading Development: Exploring the Lived Experiences of Individuals with High Functioning Autism

Studies show that individuals with Autism Spectrum Disorder (ASD) may effectively decode, but often struggle with reading comprehension (Brown, Oram-Cardy & Johnson, 2013; Calhoun, 2001; Frith, 2003; Hundert & van Delft, 2009; Nation et al., 2006; O'Conner & Klein, 2004). Several studies have addressed the reading difficulties individuals with ASD encounter and provide evidence-based interventions and strategies (e.g., Brown, Oram-Cardy & Johnson, 2013). However, there is a lack of research exploring the lived experiences of these individuals from a first-person perspective. This study examines multiple cases to investigate the lived experiences of four young adults with high functioning autism (HFA) in reading development from early childhood through adolescence. Data will be collected through questionnaires, semi-structured interviews and field notes. The aim of this proposed study is to analyze individual participant narratives and develop overarching themes across multiple perspectives. Rather than generalizing findings, this research will present concepts and themes provided by the lived experiences of participants. Results from this study can provide insights into possible interventions for use in research and practice, and practical guidance for parents/guardians' involvement.

## Paper Slot 6.1

March 9<sup>th</sup> - 3:00 PM

Room A240

### Performance Art and Education

Discussant: Benjamin Bolden

Chair: Trevor Strong

## Rebecca Stroud Stasel

### Storming, Forming, Norming, Performing, and Adjourning: Developing Leadership Through a Youth Action theatre project

The development of youth agency and leadership skills offers many long-term benefits (Hargreaves, 2003). This paper explores various leadership theories, by examining an experimental high school theatre project entitled *Beyond the Borders* (BTB), using a non-hierarchical leadership structure, which I called *director-less theatre*. The purpose of this paper is to review the data retrospectively through a leadership lens. Reflection on historical experiences is an act of “loyalty of one’s self to its own past” (Heidegger, 1962, p. 117), thus an effective way to discover the positive identity virtue of authenticity (Roberts & Cha, 2009). Servant leadership (Greenleaf, 1991) is unique because the leader feels compelled to put followers first—it was in this spirit that the concept of *director-less theatre* was developed. BTB members took on leadership roles based on motivation and capacity. Distributed leadership (Spillane, 2006) is practical, flexible, and appeals to less hierarchical contexts (Lynch, 2012). I use Tuckman’s (2001) group theory processes of storming, forming, norming, performing, and adjourning as constructs to create an ecological model that supports the analysis of the lifecycle of BTB because many theatre processes metaphorically stimulate Tuckman’s group theory processes. Data collected in this study includes interviews, participant journals, artistic artifacts (such as plays and group work records), and my own ongoing teaching journal (such as rehearsal notes, observations, records of audience feedback, and reflective journal entries). I use a narrative approach to present the data “as embodiments of lived stories” (Clandinin & Connelly, 2000, p. 43), constructed from real, lived experiences. BTB’s experiential focus involved members expressing their identities and processes through story, exploring deep complexities of their experiences. I conclude that experiential learning opportunities are necessary for developing leadership skills and argues for marrying complementary theories for optimizing leadership capacity.

**Roundtable Slot 6.2**  
**March 9<sup>th</sup> - 3:00 PM**  
**Room A239**  
**Caring for Adolescents**

Discussant: Denise Stockley

Chair: Clarissa de Leon

**Shannon Hill**

**Understanding the Needs of Canadian Military Families within Schools**

In Canada, the Department of Defence (DND) used to fund schools on local military bases for the children of service personnel to attend (Battams, 2016). Since 80% of Canadian Armed Forces (CAF) families used to live on base, many military families opted to send their children to DND schools rather than schools located in local communities (Battams, 2016). Due to budget cuts by DND, the DND funded schools were turned over to provincial school boards in the early 1990s (Rehman, 2015). Thus, the 64,000 military-connected children that are currently growing up in Canada now attend schools within local communities (Battams, 2016). However, there is little understanding about the types of experiences Canadian military families are having within schools and the types of needs these families have within schools. Following a phenomenological approach, the purpose of this qualitative research is to explore the types of needs Canadian military families may have within schools. The following research questions will guide the study: (1) What types of needs do children and parents of military families have within schools, and (2) What needs do school professionals perceive military families to have within schools? Using semi-structured one-on-one interviews, data will be collected from children and parents who are currently living in CAF families, as well as from school professionals who teach in schools that have military bases located within their catchment areas. By including the different perspectives of children, parents, and school professionals, this research will provide a better understanding of the types of experiences Canadian military families are having within schools and the types of needs these families may have within individual institutions. Moving forward, this research can aid in the development of programs and policies that reflect actual needs rather than perceived need of CAF families

**Helen Liu**

**The Impact of Video Games on Gender Socialization and Identity in Adolescence**

My research study aims to explore the perception and attitudes towards gender representation in video games, investigating whether adolescents identify with specific video game characters and the degree to which these relations may influence their notions on gender and self-perception. The study's theoretical framework comprises of social cognitive theory, gender schema theory, and cultivation theory. The applied theories examine symbolically derived cognitive mechanisms (Bandura, 2001), retention of stereotypical gender notions observed in youth while forming knowledge structures (Bussey & Bandura, 1999), and media's ability to alter or selectively reinforce understandings of social reality, respectively (Fox & Potocki, 2016). My study in progress aims to collect interview data from 15 students from grade 7-8 classrooms, ranging from ages 11-13. The method of data extraction will consist of semi-structured interviews conducted within 30-minute sessions per student. The first interview component will consist of questions that establish an understanding of the video game habits, patterns, and behaviours of participants. More open-ended inquiries that offer an opportunity to gain heightened comprehension of participants' perceptions of gender and identity with characters from video games will follow. The final component of the interview will utilize cover images of best-selling video games from 2017, asking participants questions regarding game characters depictions. The schemas of individuals are subject to the influence of stereotypes, as such, the messages delivered through video games may impact long-term formation of identity due to adolescent individuals' subconscious assimilation and retention of early exposure to digitally portrayed gender roles. It is important that educators maintain awareness regarding the types of games accessible by students, their subject matter, and their possible impact on the attitudes and behaviours of students in order to recognize proactive learning opportunities. Educators equipped with media literacy curricula are a crucial component in mitigating the power media has to negatively manipulate cultural representation.

### **Roundtable Slot 6.3**

March 9<sup>th</sup> - 3:00 PM

Room A236

#### **Knowledge Mobilization and Accountability**

Discussant: Samantha Shewchuk

Chair: Stephen MacGregor

#### **Scott Compeau**

#### **Knowledge Mobilization Intermediaries in STEM: The roles and functions of K-12 STEM Outreach Organizations at Canadian Universities**

Knowledge Mobilization (KMb), as defined by SSHRC (2015), is the reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers, and knowledge users. One potential means for strengthening the gap between research and practice, is focusing on the role of KMb intermediaries. KMb intermediary describes third party organizations whose role between research producers and users is a catalyst for KMb (Cooper, 2012). The purpose of this study is to explore the typology of STEM outreach organizations based within a Canadian University, to understand how they function as KMb intermediaries. Two separate research questions guide this study; 1) what are the features and characteristics of the STEM outreach organizations as KMb intermediaries; and 2) what KMb strategies and functions are being used by the intermediaries? The conceptual framework supporting this research study builds off Levin's (2004) model of research impact which involves three elements: research production, research use, and the connection between them through third party mediation. Cooper's (2012) framework expands on Levin's framework, focusing on the third party mediation, and introduces the contextual elements of each KMb intermediary. The methodological framework used is a sequential multiple-method qualitative research design. The study will involve two phases of data collection and analysis. Phase one will be a document analysis of the organizational features and characteristics (such as the mission statements) while phase two will be an online survey to explore the strategies STEM outreach organizations use towards KMb. The educational importance of this study aligns with the goals of KMb as it has relevance to both within academia and beyond. Within academia, the results of this study will contribute towards the body of knowledge within K-12 STEM education. Beyond academia, this study has value in practice as the results will engage STEM outreach organizations in conversation about KMb strategies.

#### **Yan (Lizzie) Yan**

#### **Conceptualization and Operationalization of Accountability in the K-12 Canadian Education System**

Accountability has been a major and common topic for education systems in neoliberal political societies (Ben Jaafar & Anderson, 2007; Spencer, 2013). In order to increase public confidence in education, policy makers develop and implement accountability frameworks to hold the system "accountable". In Canada, since the education responsibility falls on provincial jurisdictions, there is no consensus on how educational accountability is conceptualized and operationalized in each province. This systematic review aims to present and compare the accountability framework(s) in Canadian provinces to provide a better understanding of accountability within and among provincial jurisdictions. Articles about accountability framework either focused on how accountability is conceptualized or operationalized in Canadian K-12 education system are of interest of this study. Firstly, three databases were searched: Education source (EBSCO), ERIC, and PsycINFO, using three key words "accountability", "Canada" and "education system" from 1989 to 2017. Twenty-six studies have been located from three databases about accountability in Canadian context. The analysis shows that under the neoliberal political stance, there appears the trend from economic bureaucratic accountability to ethical professional accountability to holistic accountability in certain province. The mechanism of accountability has been gradually changed from standardized testing programs to multidimensional indicators in the system. Moreover, the inclusiveness and the empowerment insights have been brought into forming accountability concept.

**Paper Slot 7.1**  
**March 9<sup>th</sup> - 4:00 PM**  
**Room A240**  
**Inclusion Awareness**

Discussant: Andrea Martin

Chair: Karen Boese

**Ayman Massouti**

**Pre-service Teacher Preparation for Rapidly Evolving Diverse Classrooms: What Does the Literature Say?**

The continuous international movement towards inclusion emphasizes the need to understand how pre-service teachers are being prepared for an inclusive practice (Forlin, 2010). Insufficient training for inclusive teaching (Florian, Young, & Rouse, 2010) remains a contributing factor to the perpetuation of unjust practices at schools (López-Torrijo & Mengual-Andrés, 2015). This paper aims to understand why inclusive education, despite a large body of empirical research, remains a challenging task to be performed and how contemporary Ontario teacher education programs can alleviate this challenge. From a policy perspective, inclusive education is an approach that allows all children to learn together in the same classroom regardless of their race, gender, religion, individual learning needs, socio-economic level, and cultural backgrounds (UNESCO, 1994). Inclusive teaching practices allow all students in schools to “see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored, and all individuals are respected” (OME, 2009, p. 4). A literature review of Canadian and International research on teacher preparation for inclusive-oriented practices has been completed. The review investigated the consistent organizational and instructional challenges associated with teacher preparation for inclusion to provide some recommendations that can render pre-service teacher education for inclusion in Ontario a more successful experience. The review of the literature showed that further collaboration is needed between teacher education programs and schools in order to support the theory-practice element in teacher education. This organizational collaboration can afford a significant professional experience for teacher candidates and positively impact their attitudes towards inclusion. More inclusive-oriented curricula in teacher education and a re-consideration of practicum placements’ selection criteria were found to be significant. Responding to the study results, prospective teachers will benefit from more sophisticated and well-designed teacher education programs that will reduce their challenges in the inclusive classroom, contribute to their retention in the field, and in turn allow for a better learning experience for all learners in schools.

**Shannon Hill**

**Canadian Secondary School Professionals Awareness of the Needs of Military-Connected Children**

Military families live a unique lifestyle. Mobility, separation, and risk are three important factors that distinguish military families from their civilian counterparts (NDCFO, 2013). Since the start of the Global War on Terror in 2001, there has become an increased interest within the United States to understand, prevent, and reduce the effects associated with living in a military family (Brendel et al., 2013; Cozza & Lerner, 2013). However, since the military is a microcosm of Canadian society, there has been a lack of research that addresses military-connected children in the Canadian context. Thus, the needs of Canadian military-connected children are not fully understood. Using a phenomenological methodological approach, this qualitative research explored how military-connected children and their unique needs are perceived by school professionals in Canadian secondary schools. Six participants, selected via snowball sampling, participated in a single in depth, one-on-one interview. The audio data was transcribed verbatim and analyzed using a general inductive approach. The findings of this study suggest that Canadian secondary school professionals are generally aware of the military lifestyle. However, school professionals lack an overall awareness of how secondary schools are currently addressing and supporting the needs of military-connected children. Based on the findings of this study, the following recommendations could be considered moving forward: create accessible supports for school professionals who teach military-connected children, consider the pros and cons of identifying military-connected children within schools, and

## **Roundtable Slot 7.2**

March 9<sup>th</sup> - 3:00 PM

Room A239

### **Experience and the Land**

Discussant: Holly Ogden

Chair: Jen McConnel

#### **Erica Killick**

#### **A Phenomenological Study of Children's Lived-Experience Participating in a Yoga-Based Preschool Program**

The field of holistic education has witnessed a growing interest in incorporating yoga and other contemplative practices in schools to enhance student's social and emotional well-being (Ferreira-Vorkapic et al., 2015; Miller, 2014). A number of recent studies are showing significant outcomes for yoga and mindfulness-based programs with children (Flook, Goldberg, Pinger, & Davidson, 2015; Schonert-Reichl et al., 2015; Velásquez, López, Quiñonez, & Paba, 2015) however only a small number of studies have looked at children's perspectives (Case-Smith, Shupe Sines, & Klatt, 2010). This qualitative study will focus on the inner-world of children and explore what it means for children to experience a yoga and meditation program in preschool. Using a phenomenological design, twenty preschool children (ages 3-4) will describe their experience using different strategies including a Pupil's Views Template (Wall & Higgins, 2006), to support discussion; a Narrative Journal, in order to include children's story telling; and drawing, to offer children a nonverbal medium for expression. Phenomenologist Maurice Merleau-Ponty (1964) suggested that the visual arts can provide nonverbal ways for describing experience and grasping its essential meanings. The collected data will be thematized through descriptive methods, to demonstrate a sense of what it means to experience a practice such as yoga and/or meditation from the point-of-view of a child. The topics addressed through this research such as children's experience of a yoga program and an awareness of childhood in this context are of significance to our current education system and will importantly amplify children's voices within this discussion.

#### **Alice Johnston**

#### **Fostering Student Engagement and Protecting Land-Based Practices Through Place-Based Education**

The educational attainment rates of First Nations, Métis and Inuit (FNMI) youth are below the national average (Omand, 2016). Additionally, Indigenous youth are witnessing the disappearance of many of their traditional land-based practices (Henderson, 2013). In response the Truth and Reconciliation Commission (TRC) has called Canadians to action. School divisions must develop culturally appropriate curricula, improve education attainment levels for FNMI students, and foster respect for Treaty relationships (TRC, 2015). Place-based education is a form of environmental education in which students learn from and develop a relationship with their local places (Knapp, 2008; Soble, 2004). My research will examine the potential of place-based education to improve educational attainment rates for FNMI students and preserve traditional Indigenous land-based practices. Three questions guide my research **(1)** How is the traditional Indigenous worldview taught through place-based education? **(2)** How are educational attainment levels and attitudes towards school impacted by place-based education? **(3)** How does learning about the Indigenous worldview impact students reverence for the natural world and Treaty relationships? My research will be conducted through the lens of Tribal Critical Race Theory (Tribal Crit). Tribal Crit views stories as inseparable from theory and as a legitimate source of data (Brayboy, 2006). Accordingly, data will be collected through Elder facilitated talking circles with community members, students and teachers involved in place-based learning programs. Discussions will focus on levels of educational attainment, student engagement and respect for the natural world and treaty relationships. I hope that my research will support the work that is already being done in, by and for community. Many Indigenous communities are currently focused on reengaging traditional cultural practices and strengthening their relationship to the land. Place-