



The Rosa Bruno-Jofré
Symposium in Education



Reimagining and Reforming Education: Building Critical Pedagogy in the Classroom

March 7-8, 2024

Acknowledgement of Territory

The Rosa Bruno-Jofré Symposium in Education (RJBSE) is a graduate student conference hosted by Queen's University. The purpose of our gathering here today is in sharing knowledge, promoting research, and engaging with one another. On behalf of the Rosa Bruno-Jofré Symposium in Education, we would like to recognize that this event is being hosted on the ancestral territory of the Anishinaabe (Ah-nish-in-ah-bay) and Haudenosaunee (Ho-deno-show-nee) and the Unceded territory of Omàmiwininiwag (Algonquin) Nations. The lands we are on today are recognized in the Two-Row Wampum, Dish with One Spoon Treaty, and the Crawford Purchase. We acknowledge and welcome the presence of all Indigenous Peoples, including the Métis (Maytee), Inuit (Ee-Nu-eet soft t), and First Nations from across Turtle Island.

We express our gratitude for the vast scope of Indigenous land we have used, continue to use, and will use in the future to promote our research, engagement, and connections. Today, as we continue to live, work, and play together on this land, we commit to moving forward in the spirit of partnership helping each other foster, build, and fortify relationships with Indigenous communities. As researchers, we will do this by respectfully acknowledging the presence of Indigenous peoples, their knowledge, and their wisdom. Furthermore, we do this by actively learning about Indigenous histories, the critical importance of Indigenous languages, and cultures. It is our commitment to move forward, creating relationships that are built on respect, acknowledgement, and gratitude.

Access Statement

The planning committee has made efforts to try to make this space as accessible as possible for all folks in attendance, but we understand that accessibility means different things for different people. We encourage all attendees to participate in a way that makes them comfortable so please move around, take a break, stim, whatever makes you feel comfortable and yourself. If you are attending in-person, there is a gender-neutral accessible bathroom on the third floor, beside the elevator and the stairwell (see the map on page 5). This is just down the hall from our session rooms. For folks online, feel free to leave your camera on or off - whatever you are comfortable with. RBJSE organizers will type questions from the meeting into the chat and will enable a live transcript. On the bottom of your screen, there is a button you can click to enable closed captioning. There is also a call-in option on zoom if you prefer this format.

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Join the Conversation!



@QueensEduc
#RBJSE

Conference Details

Welcome to the 2024 Rosa Bruno-Jofré Symposium in Education (RBJSE).

RBJSE is an annual gathering organized for and by graduate students in the Faculty of Education at Queen's University. It features educators and graduate student presenters from not only Queen's University, but from universities across Canada and the world.

This year's program features a number of lectures, roundtables, alternative presentations, discussion panels, workshops, and a keynote address. A daily overview is provided on Pages 6 and 7. Beginning on Page 12, the program outlines the overarching theme and location for each session. Two of the session rooms - A333 and A339 - feature hybrid sessions, which will include both in-person and online presenters. If you are joining us online, please use the Zoom meeting details at the bottom of this page to login. The Zoom link is set up to have a universal landing page and breakout rooms based on presenters and sessions.

On the first day of the symposium, delegates attending in-person should come for refreshments and registration in A341 between 8:45 and 9:15am. Please use the building map on Page 5 if you are attending in-person and are not familiar with Duncan McArthur Hall. RBJSE volunteers will also be available to assist you. The conference is being catered and we have arranged to provide in-person participants with daily light breakfasts and lunches. EGSS will also be providing light refreshments during the poster session on Thursday, March 7. A wide menu which addresses participants' dietary needs will be offered. Of course, there will be plenty of coffee!

We wish you an enjoyable and productive RBJSE 2024.

Zoom Access for Online Attendees

Copy the link below into your browser, or use the Meeting ID and Passcode below. Once you have logged onto the Zoom call you will be able to choose which session you wish to attend.

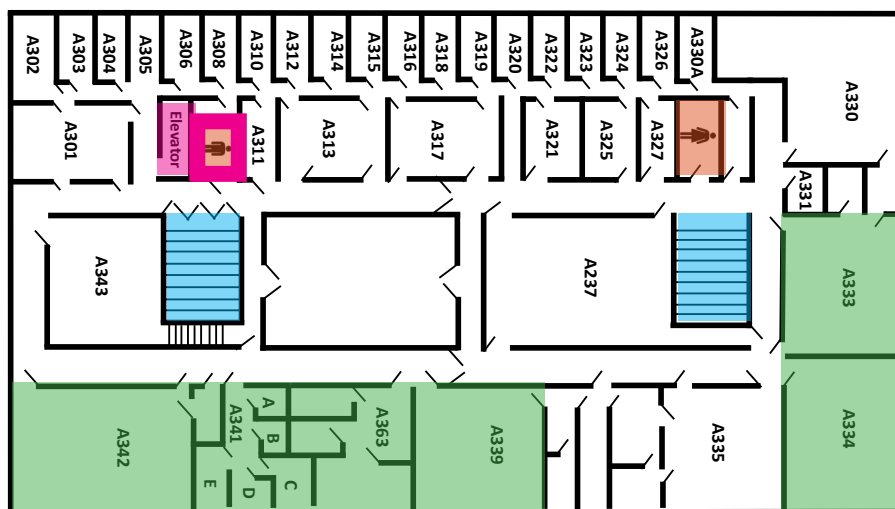
<https://queensu.zoom.us/j/97477480648?pwd=OTNhVIRoK09KQ0QzRDZaeE1VeEtoUT09>

Meeting ID: 974 7748 0648

Passcode: 793010

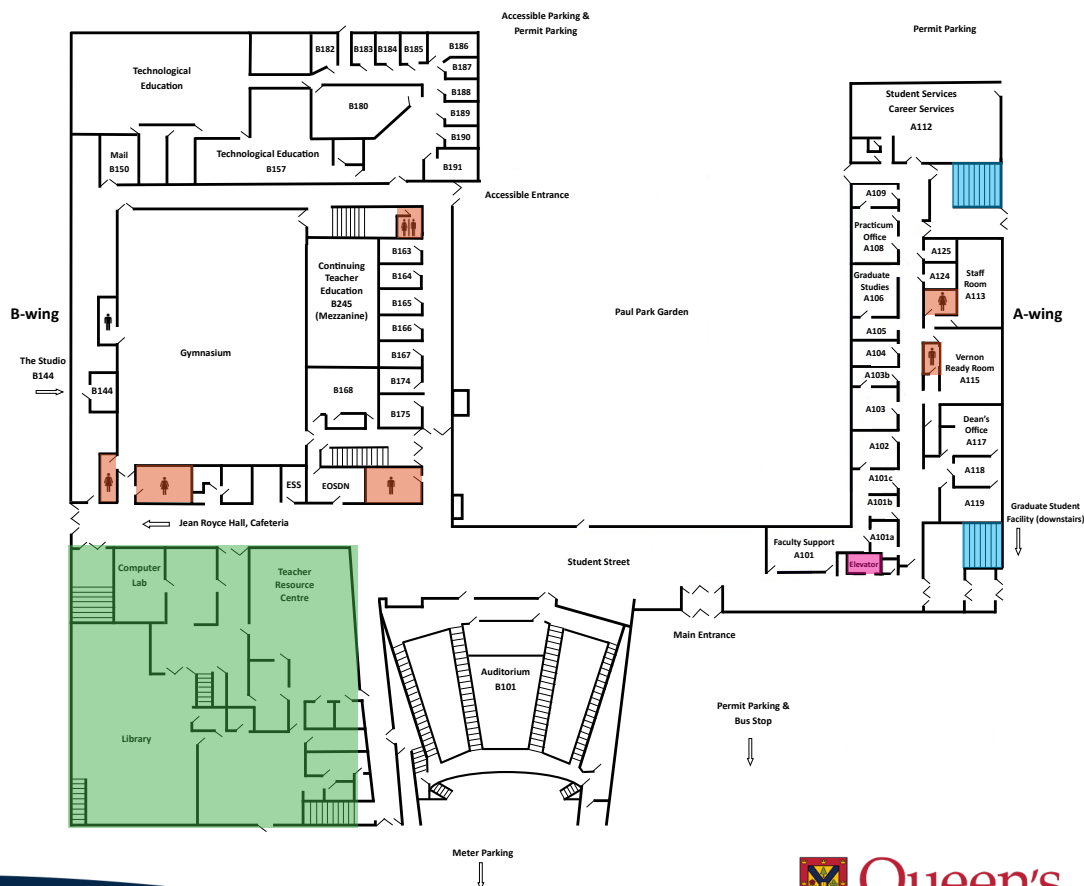
Building Map - Duncan McArthur Hall

Third Floor (Sessions)



- Conference rooms
- Elevator
- Stairwells
- Bathrooms
- Accessible, gender-neutral bathroom

Main Floor (Access)



Daily Overview - Thursday, March 7, 2024

8:45-9:15am	Refreshments and Registration - A341		
9:15-9:30am	Welcome - A342		
	Dr. Rosa Bruno-Jofré		
9:30-10:45am	Keynote - A342		
	Unsettling (t)error in the classroom Dr. Grace Adeniyi-Ogunyankin		
	A334	A339 and Online	A333 and Online
11:00am-12:15pm	Culture, Identity, and Community	Perspectives on Assessment	Belonging and Anti-Racism
12:15-1:30pm	Lunch and Alternative Presentations - A341		
	A334	A339 and Online	A333 and Online
1:30-2:45pm	Barriers, Challenges, and Educational Supports	Disrupting Dominant Discourses	Communication and Learning
	A333	A334	A339
3:00-4:00pm	Thinking Ethics Meera Sidhu	Careers Beyond Academia Jenny Lee Northey	Turning your Thesis into a Manuscript Dr. Ian Garner
			Citation Management Tools, Simplified Faculty of Education Librarians
4:15-5:00pm	Poster Session - Education Library and Online		
	Refreshments provided by EGSS		

Daily Overview - Friday, March 8, 2024

9:00-9:30am	Refreshments and Registration - A341		
	A334	A339 and Online	A333 and Online
9:30-10:45am	Examining Educational Policies	Language Learning Practices	Addressing Hate, Trauma, and Violence
11:00am-12:15pm	Rethinking Educational Spaces	Supporting Robust Student Experiences	Civic Engagement and Agency
12:15-1:30pm	Lunch and Alternative Presentations - A341		
1:30-2:45pm	<p>Panel - A342</p> <p>Reimagining and Reforming Education: Building Critical Pedagogy in the Classroom</p> <p>Moderated by Kenneth Gyamerah</p> <p>Featuring:</p> <p>Dr. Elliot Chapple</p> <p>Dr. Patty Douglas</p> <p>Dr. Nenad Radakovic</p> <p>Lindsay Brant</p> <p>Tanitiã Munroe</p>		
2:45-3:00pm	<p>Closing Remarks - A342</p> <p>Dr. Rebecca Luce-Kapler</p>		

Welcome Message - RBJSE Co-Chairs

Reimagining and Reforming Education: Building Critical Pedagogy in the Classroom

We are pleased to welcome you to the 2024 Rosa Bruno-Jofré Symposium in Education (RBJSE). The RBJSE is an annual gathering organized for and by graduate students in the Faculty of Education at Queen's University. Since 2001, the symposium has created a space for educators and graduate students from across Canada and internationally to disseminate their research. As graduate students, hosting an event for over two decades ought to make us all proud. This symposium has been made possible by the generous donations of Dr. Rosa Bruno-Jofré over the years, and we would like to thank her for supporting graduate student research. This year, we received 59 submissions, and we are grateful to host educators and graduate students representing 15 universities from Canada and overseas.

It is important to recognize that this conference is happening at a critical time in history. As such, it provides an opportunity for all of us to critically reflect on our responsibilities as educators and researchers. This conference provides an opportune moment for us to transform education. This year's theme, **Reimagining and Reforming Education: Building Critical Pedagogy in the Classroom**, emphasizes the importance of creating liberatory classroom spaces where all learners feel valued, heard, belong, and are empowered to shape their own learning experiences. Critical pedagogies thus provide a useful framework to transform learning spaces as sites of decolonization, liberation, and empowerment.

As we gather at this year's RBJSE to discuss how educational systems can be reimagined and reformed, let us remember that our work as educators and researchers is not limited to the classroom. It is a call to action to challenge injustice wherever it exists and to create a more equitable and inclusive society for all. Therefore, it is our hope that the presentations and conversations offer learning moments for everyone to share insights, exchange ideas, and forge collaborations that can help transform classroom conditions and provide avenues for building critical consciousness. As educators and researchers, we encourage you to seize this moment to reflect on our positionalities and practices, learn from one another, and commit to making our classrooms more inclusive, equitable, and liberatory spaces for learning. As we embark on this journey, it is our hope that you approach each session with an open heart and a commitment to learning, unlearning, and relearning.

We would like to thank all the reviewers and committee members for their stellar work over the past few months. Finally, we wish everyone attending, whether in person or online, an engaging and productive time at this year's RBJSE.

Haley Clark and Kenneth Gyamerah,
RBJSE 2024 Co-Chairs

Organising Committee

Haley Clark, Co-Chair
Kenneth Gyamerah, Co-Chair
Julia Anderson, Vice Chair

Sub-Committees

Advertising

Magy Aziz (Chair)
Brynn Reale
Tristan Lewis
Adrianna Arsenault

Scheduling and Programming

Michael Holden (Chair)
Sanjay Lalwani
Laura Li

Registration

Cheryl Lee-Yow (Chair)
Mohamed Yusuf
Andrea Hill

Submissions

Alyssa Raab (Chair)
Ikeoluwapo Baruwa
Peter Glinos

Technology and Digital Environment

Ariadne Jevnikar (Chair)

Thank you once again to everyone who has contributed to the organization of this year's RBJSE. In addition to the names listed here and elsewhere in the program, we extend our thanks to the students, faculty, and staff who have made this year's gathering possible. We especially thank those of you who completed peer reviews for this year's submission. Your service is an essential part of RBJSE.

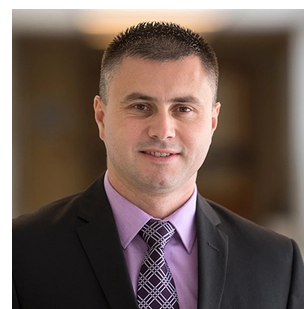
Advisory Committee

The RBJSE Advisory Committee was established in 2021 to support the Organizing Committee and subcommittees in advancing graduate students' capacity to present on academic topics, engage in respectful but critical discussions, and build connections with other scholars and education stakeholders. The Advisory Committee, which comprises of two members in the Faculty of Education at Queen's University, continues to provide guidance on ways in which the RBJSE can foster scholarly development in the long term, before, during, and after the annual symposium. We are sincerely grateful for the support of the 2024 Advisory Committee members, Dr. Benjamin Kutsyuruba, Dr. Ian Matheson, and Dr. Rosa Bruno-Jofré.

Dr. Benjamin Kutsyuruba

Professor of Educational Policy, Leadership, and School Law

Throughout his career, Dr. Kutsyuruba has worked as a teacher, researcher, manager, and professor in the field of education in Ukraine and Canada. His research interests include educational policymaking; educational leadership; induction, mentorship and development of teachers; trust, moral agency, and ethical decisionmaking in education; international education; school climate, safety, well-being, and flourishing; and, educational change, reform, and restructuring. His current research projects focus on positive leadership, flourishing in schools, educator wellbeing, and teacher induction and mentoring in international settings.



Dr. Ian Matheson

Assistant Professor of Special Education

Ian received his MEd and PhD from Queen's University, and took his first job at the University of Regina in Saskatchewan. Much of his teaching has focused on the special education system in Ontario, and finding ways to support our students with exceptional learning needs. He has been serving as the faculty Director of Graduate Programs for the last two years; this role has involved providing support and guidance to graduate students as they navigate their programming. Currently, he is serving on the board of the Learning Disability Association of Kingston, and as the Vice Chair of the Queen's University General Research Ethics Board. His research has broadly focused on the intersection of special education and educational psychology. His current research work is focused on examining the knowledge that students possess about their own identification and learning needs.



Dr. Rosa Bruno-Jofré

Professor of History of Education

Rosa Bruno-Jofré is a Professor and Former Dean (2000–2010) of the Faculty of Education, cross-appointed to the Department of History, Faculty of Art and Sciences, Queen's University. Her areas of expertise are the history of women religious, history of education, and educational theory from a historical perspective. She is now engaged in digital history projects. She is the founding coordinator of the Theory and History of Education International Research Group (THEIRG) and founding co-editor of *Encounters in Theory and History of Education*.



Thursday, March 7

Conference Opening

Welcome, Dr. Rosa Bruno-Jofré

Land Acknowledgement, Dr. Rosa Bruno-Jofré

Conference Opening, RBJSE Co-Chairs

Keynote Address: Unsettling (t)error in the classroom

Dr. Grace Adeniyi-Ogunyankin, Canada Research Chair in Youth and African Urban Futures
Departments of Geography & Planning and Gender Studies, Queen's University

What does (t)error in the classroom look like from the perspective of a child who supposedly rode elephants to school in the jungles of Africa? Whose teacher said nothing when a student said, "you mean Grace would have been our slave?" Whose Language Arts teacher implicitly supported apartheid? And whose Social Studies teacher taught them songs glorifying Acadian settlement in New Brunswick? Yes, (t)errors in the classroom can be unsettling.

In this talk, I narrate my journey from student to professor to a parent of a child in the Canadian classroom. Through this narration, I explicate how my pedagogy comes from a place of rage, the decision to choose love, a propensity towards humour and a devotion to being a feminist killjoy. I argue that this approach to pedagogy can help unsettle classroom (t)errors and allow us to imagine an otherwise classroom.



Culture, Identity, and Community
11:00am-12:15pm, A334 | Roundtables

Transformation of Intercultural Understanding Through Immersion in Community
Erin Polansky, Queen's Faculty of Education

Unpacking Stereotype Threat: Marginalized Pre-Service Educators in Ontario's Teacher Education
Rachel Su, Queen's University

Teaching While Learning: An Autoethnographic Inquiry into the Dynamics of Self-Identity for Social Justice
Brynn Reale, Queen's University

Learning from the hyphen: Reflecting on my cultural identity development as a Coptic-Canadian living in the diaspora
Magy Aziz, Queen's University

Perspectives on Assessment
11:00am-12:15pm, A339 and Online | Roundtables

Mindsets Matter: Investigating Teacher Mindsets and Classroom Assessment Practices
Dennis Liao, Queen's University

New Immigrant Parents' Perception of Ontario Classroom Assessment Practices.
Ephraim Nukpetsi, Queen's University

A Realist Review of Implementing Contextually Grounded Formative Assessment in Mainland China
Jiayue Jiang, Western University

Belonging and Anti-Racism

11:00am-12:15pm, A333 and Online | Paper Presentations

Global Resilience in Education: Faculty Insights on Post-Pandemic Realities on International Students
Teresa Holden, University of Windsor

Charting Paths to Equity: A Scoping Review of Anti-Racism Education
Dr. Nedra Peter, Shamiga (Shamy) Arumuhathas, Dr. Immaculate Namukasa, Western University

Sense of Belonging and Academic Experiences of South Asian Graduate Students at an Ontario Public University
Thivya Sriramachandran, University of Windsor

Lunch and Alternative Presentations

12:15-1:30pm, A341

Press Start to Learn: Enhancing Youth's Understanding of Literary Devices in Cooperative-Narrative Video Games
Kyle Raymond, Queen's University

Ripple Effect of Childcare
Cheryl Lee-Yow, Queen's University

Barriers, Challenges, and Educational Supports

1:30-2:45pm, A334 | Paper Presentations

Breaking Down Language Barriers with Adolescent Students
Amanda Watson, Memorial University of Newfoundland

East Meets West: Educational Challenges and Opportunities Facing South Asian Immigrant Students in Canada
Kruti Patel, Ontario Institute for Studies in Education, University of Toronto

Disrupting Dominant Discourses
1:30-2:45pm, A339 and Online | Roundtables

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

Jessie Fraser, Western University

Disrupting the Disciplinary Policy Framework in Ontario Schools: A Critical Policy Analysis

Laura Pugliese-Muir, Queen's University

Is This What I Signed Up For? Reflections of an [Exhausted] Anishinaabekwe Postgraduate Student

Morning Star Tom, Lakehead University

Reimagining Other mothering: A Critical-Race pedagogical practice in Franco-Ontarian education.

Anne Rovers, University of Windsor

Communication and Learning
1:30-2:45pm, A333 and Online | Paper Presentations

Inclusive Multilingual Classrooms: Critical Co-reflection through Identity Text Production in Teacher Education

Fred (Amanda) Seabrook, Chuan Liu, Western University

Assessment feedback: Empowering or Entangling?

Somyata Gupta, University of Victoria

Understanding university students' perceptions and attributions in linguistically diverse mathematics classrooms

Yutao Zhao, University of Ottawa

Thinking Ethics
3:00-4:00pm, A333 | Workshop

Meera Sidhu is the manager of Research Ethics at Queen's University and will provide a workshop on general research ethics broadly drawing from the TCPS guidelines and protocols.

Careers Beyond Academia 3:00-4:00pm, A334 | Workshop

Jenny Lee Northey is currently a Graduate Coordinator in the Faculty of Education and previously has worked in Career Services. She will be discussing career options for graduate students outside of the academic field.

Turning your Thesis into a Manuscript 3:00-4:00pm, A339 | Workshop

Dr. Ian Garner manages the SASS outreach team, workshops, and campus-wide programs. His session will focus on how students can turn their thesis into a publishable manuscript.

Citation Management Tools, Simplified 3:00-4:00pm, A341 | Workshop

The Faculty of Education librarians will be covering the pros and cons of each citation management software and how to use all of their features.

Poster Session 4:15-5:00pm, Education Library and Online

Refreshments provided by EGSS. In-person attendees can listen to online poster presentations in the Teaching Corner.

Transformative Education Through Restorative Justice for Students of Colour with Disabilities
Holly Crump, Queen's University

Everconnected for University Students: A Holistic Approach to Fostering Social Connectedness, Academic Success, and Mental Wellbeing
Rubaiyat Jabeen, Queen's University

Mastering Play-Based Pedagogy: Scoping Review of The Kindergarten Teachers' Skills and Knowledge
Maryna Stoliar, Queen's University

Exploring the History of Mathematics through Colonialism and Decolonization
Clare (Majorie) McGillivray, Queen's University

Poster Session (Continued) 4:15-5:00pm

Exploring parent strategies to increase attention to print during shared reading
Anya den Hartog, Queen's University

Supporting Agency for Students with Exceptionalities in Music Education Contexts
Graham McVeety, Queen's University

French Immersion Teachers' Identities and the French as a Second Language Teacher Shortage
François-Daniel Portelance, Queen's University

Centering Dalit-Bahujan Identity and Experiences of Caste and Building Towards Anti-Caste Epistemology in Canadian Universities
Jidugu Kavya Harshitha, Queen's University

Eating disorder stigma in schools: Equipping Ontario teachers to better support student mental health
Alyssa Raab, Queen's University
Available Online and in the Teaching Corner

Investigating the Right to Read Inquiry Report from a Disability Studies Framework
Ben Johnson, Brock University
Available Online and in the Teaching Corner

Understanding Moral Dilemmas and Contradictions in Higher Education
Maryam Esmaeeli, University of Windsor
Available Online and in the Teaching Corner

Exploring teachers' insights on the efficacy of assistive technology in fostering inclusive learning for students with special needs
Akomaye Undie, Queen's University
Available Online and in the Teaching Corner

Strategies for Success: Implementing Explicit Grammar and Sentence Structure Teaching for Dyslexic ESL Learners
anna rzepecka-karwowska, University of Windsor
Available Online and in the Teaching Corner

Friday, March 8

**Examining Educational Policies
9:30-10:45am, A334 | Roundtables**

Double Silence: Ideological and Political Education in Economics Courses in Mainland China
Yuan Huang, University of Victoria

Low-Fee Private Schools, A Threat to Equity in Education System
Garima Jha, Western University

Examining Computing policies - What English primary school policies report about the future benefits of a comprehensive computing curriculum for pupils
Sophie Hudson, University of Victoria

**Language Learning Practices
9:30-10:45am, A339 and Online | Paper Presentations**

"It gave me the confidence to talk to people in my neighbourhood": Understanding the Impact of Sociocultural Activities Hosted by University Language Learning Centers
Chama Laassassy, McGill University

Exploring the Optimal Sequence for English Word Pronunciation Acquisition through Text: Is Prioritizing Listening the Key?
Liwen Situ, Western University

Integrating Competition-Based and Project-Based Models in TESOL Curriculum
Lihan Wu, Western University

Addressing Hate, Trauma, and Violence
9:30-10:45am, A333 and Online | Paper Presentations

Trauma-Informed Research in Exploring Trauma in the Writing Centre: A Critical Disability Approach
Kate Hargreaves, University of Windsor

Assemblage Thinking in Education: Using a New Social Contract Approach
Prayaga Muralidharan NairAmmini, University of Prince Edward Island

Music Educators' Lived Experiences with Teacher-Directed Violence in Newfoundland and Labrador
Rosemary Lawton, Memorial University of Newfoundland

Rethinking Educational Spaces
11:00am-12:15pm, A334 | Paper Presentations

Planning, living, and adding to our plates: K-3 Educators' experiences of curricula in Virtual Learning Environments (VLE)
Melissa Bishop, Cape Breton University

Resisting Islamophobia: Reimagining Identity Affirming Spaces and Pedagogy for Muslim Students' in Ontario Public Education
Meral Choudhry, Ontario Institute for Studies in Education, University of Toronto

The Heterogenous Effects of ICT Use for Academic Purposes on Achievement of Students with Different Family ESCS: Global Evidence from PISA 2022
Wenshuo Li, Beijing Normal University, University of Alberta

Supporting Robust Student Experiences 11:00am-12:15pm, A339 and Online | Roundtables

Development of Multimodality Pedagogy in Early Childhood Education Comparison Pre- and Post-COVID-19: A Systematic Review

Mengjiao Han, Western University

Facilitating effective communication between home and school to support special needs students.

Olakunle Omidiora, Memorial University of Newfoundland

Exploring the Alignment Between Internationalization Policies and International Student Experiences through Transformational Leadership

Rakha Zabin, Brock University

Civic Engagement and Agency 11:00am-12:15pm, A333 and Online | Paper Presentations

The effectiveness of Service Learning in Faith formation

Ian Sharp Western Ontario

Civic engagement of young people of diverse identities from the Greater Toronto Area

Rebecca Evans, Queen's University

Fostering Childhood Agency While Cultivating 21st Skills

Azam Dashti Khavidaki, McGill University

Lunch and Alternative Presentations 12:15-1:30pm, A341

Exploring Chinese Newcomer Youth's Changing Perception of Racism

Laura (Mozhu) Li, Queen's University

Mapping my Latinx body in Canada

Juliana Paucar, Lakehead University

Autism and its influence on teachers' classroom practices in mainstream primary schools

Melisa Porter, The Open University

Panel
**Reimagining and Reforming Education:
Building Critical Pedagogy in the Classroom**
1:30-2:45pm, A342

Moderated by Kenneth Gyamerah. Featuring:

Dr. Elliot Chapple, Director, Equity, Diversity, Inclusion, and Indigenization (EDII)

Dr. Patty Douglas, Chair in Student Success and Wellness

Dr. Nenad Radakovic, Associate Professor in STEAM Education

Lindsay Brant, Associate Director, Indigenous Curriculum Development

Tanitiã Munroe, Adult Education, Community Development, and Critical Race Scholar

Closing Remarks
2:45-3:00pm, A342

Dr. Rebecca Luce-Kapler, Dean, Faculty of Education



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