Beyond Themes
February 28th and March 1st, 2019
Faculty of Education
Duncan MacArthur Hall
Queen’s University
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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!

Emma Bozek  
MEd. Representative

Elizabeth Sharp  
MEd. Representative

Rebecca Stroud-Stasel  
PhD. Representative

John Bosica  
Conference Vice-Chair

Eleftherios Soleas  
Conference Chair

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 Street

Chances are if you are staying at a hotel or going out to a restaurant while at RBJSE, it’s going to be within this circle. If you are cabbing it anywhere ask for Duncan MacArthur or the Faculty of Education, they’ll know.
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Jen McConnel |
| 9:30 AM    | Jill Scott, Keynote: The Landscape of Higher Education- 9:30-11:00 AM - A237 |
| 11:00 AM   | Presentations A227  
**Roundtable Session 1 - Gender Identities and Sexualities**  
Discussant: Christopher Deluca  
Chair: Suparna Roy  
Exploring the Curriculum of Sexuality and Health within Religiously-Affiliated Ontario Families  
Jacob DesRochers, Queen's University  
Would I choose my gender or teaching? Stories from gender non-binary beginning teachers  
Lee Iskander, York University  
Presentations A234  
**Paper Session 1 - Higher Education and Policy**  
Discussant: Jill Scott  
Chair: Allison MacMillan  
Higher Education as a Public Policy Issue  
Leena Yahia, Queen’s University  
The relation between Chinese high school students’ perception of classroom assessment environment and their self-regulation in learning English as a foreign language  
Jieying Lin, Queen's University  
Presentations A236  
**Alternative Session 1**  
If I Could Give Reason & Rhyme  
Robert Pozeg, Memorial University |
| 12:00 PM   | LUNCH - Education Library - 12:00-1:00 PM                        |
| 1:00 PM    | Workshop-Panel 2: Conceptualizing and Promoting Effective Allyship in the Academy- 1:00-2:00 PM - Education Library  
Lindsay Morcom, Alana Butler, and Jean Pfleiderer |
| 2:00 PM    | Presentations 236  
**Roundtable Session 2 - Self-Assessment and Metacognition**  
Discussant: Kristy Timmons  
Chair: Heather Braund  
Chinese EFL high school students: The relationship among self-assessment ability, English proficiency and perception towards self-assessment  
Weilan Zhong, Queen's University,  
Relationship between language teachers’ pedagogical content knowledge and knowledge of metacognition and their impact on teaching metacognition  
Shamina Shaheen, Queen's University  
Presentations Room 241  
**Paper Session 2 - Engaging with Reconciliation**  
Discussant: Lindsay Morcom  
Chair: Panayiotes Tryphonopoulos  
Aesthetic Distancing and Proximity in Picturebooks about Residential Schools in Canada  
Ashley Campbell, York University  
Approaching Reconciliation with Third Age Learners’  
Jackson Pind, Alice Johnston, and Rebecca Stroud Stasel, Queen’s University  
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Parents’ Experiences within a School-Based Family Resource Program Initiative in Four Communities in Canada  
Safra Najeemudeen, York University  
The Scar Runs Through the Pupil: An Autoethnographic Inquiry  
Amanda May, University of Ottawa |
| 3:00 PM    | Presentations 236  
**Roundtable Session 3 - Participation and Dialogue**  
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A Participatory Approach to Learning Spaces for Doctoral Education  
Serveh Naghsbandi, UBC  
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Discussant: Ben Kutsyuruba  
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Instructor belief and blended practices: A conceptual framework  
Taru Malhotra, York University  
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Querying Sound and Silence as ‘Resonant Literacy’  
Stacey Bliss, York University |
<p>| 4:00 PM    | Scholarly Celebration 4:00 PM - 5:30 PM                          |</p>
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<td>Jodi Basch, Queen's University</td>
<td>Shannon Hill and Heidi Cramm, Queen’s University</td>
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**Poster Fair and Lunch - Library**

**Sessional Chair and Discussant:** Chris DeLuca

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<td>Michelle Milani, York University</td>
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<td>Samantha Boyko, Queen's University, Faculty of Education</td>
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<td>Hnin Pwint Phyu, York University</td>
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<td>Lalai Abbas, Queen's University</td>
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<th>Women’s Roles in Preventing Extremism Through Education in Afghanistan</th>
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<td>Narjes Hashemi, McGill University, Department of Integrated Studies in Education</td>
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<td>Elizabeth Sharp</td>
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<td>Matt Drabenstott, Queen's University</td>
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### 1:00 PM

**LUNCH - 1:00-1:30PM - Library**

**(Smudging - ATEP Room @ 1PM)**

### 1:30 PM

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A Fractured Pedagogy of Care: What teachers can learn about self-care from Hogwarts

Jen McConnel, Queen's University

Harry Potter and the Wizarding Cosmopolis

Mara-Elena Nagy, York University

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Land Education: Fostering Indigenous Student Engagement and Attainment and Reconnecting Students to the Natural World

Alice Johnston, Queen's University

Saying thank you: Gratitude as a dissemination tool in participant observation research

Nicola M. Dove, York University

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Historical Thinking Beyond the Classroom: Teaching and Learning on Battlefield Study Tours

Sara Karn, Vimy Foundation

School concerts, reconciliation and the problem of repertoire.

Eleanor M. Johnston, York University

### 2:30 PM

**Closing Keynote-Workshop - Amanda Cooper- Knowledge Mobilization - Education Library**

### 3:30 PM

**Closing Plenary and Program Close**
Conference Session Types

There are 4 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.

- **Alternative Presentations** represent off-beat, fringe, and often, tremendously interactive presentations of scholarly activity that do not conform to the proto-typical format of conference presentations. Buckle up, these sessions are unpredictable and unapologetically different.

- **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 Presentations** 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, Workshops, and Abstracts

**Opening Workshop: Crafting Wellness: An Arts-Informed Exploration of Creating Your Joy**

**Time:** February 28th - 8:30 AM  
**Location:** Education Library  
**Presenter:** Jen McConnel

Participants in this workshop will be invited to explore eight dimensions of wellness with an eye toward creative interpretation and mindful, artful practice. We will discuss setting goals and choosing how to inhabit the space of the academy in a way that keeps us healthy and fulfilled, and we’ll make a bit of art. Bring your sense of playful possibility: this will be worth waking up for.

**Keynote: The Landscape of Higher Education**

**Time:** February 28th - 9:30 AM  
**Location:** A237  
**Speaker:** Jill Scott, Vice-Provost, Teaching and Learning

People are rediscovering the joys of “slow”; we have the movement for “slow food,” “slow medicine,” “slow media” and now the “slow professor” (Berg and Seeber, 2016). But universities have always been slow. Old and slow. For those of us inside higher education institutions, however, change seems rapid and constant. My talk will explore some of this change, including the ways in which universities are increasingly caught in a struggle between what some would deem the neoliberal corporatization of the institution, the need to be lean and efficient, accountable and financially sustainable on the one hand, and on the other hand the requirement to have a strong social purpose, what has been called the “third mission,” where universities stand at the forefront of social inclusion and diversity and uphold a high ethical bar. Like all other aspects of culture and society, universities are at once increasingly global and yet deeply embedded in the local. Universities are blamed for the “skills gap” and then asked to be beacons of hope to bridge this very same gap. Another paradox is that universities are the places with the highest density of researchers on the planet and yet shockingly little of the research produced here is focused on our institutions and their evolving roles. Administration is sometimes considered as exciting as watching paint dry, but in my talk I will bring my perspective as an administrator to the fore, and will try and add a pop of colour to the paint.
Roundtable Session 1: Gender Identities and Sexualities
February 28th @ 11:00 AM
Room 227
Discussant: Christopher DeLuca     Chair: Suparna Roy

Presenter: Jacob DesRochers
Exploring the Curriculum of Sexuality and Health within Religiously-Affiliated Ontario Families

Introduction: Resistance from some segments of the Ontario public over the substance of the 2015 updated Health and Physical Education curriculum targets the curriculum's purportedly 'ideological' content; however, it is currently unknown whether the 'sexual and health education' that plays out in religiously-affiliated families is necessarily opposed to the updated curriculum, as is suggested by media representations of the conflict. This paper will conceptually explore scholarship that addresses family communication and curriculum theory. Additionally, this paper will share how the curriculum of sexuality and health within religiously affiliated families is potentially shaped by religious belief and practice in the public ethos.

Context: In the media coverage leading up to the 2015 implementation of the HPE curriculum, parents were reported saying that the material covered in the new curriculum went against their cultural and religious values, with particular attention given to content on sexual orientation, gender identity and gender expression. Three years later, Progressive Conservative Premier Doug Ford announced an interim reissue of the 1998 Ontario Health and Physical Education curriculum for grades 1 to 8. In a press release published weeks before the start of the new school year, Premier Ford announced a plan to “deliver an education system that put the rights of the parents first” (Ontario.ca, 2018). Recent changes to Ontario’s Health and Physical Education curriculum have been presented as an electoral issue, a concern of religious moralizing, and now a matter of human rights. At the heart of the controversy are the needs and rights of Ontario youth.

Methodology: This paper recognizes the role of the family as a primary educator in a child’s experience with matters of sexuality and health, and theorizes this role as curriculum. Recognizing that religiously-affiliated families may have their own curriculum of sexuality and health can allow educators, stakeholders, and curriculum developers to interact with the knowledge and skills children from religiously-affiliated families bring to the classroom, potentially leading to greater understanding among educators and families.

Presenter: Lee Iskander
Would I choose my gender or teaching? Stories from gender non-binary beginning teachers

Purpose: The very idea of "a teacher" is deeply gendered, making teaching troubling terrain for those who are not heterosexual or cisgender (Blount, 2005; Kahn & Gorski, 2016).

Literature Review/Context: Although a small body of literature addresses issues facing gay and lesbian beginning teachers (Evans, 2002; Steigler, 2008), the experiences of transgender and non-binary beginning teachers have yet to be explored.

Methodology: Drawing from a more broadly framed phenomenological study of the workplace, professional, and community relationships of gender non-binary teachers in Canada and the United States, this paper presents findings drawn from non-binary teachers’ stories of practice teaching and transitioning into the profession. The study includes fifteen participants (5 Canadian, 10 American) who self-identify as non-binary and involved one 90-minute in-depth, semi-structured interview with each participant.

Results: Participants often struggle with maintaining a sense of physical and emotional safety, coping with unsupportive colleagues, and feeling unexpected in their programs and schools. At the same time, they find support from queer and trans colleagues and faculty, their students, and each other.

Discussion: These teachers’ experiences make explicit the otherwise implied demand for gender normatively in teachers.
Higher Education as a Public Policy Issue

**Purpose:** This presentation will discuss the importance of higher education as a public policy sector, the challenges facing HE, and the need for a strong data and research infrastructure to develop informed HE policy.

**Literature Review/Context:** The importance of higher education (HE) as a public policy sector is increasing because of its growing role as a driver of social and economic development, the increasing public and private investment made in the sector, and the increasing complexity of HE systems and policy issues (Jones, 2014). From a public policy perspective, the five challenges facing Canadian higher education are: controlling costs; protecting quality; contributing more meaningfully to prosperity; enrolling marginal students; and securing the efficiency gains from differentiation without contributing to growing inequality (Clark, 2015). Preparing students for the future labour market is also an area of growing interest and importance to policymakers in Canada and globally (Weingarten, 2018).

**Methodology:** Based on a literature search, a review of intermediary agencies’ reports, and consulting of institutional research and policy analysis from various HE organizations and interest groups in the Ontario HE sector, this presentation aims to increase awareness of current issues facing the HE sector in Canada, and globally, by focusing on the Ontario context.

**Presenter:** Jieying Lin

The relation between Chinese high school students’ perception of classroom assessment environment and their self-regulation in learning English as a foreign language

Recently, Chinese Ministry of Education developed the High School English Curriculum Requirements which required teachers to create a more balanced classroom assessment environment for students in English class. As for students' perception of assessment environment determine their efforts invested in their learning and their goal setting, understanding the assessment process from students' perspective would shed light in effective assessment. Moreover, as classroom environment has gradually shifted from teacher-center to student-center, learner autonomy and learner's self-regulated capacity in learning English should be paid more attention to by practitioners and researchers. Therefore, the research intends to investigate the relation between students' perception of assessment environment and their self-regulation in learning English under the guideline of new curriculum requirements.
Alternative Session 1: If I Could Give Reason & Rhyme
February 28\textsuperscript{th} - 11:00 AM
Room A236

Presenter: Robert Pozeg

\textbf{Purpose:} If I Could Give Reason & Rhyme is a fun, reflexive, and provocative performance of autoethnographic storytelling.

\textbf{Literature Review/Context:} Because we live storied lives and share stories about those lives, a person continually engages in living, telling, retelling, and reliving stories as part of the human experience (Connelly & Clandinin, 1990). Autoethnographic writing makes personal experiences meaningful and accessible through storytelling that combines cultural experiences and rich descriptions for the purposes of personal and social change (Ellis, Adams & Bochner, 2011).

\textbf{Methodology:} I locate this autoethnography within a critical theoretical perspective following three core tenets according to Schwandt (2015): 1) critical theory works to challenge the ‘giveness’ of society through self-reflective public discourse; 2) critical theory strongly correlates theory and praxis; and 3) critical theory takes an inside-out position to challenge and disrupt contradictions within social categories and examine new possibilities. Through critical theory I can seek out assumptions and contradictions behind my experiences to provoke new ways of knowing. Arts-based research employs art as a way of knowing through a process of inquiry (McNiff, 2017). Paired here with critical epistemology, arts-based research helps provide depth of aesthetic composition, analysis, and audience reach and impact (Leavy, 2017). Bochner and Ellis (2016) use words like ‘humanizing moral, aesthetic, emotion-centred, political, and personal form of representation’ (p. 47) to describe autoethnography. Thus an autoethnography based in arts-based research and critical epistemologies positions my story.

\textbf{Results:} If I Could Give Reason & Rhyme is about an arts-based autoethnography that tells a story of my path through years of professional work and toward PhD research that challenges dominant narratives. Using rhyming couplets, the autoethnography employs multiple metaphors to re-examine the folk tale The Emperor’s New Clothes through the lens of my own childhood, schooling, and professional experiences.
Roundtable Session 2: Self-Assessment and Metacognition
February 28th - 2:00 PM
Room A236

Discussant: Kristy Timmons
Chair: Heather Braund

Presenter: Weilan Zhong

Chinese EFL high school students: Perception towards self-assessment and the relationship between self-assessment ability and English proficiency

Purpose: Despite a robust literature base, self-assessment (SA) has not been extensively investigated in the context of English language teaching and learning in China. This study aims to investigate the relationship among EFL (English as Foreign Language) learners’ SA ability, English proficiency and perception towards SA in Chinese high school.

Literature Review/Context: According to Andrade and Valtcheva (2009), SA “involves students in thinking about the quality of their own work, rather than relying on their teacher as the sole source of evaluative judgements” (p. 13). Previous studies indicated a positive correlation between SA and language proficiency (Baniabdelrahman, 2010; Brantmeier, 2018; Krausert, 1991; LeBlanc & Painchaud, 1985), and a positive correlation between SA ability and perception towards SA (Wang, 2017; Wong, 2016 ). A dearth of studies have examined whether there are differences of SA among EFL learners with different language levels, and the relationship between English proficiency and perception towards SA.

Methodology: This study applied a quantitative method, in which 915 high school students in the southeast of China completed a SA questionnaire, an English proficiency test and a questionnaire of perception towards SA. Statistical relationships among SA ability, English language proficiency and perception to SA were explored.

Results: There is high positive correlation between SA ability and English proficiency, medium positive correlation between SA ability and perception to SA, and medium positive correlation between English proficiency and perception to SA. Differences on SA ability are reveled to exist among learners with different language levels.

Discussion: Findings in this research provide empirical evidence of how EFL learners in China self-assess their language proficiency and how they perceive SA. This research also provides practical implications for how to improve teachers’ English instruction to support Chinese student’s English proficiency and SA ability.

Presenter: Shamina Shaheen

Relationship between language teachers’ pedagogical content knowledge and knowledge of metacognition and their impact on teaching metacognition

Purpose: Pedagogical knowledge is domain specific, which includes teachers’ knowledge about the subject and the translation of this knowledge into classroom activities. The knowledge of metacognition, on the other hand, is domain-general, which enhances along with the improvement in expertise within a specific domain. This study will examine the relationship between these two knowledge domains and their influence on teaching metacognition to second language adult learners.

Literature Review/Context: Based on Shulman’s (1987) teachers’ knowledge base categories, studies by Gatbonton (2008), Tarnanen (2015), Edwards (2014) explored teachers’ pedagogical content knowledge domain. Following Paris et al.’s (1983) framework, the metacognitive knowledge of teachers was examined in Wilson and Bai’s (2010) study that showed pre-service teachers lack instructional knowledge in this domain. The correlation between these two domains and whether the correlation influence teaching metacognition is yet to be discovered in second language context.

Methodology: This study will involve mixed methods approach to measure teachers’ pedagogical content knowledge, metacognitive knowledge and teaching of metacognition. Through an online survey, participants will answer 4 open-ended questions followed by a Likert-Scale questionnaire with 24 items. 120-140 ESL teachers will be selected to participate in the study.

Results: The qualitative data will render teachers’ general understandings of teaching metacognition embedded in their pedagogical content knowledge. The quantitative data will provide information about teacher’s pedagogical knowledge, content knowledge and knowledge of learners and declarative, procedural and conditional knowledge of metacognition.

Discussion: The success of teaching students to become metacognitive lies in teacher’s pedagogical process of integrating knowledge of metacognition into content matter. The present study aims to provide information about this process of teaching metacognition within pedagogical practice and add further knowledge to the field of language teaching.
Aesthetic Distancing and Proximity in Picturebooks about Residential Schools in Canada

**Purpose:** There is a need to address The Truth and Reconciliation Commission of Canada’s Call to Action 62.i) Make age-appropriate curriculum on residential schools a mandatory education requirement for Kindergarten to Grade Twelve students. Picturebooks can be a useful tool for addressing uncomfortable content because they provide multiple entry points for a reader (Johnston & Bainbridge, 2013). A variety of picturebooks available on the topic of residential schools may provide varying levels of comfort due to the aesthetic proximity or distance present in the text and picture relationships (Nikolaieva & Scott, 2006).

**Literature Review/Context:** Aesthetic distance implies that we use literary devices to distance ourselves from uncomfortable content (Irene Rima Makaryk, 1993), keeping the reader at a distance. Aesthetic proximity refers to literary devices that provide less distance.

**Methodology:** I use a framework adapted from the work of Eastman (1991), Lewis (2012), Nikolajeva and Scott (2006), and Wylie (2001) to analyse the aesthetic distancing (and proximity) of the textual and visual features of residential school picturebooks; particularly, how those features work in tandem or tension to tell the story. Specifically, I explore the aesthetic choices in two picturebooks: Shin-chi’s Canoe by Nicola I. Campbell and Illustrated by Kim LaFave, and I Am Not A Number by Jenny Kay Dupuis and Kathy Kacer and illustrated by Gillian Newland.

**Results:** Results show that Shin-Chi’s Canoe provides a more aesthetically distancing relationship from the content of attending a residential school, in contrast to I Am Not A Number, which displays an aesthetic proximity to the content.

**Discussion:** The framework allows a reader to examine textual and visual features of a story in relation to its content. This may be a useful tool for teachers, who must judge the appropriateness of resources for their students and also must help their students to analyse textual and visual features of texts.

Jackson Pind, Alice Johnston and Rebecca Stroud Stasel

Approaching Reconciliation with Third Age Learners

**Purpose:** Three graduate students collaboratively developed a non-credit course for third-age learners in FNMI issues in consultation with university Elders and academic staff. The course covered some historical context, sacred knowledge and practices, as well as celebratory engagement with Indigenous community members.

**Literature Review/Context:** We use decolonization theory (Battiste, 2013) to illustrate how our course bridged working with Indigenous communities, land education and updated histories about Canada’s history. In a settler colonial context decolonization can be conceived of as having two overarching and interrelated objectives; the restoration of Indigenous cultural practices and the revitalization of a reciprocal relationship between humans and the natural world (Battiste, 2013; Tuck & Yang, 2012).

**Methodology:** We use métissage to describe the braided, polysemic character of our experiences, histories and memories that are personal as well as collective (Donald, 2004, p. 24). Our data include document analysis, reflective journals, artifacts (such as teaching materials, craftwork, and publicity), conversations, and Indigenous knowledge sharing.

**Discussion:** Reconciliation takes time and requires continuous acts of goodwill. Additionally, the establishment of and ongoing commitment to relationship-building between the Indigenous and mainstream communities based on honesty, transparency, respect, and trust are essential. The results of our collaboration with Indigenous community leaders, incorporating land education and providing traditional histories begin to fill the widening gap in adult education over the Indigenous Peoples in Canada. As Reconciliation becomes a term that is increasingly understood, actual examples of it may be difficult to locate in education. Although the legacy and history of Residential Schools mentioned numerous times in the Calls to Action it never specifies how this information should be taught to Canadian adult learners. As educational institutions are publicly funded and committed to seeing reconciliation transition from rhetoric to ways of thinking and living, they are well poised to serve the public in this regard.
Parents’ Experiences within a School-Based Family Resource Program Initiative in Four Communities in Canada

**Purpose:** The current study explores parents’ experiences within a school-based family resource program initiative in Canada.

**Literature Review/Context:** The literature has shown that early childhood programs are widely accepted as an intervention that is effective at improving outcomes for families.

**Methodology:** This qualitative study draws on ecological systems and sociocultural theoretical perspective to examine parents’ perceptions of familial outcomes and program characteristics, in order to identify which characteristics are fundamental for successful outcomes. Thematic analysis was used to analyse focus group data gathered from four program sites as part of a larger study evaluating the effectiveness of the school-based family resource program initiative in Canada.

**Results:** Results indicate that successful familial outcomes from participation in family resource programs are influenced by a complex interplay of factors related to accessibility and pedagogical characteristics, with accessibility standing out as a fundamentally important consideration.

**Discussion:** Drawing on the broadly defined concept of accessibility, implications for school-based family resource programs are discussed and recommendations for practice, policy and future research are presented.

Amanda May

The Scar Runs Through the Pupil: An Autoethnographic Inquiry

**Purpose:** This qualitative study delves into the phenomenon of student learning within the context of adversity. My own school experience was characterized by ongoing adversity as a result of being in foster care due to a traumatic eye injury.

**Literature Review/Context:** Traumatic lived experience can interfere with the healthy and normal development of academic and cognitive skills needed for students to succeed in school. Foster care is a topic of significant relevance from a public policy and an educational system perspective. Adverse lived experiences are very significant so understanding foster children’s emotional learning processes is essential to improving educational outcomes.

**Methodology:** Because there is much to learn from an in-depth exploration of these learning experiences during a lengthy period in foster care due to a traumatic eye injury, I took an autoethnographic approach to the study. In recognition of the diverse ways in which I make sense of the world, and to convey the many layers of hidden hardship that competed daily with my learning, I used the artistic practice of altered books. Using a discarded textbook donated from the Halifax Regional School Board, I embarked on an exploration of altering textbooks with evocative images that represent the intersection between my foster care experiences, a traumatic eye injury, and learning. I explored and represented my experiences visually through the development of an art portfolio including other art forms such as book binding, mixed media, drawing, and painting.

**Results:** This autoethnographic inquiry demonstrates how adverse lived experience can be not only be infused but welcomed in the classroom.

**Discussion:** Educators and other professionals such as social workers, school psychologists, school administrators, and policymakers will benefit from understanding the complexity of the lives of foster children.
Roundtable Session 3: Participation and Dialogue  
February 28th - 3:00 PM  
Room A236

Discussant: Claire Ahn  
Chair: Jen McConnel

Presenter: Serveh Naghshbandi  
A Participatory Approach to Learning Spaces for Doctoral Education

**Purpose:** This qualitative study explores the notion of learning space and how it might be understood, used, and re-imagined by doctoral students considering the distinguished characteristics and aims of doctoral education in its changing time as well as the contemporary understanding of space in architecture.

**Literature Review/Context:** The cross-disciplinary nature of learning space research necessitates creating an ‘in-between’ conceptual framework based on Production of Space in design (Lefebvre, 1991), Situated Learning theory (Lave & Wenger, 1991) in education, and cognitive apprenticeship model (Austin, 2009) in doctoral education to enable sharing attributes of the fields. From the perspective of this integrated theoretical framework, doctoral experience is viewed as being influenced by the social practices of the scholarly communities, and the learning space in this context can be seen as a socially constructed and a collective resource that can be altered through imagination of its inhabitants. Participatory and human-centered approaches to design, emphasizing the direct and active participation of all stakeholders in the design process, can take these theories a step further toward action based on active engagement of the learners in the process of re-designing the learning spaces.

**Methodology:** Drawing on a DBR approach, this study is a multi-phased research that will be conducted in four sequential phases through different methods of data collection based on the needs of research design:

1. Questionnaires to be filled out by doctoral students at UBC Okanagan in order to explore how they have understood, identified, and experienced a learning space (objective aspect);
2. Photovoice and interviews with voluntary doctoral students at UBC Okanagan to allow participants reflect on their learning spaces (subjective aspect);
3. Participatory design with voluntary students from the previous stage to explore a participatory, human-centred design process using design thinking strategy to envision learning spaces (co-constructed aspect);
4. Pre- and post-event surveys to explore the impact of design experience on students and to examine the benefits and shortcomings of this approach.

Presenter: Rebecca Stroud-Stasel  
Now we’re Talking: Dialogic Engagement with one’s Literature Review

**Introduction:** Graduate students are budding researchers, who learn to stream their inquiry and use according to protocols of practice. The normative practice of reviewing current literature provides several benefits, from summarizing what knowledge has already been produced, to framing a study’s scope. I question how employing a dialogic approach to reviewing literature might facilitate understandings, thus clarifying the interpretative nature of reviewing literature.

**Literature Review:** The theatre project that was the focus of my Master’s thesis made use of critical theory (e.g., Boal, 1985, 1992, 1995, 1998, 2001; Freire, 2002; Said, 1978, 1993, 1994, 2000, 2001, 2006) Said (1978) introduced the concept of the other, a positioning of marginalized and minority people as objects of a subjective gaze, usually in a demonic or exotic representation, which belittles and disempowers them while securing the hegemony of the dominant people(s). Said’s discussion of the other is critical when reflecting upon the academic’s pursuit of a literature review. The way most academics write literature reviews presents them as objective, and much effort is taken in this regard. However, I note that objective contains the word ‘object’, which Said proved as problematic. The authors of the literature, whom I will call ‘players’ animate a potentially a clinical, flat extraction of concepts. The goal of this paper is to examine how a dialogic approach to a literature review can disturb and even transform the literature from a framing of concepts, facts, and arguments, to an interactive, vibrant, and live conversation.

**Results:** By examining the dialogic interchange between the players in the literature and the researcher, several findings emerged: the interpretive possibilities of the literature became expanded, the researcher’s bias became transparent, the interchange makes visible the knowledge intersections when player exchange ideas with one another, and the status of player as object is interrupted.
Instructor belief and blended practices: A conceptual framework

Purpose: Using a socio-constructive and socio-cultural perspective, this study offers a conceptual framework to study instructors’ beliefs and practices in blended courses. This study will suggest a relationship between instructors’ epistemological beliefs, pedagogical beliefs, attitudes around technology use, and their blended practices.

Literature Review/Context: ‘Beliefs’, with their subjectivity, along with instructors’ attitudes, have the power to draw from their experiences and shape their actions; thus, it is important for instructors to have a clear understanding on what their belief is about an object, which in this case, is teaching and learning in blended courses (Piaget, 1950; Fishbein & Ajzen, 1975; Fives & Buehl, 2012) and their attitudes around technology use in classrooms, which will in turn shape their blended classroom practices. This is in line with Owens (2012) who says, ‘genuine development will only occur by addressing teachers’ underlying conceptions of teaching and learning’ (p.391).

Methodology: Hofer (2001) in her working model explains how teachers’ epistemological beliefs are related to their practices, and furthermore, to students’ epistemological beliefs, their motivation and eventual learning. Drawing from Hofer (2001)’s model, Lee et al. (2013) propose and test a research model that tests the effect of junior secondary school teachers’ epistemological beliefs on their conceptions of teaching and learning (their pedagogical beliefs) and their practices. Drawing from these two validated models, Vygotsky’s socio-cultural theory, Fishbein and Ajzen’s belief and attitude theory, and the extensive literature of instructors’ beliefs, attitudes, practices, and student learning, this study designs and proposes a model for blended classrooms in higher education.

Discussion: Understanding this relationship between the nature of knowledge and teachers’ practices may further influence student learning and achievement (Abukari, 2014; Lameras, Paraskakisa, & Weber, 2012). This is also important for institutions which direct academic planning, and will offer implications for instructor training, and institutional policies like resource allocation in blended courses.
Alternative Session 2: Querying Sound and Silence as ‘Resonant Literacy’
February 28th - 3:00 PM
Room A242

Stacey Bliss

Purpose: This alternative presentation and experiential session queries possibilities in what I term ‘resonant literacy’ and how sounds and silence offer embodied learning. In particular, the sounds of our humming and the symphonic Gong (a percussion instrument sometimes referred to as a Tam Tam) are explored.

Literature Review/Context: If sounds are educational (Geertz, 1983) and the listener can render external sounds into embodied meaning (Gershon, 2011) then it follows - the one who resounds (a person humming or playing an instrument) is able to render meaning from within. Furthering notions of primal embodied sounds, including breath and mantra (Moore Gerety, 2015; Prattis, 2002; Schafer, 1977), I explore accessing ‘inner technology’ (Hart, 2008) through humming and deep listening to the voice/body (a resonant instrument) as a Gong (also a resonant instrument).

Methodology: This session unfolds in 3 parts: a brief presentation, experiential components, and a discussion. First, I explicate the physical benefits of our internal hum (Weitzberg & Lundberg, 2002). And, I present samples of interview data from a cross-cultural ethnographic study with 13 meditation and yoga teachers. One emergent theme from my dissertation data is the intertwined, inseparable concepts of sound/silence.

Results: Next, attendees of this session experiment with their own hum. We hum to find different colours or tones to our body as an instrument. After humming, I play the Gong and attendees experience a 10-minute deep listening of the tones and overtones. Upon Schafer’s (1977) suggestion, silence is necessary after a soundscape. After the ‘sound session’, we listen to the full qualities of silence - the paradoxical booming sound of silence, after the Gong tones have ceased.

Discussion: To conclude, we discuss possibilities in deep listening, sound, and silence in our body and pedagogy. And we query how learning to read embodied sound could gesture toward a new form of ‘resonant literacy’.
Closing the Gap between Character Strengths and Resilience

**Purpose:** Sheryl Sandberg and Adam Grant write in their book Option B (2017), that building resilience can be compared to building a muscle. As individuals demonstrate resilience, they discover novel characteristics that they can draw from. These characteristics allow them to thrive and inspire others. There are three character strengths that have been empirically studied as most closely linked to resilience. They are hope, zest, and gratitude.

**Literature Review/Context:** When students enter the classroom, they bring their personal narratives with them, including positive and negative experiences, stories and histories. Despite this, students are not typically equipped with the necessary tools to cope with and bounce back from adverse life events. It is an educator’s responsibility to meet their students where they are and draw out their best qualities. However, if educators do not know how to foster their own strengths, how can they be expected to inspire strengths in others.

**Methodology:** In order to close the gap between resilience and character strengths, educators are required to understand their own strengths by:

- Educating others about character strengths, specifically zest, gratitude and hope; exploring how each relates to resilience; looking at how to build these three strengths and practice them in an accessible way, and; exploring the benefits of each of these strengths.

**Results:** The desired outcomes of this exploration includes allowing individuals to understand the link between resilience and character strengths; learning how to identify and build their resilience; identifying how to infuse these strategies into their own lives, and; identifying how to draw out these character strengths in others, particularly students.

**Discussion:** This exploration is designed to increase self-awareness in educators through an exploration of personal character strengths. This self-awareness can allow them to explore their well-being and has the potential to boost the happiness in themselves but also influence others to build their resilience muscles.
Combining Efforts to Improve Gender Equity in Physics Education

**Purpose:** Women participating in physics play an essential role in Canada’s economic and research future through their potential to maximize research excellence and broaden horizons with diverse perspectives. The underrepresentation of women in physics remains a pressing concern for Canada, especially in higher education since the culture of inequity in the field impedes both its own and women’s progress.

**Literature Review/Context:** Research suggests a need for further physics education research and networking to increase the number of women in physics because the degree of collaborations between researchers in physics education is less than in other science fields due to fragmented connections. Currently, there is limited knowledge of (a) the prominence of physics education research (PER) across Canada (especially relating to gender), (b) Canadian universities’ stance on PER and its mobilization, and (c) how researchers, policy makers, and practitioners are working together in a network to improve the underrepresentation of women in physics.

**Methodology:** Phase 1 of the study will be a sequential explanatory design, employing an online survey and interviews to gather data about the current PER landscape among Canadian universities. Based on the findings from Phase 1 and a review of the literature, resources will be created to guide universities in establishing a PER group and creating connections to other groups across Canada. The concurrent transformative Phase 2 will use the process of Appreciative Inquiry to inquire into, identify, and further develop best practices in existing PER groups and the PER network to strengthen the network’s potential.

**Discussion:** This proposed study aims to investigate what capacity a pan-Canadian physics education research network may have to develop a culture of gender equity in the field.

Canadian Military Families on the Move: Supporting Military-Connected Adolescents through School Transitions

**Introduction/Purpose:** In 2017, the Government of Canada released a new defence policy entitled *Strong, Secure, Engaged*. Recognizing that Canadian military families deserve access to supports and services that help reduce the implications of mobility, a Comprehensive Military Family Plan (CMFP) will be developed and implemented to bring improvements to current services and supports. To inform the development of the CMFP, validated needs assessments will be conducted. While needs assessments of the Canadian Armed Forces (CAF) community have previously been conducted, one critical domain that has often been unaddressed is education.

The purpose of this qualitative study will be to explore and understand the different factors that impact school transitions for Canadian military-connected adolescents and to develop tools and/or resources for service providers (i.e., school professionals and Military Family Resource Centres) to use to help facilitate school transitions for Canadian military-connected adolescents.

**Literature Review/Context:** American literature indicates that the military lifestyle, particularly relocation, can not only affect how military-connected children and adolescents transition into schools, but also how they participate at school. Frequently relocating, military-connected children are often subjected to new standards and course requirements as well as new curricula. Leaving behind old peer networks and developing new friendships often become a source of emotional and psychological stress, specifically for adolescents. For military-connected children who have special needs, these challenges can be compounded.

**Methodology/Techniques:** Using a general qualitative approach, data will be collected by interviewing three participant groups: adolescents and parents currently living in CAF families, as well as school professionals. Documents will also be used as a data source.

**Relevance of Findings:** Aligning with the priorities outlined in *Strong, Secure, Engaged*, this study has the potential to aid in the development of the CMFP as well as future programming offered by schools.
Alternative Session 3: The Creativity of Research: Multiple Approaches to Finding (and Telling) Your Research Story  
March 1st - 8:30 AM  
Room A236

Presenters: Judy Wearing, Jen McConnel, and Clarissa de Leon  
The Creativity of Research: Multiple Approaches to Finding (and Telling) Your Research Story

**Purpose:** The purpose of this experiential workshop is to explore the role of creativity in research, through the research findings and the diverse methodologies of three researchers. Through writing and creative activities, participants will explore narrative inquiry (Daiute, 2014), genre bending and blending (Bakhtin, 1986; Luce-Kapler, 2004), and elicited metaphor (Low, 2015). Participants will also have an opportunity to participate anonymously in a methodology pilot study.

**Literature Review/Context:** We bring various perspectives to this work: behavioural ecology, literary anthropology (Sumara, 2002; 2006), and arts-informed practices (Knowles & Cole, 2018) have shaped our diverse approaches to research.

**Methodology:** The workshop will be a blend of research findings from two different projects, interspersed with creative techniques and writing prompts to help participants consider ways to engage differently with their own data.

**Results:** Four majors themes surrounding creativity have arisen from the research and experiences of the authors: the role of emotion, the role of discouragement, the empowerment of a sense of 'I can' and 'I am', and the role teachers play in creativity. These themes will be explored in detail during this presentation.

**Discussion:** Participants in the workshop will gain an increased understanding of creative techniques that can enhance research, and they will also have the opportunity to engage in creative metacognitive thinking about research in general and their research specifically.
Permission to Dissent: Urban youth inciting social change through personal storytelling

**Purpose:** Permission to Dissent is a research proposal on the story of urban youth in Montreal who play roles as agents of social change in their communities. Their stories will be provocative imperatives to disrupt taken-for-granted societal patterns that keep people struggling. Using their lived experiences as social analysis, they will expose systems of inequality, and incite alternative stories where people can thrive instead of survive.

**Literature Review/Context:** Youth alienation, deficit narratives of youth, and perceptions of youth as passive recipients of socialization that position young people as “other” in society pose a continuing problem (Fox & Fine, 2015; Giroux, 2012; Sukarieh & Tannock, 2014). There is a need to reveal the struggles young people are caught up in, the norms and rules structuring their practices within material, everyday landscapes, alongside the agency they practice within and beyond such space (Ergler & Wood, 2015, p. 395) so that a process of humanization, voice, and action can grow.

**Methodology:** Transformational resistance moves beyond critique and views social structures as inherently changeable (Cammorota, 2017). Autoethnography is the critically analyzed telling of personal experience, or a self-narrative that critiques the situatedness of self with others in social context (Spry, 2001, p. 710). One question guides the research:

How might collaborative autoethnography support youth activists to resist dominant narratives and incite counter narratives of youth marginalization in society?

**Discussion:** This research builds on critical youth studies and autoethnography, merging them in action towards transformational resistance. It expands autoethnography, positioning youth as collaborators and researchers. The resulting narratives, metaphors, and images will contribute to cultural spaces of democratic practice (Giroux, 2003). The narratives will generate counter-narratives disrupt or to interrupt pervasive discourses that may paint communities and people in grim, dismal ways (Milner, 2008, p. 1577). This research is about transformational resistance and finding within ourselves the permission to dissent.

**Proposed Presentation Format:** Roundtable Presentation (2 roundtable presentations per session with a chair and discussant),Alternative Presentation (Make your own format; please select at least one other format)
**Roundtable Session 7: Leadership and Professional Development**

**March 1st - 9:30 AM**

**Room A240**

Discussant: Lorraine Godden  
Presenter: Sara Ashley  
Chair: Suparna Roy

**Exploring the Merit and Perceived Efficacy of the Continuous Professional Learning Program**

**Purpose:** In 2016, the College of Early Childhood Educators (CECE) implemented a professional development (PD) program in which all Ontario Registered Early Childhood Educators (RECE’s) are required to adhere to. Despite the formalization of PD, there is little to no indication that the program, titled Continuous Professional Learning (CPL), is evidence-based or increases an RECE’s knowledge and skills. There is importance in evaluating the merit and perceived efficacy of a recently implemented PD program for RECE’s, particularly when the program is open with learning activity choices and has a lack of supportive publicly available literature.

The purpose of this qualitative study is to (1) further explore the purpose, model, and merit of the CECE’s CPL program, and to (2) identify RECE’s perceptions of the efficacy of the CPL program.

**Literature Review/Context:** Throughout the literature review, I will further explore the purpose, model, and supportive evidence for the CPL program. There is a limited amount of publicly available literature, however, the model supports a self-directed learning approach (Ontario College of Teachers, 2016). Next, the review will describe two alternative self-directed models of PD for in-service educators within Canada. These will include the Government of British Columbia’s PD standards for ECE membership certification and renewal, and the Ontario College of Teachers’ Additional Qualifications program.

**Methodology:** Methodology will include further discussion of the relevant literature, as well as semi-structured interviews. I will conduct two sets of semi-structured interviews, each with the aim of addressing one of the two purposes of this study. To further explore the purpose, model, and merit of the CPL program, I will interview the CECE’s Director of Professional Practice in semi-structure format. To identify RECE’s perceptions of the efficacy of the CPL program, I will interview two to three RECE’s, in semi-structure format.

**Refocusing ePortfolios to Support Leadership Development**

**Purpose:** This conceptual paper seeks to construct strategies for the use of ePortfolios to assist in leadership development and to help re-conceptualize their use in the workplace.

**Literature Review/Context:** ePortfolios have been used extensively by professional educational institutions based on their ability to improve academic performance, increased attainment of credentials and increase retention within academic programs (Clark & Boud, 2016; Eynon et al. 2014). The use of ePortfolios within the workplace and specifically leadership development, is not as common. The promise offered by ePortfolios to facilitate an individual’s ability to learn through experiences and to help integrate theory and practice (Clark & Boud, 2016), is attractive for experience-driven approaches to leadership development.

Experience-driven leadership or learning from experience to become a leader is an emerging leadership development practice (Hezlett, 2016; McCall, 2004; McCall & McCauley, 2014; Tynjälä, 2008). However, having an experience does not guarantee learning will occur (Cerasoli, Alliger, Donsbach, Mathieu, Tannenbaum, & Orvis, 2014). The question arises as to whether ePortfolios may facilitate experience-driven leadership. Informed by Kolb’s Experiential Learning Style (Kolb, 1984), ePortfolios will be reviewed to determine how they could support a learner examine their leadership experience through the stages of (1) reflection observations, (2) abstract conceptualization and (3) action experimentation. This review of empirical studies will identify strategies of how best to use ePortfolios to support leadership development. From this a reconceptualization of ePortfolios, experience-driven leadership practices will be advanced.

**Methodology:** This paper will synthesize the research outlining the best practices associated with using ePortfolios against Kolb’s Experiential Learning Style. This will inform how ePortfolios could be implemented as part of an experience-driven leadership approach in leadership development, as well as increase awareness of gaps within the current literature.
Purpose: Queen’s University identifies academic writing as one of the core learning outcomes for its graduate students. However, many graduate students, especially those having English as an additional language, face numerous challenges in scholarly writing. Similarly, academic mentors who supervise graduate students can spend an inordinate amount of time reviewing and editing multiple drafts for grammatical and compositional matters. Therefore, the purpose of our project is to explore the multiple challenges in academic writing faced by graduate students and faculty supervisors at Queen’s University.

Context: The international student population at the Canadian Universities is on the rise. The data from the Statistics Canada report (2016) suggest that between 2005 and 2014, the international student population grew 88% at Canadian universities, as compared with 22% growth rate for Canadian students. Figures from Queen’s University suggest that, in 2017, international students from 80 different countries across the world comprised 26% of the total graduate student population. At the same time, international graduate students face new challenges, which directly influence their academic writing. These challenges related to their academic writing stem from their diverse educational experiences and understanding of the language. Furthermore, research suggests that practices related to academic writing are socioculturally specific and subject to change with respect to academic disciplines.

Methodology: The study is being conducted using a mixed-method approach, wherein quantitative data is collected from students and supervisors using online surveys and qualitative data is collected using four focus group discussions (FGDs), two with students and two with faculty members. The sample includes i) doctoral students who are non-native English language speakers and in any year of their program; and ii) faculty members with experience of supervising doctoral students at Queen’s.

Results: The study has received ethics approval recently and the online survey will be rolled out for a period of January-February 2019. Through our findings, we hope to highlight challenges towards successful academic writing at the graduate level. Understanding these challenges will inform the mechanisms adopted by Queen’s University to strengthen the existing services and the development of an academic writing support model to support graduate students and their supervisors towards successful academic writing.

Discussion: The proposed project aims to generate scholarly evidence on current issues related academic writing in non-native English speaking graduate students to better inform academic supports for students and supervisors for graduate level disciplines at Queen’s and other postgraduate teaching institutions.

Presenter: Mohammad Azzam and Ron Easteal

Retrieval Practice for Learning Leading to Better Long-term Retention and Improved Student Performance in Anatomical Education

Purpose: Learning is generally thought to occur only during episodes of repeated studying (reading and memorization). The current study sought to investigate the significance of retrieval practice (RP) on student performance on both theoretical (multiple-choice questions; MCQs) and lab practical (bell-ringer) evaluations in a large, third-year, university-level Gross Anatomy course. It was hypothesized that the students who participated in lecture-based RP (LRP) performed better on their MCQ evaluations, compared to those who did not. It was also hypothesized that the students who participated (experimental group) in lab-based RP (LabRP) performed better on their bell-ringer evaluation, compared to those who did not (control group).

Literature Review/Context: The literature demonstrates, however, that RP is a better tool at enhancing learning and long-term retention, when compared to studying alone.

Methodology: All specimens used in the current LabRP study were obtained from the Anatomy Learning Centre at Queen’s University. Participants were awarded a scaled participation grade for LRP, while participation in LabRP was completely voluntary and not graded. In lectures, participants answered MCQs using the online platform ‘TopHat’; during weekly lab sessions, participants answered bell-ringer-style questions. All correct answers, in the form of feedback, were given. In addition, in week 6, the participants completed a mock bell-ringer exam (MBRE) of 60 questions. All theoretical and practical grades of all students were analyzed and compared.

Results: The results of this study indicated that the students’ overall performance was enhanced when RP was implemented.

Discussion: It was concluded that RP was more effective than repeated studying alone, in enhancing the learning of, and therefore, the long-term retention of, course material.
Roundtable Session 8: International Contexts
March 1st - 10:30 AM
Room A240

Discussant: Nasreen Sultana
Presenter: Alexandra Liebich
Chair: Amir Rasooli

The Politics of Education and Diversity Management: What Minority Schools can tell us about Identities in Post-Communist Europe

Since as far back as Plato and Aristotle, philosophers have been saying ‘what we want in the state, we must put into the school’ and that if we wish to know about society, we need look no further than the education system. Investigating debates over education can tell us about nation-building, cultural continuity, and the management of difference. Yet the discipline of Political Science has been surprisingly silent on the topic of education. The purpose of this paper is two-fold: first, to bridge the literatures of comparative & international education with Political Science; second, to present preliminary findings from my fieldwork, about how ethno-cultural diversity is managed (or mismanaged) in education in post-communist states, and how minority parents decide where to send their children to school.

When the communist regimes collapsed, states across the region of Eastern Europe were faced with a unique opportunity for policy and institutional (re)design. Against a backdrop of Europeanization and democratization, education became a key domain of contestation – a politicized field, a “battleground” within which, and over which, majority and minority actors began to debate, negotiate, and make claims. One big question was about how to manage ethno-cultural difference in education – whether through strategies of accommodation or assimilation, inclusion or exclusion, and integration or segregation. How do these strategies “play out” in the sphere of education in multi-ethnic settings? And what are the implications of these strategies for inter-ethnic relations?

I adopt an inter-disciplinary and inductive approach, and I use the following bodies of scholarship: post-communist politics, diversity and conflict management, nationalism, and comparative education. In framing my project, I rely on a combination of cultural and institutional theories. The crux of the dilemma, for minority parents, is navigating between “instrumental” (strategic) and “identitarian” (cultural) concerns. My analysis is based on 9 months of field research in the region, from 2017-18, and I employ qualitative methodology: interviews with key stakeholders (policy-makers, education authorities, teachers, parents) and content analysis of primary documents.

My preliminary findings suggest that minority parents are driven by a combination of instrumental and identitarian concerns when deciding where to send their children to school. Further, it appears that the goals of minority parents and advocates are shaped by two factors: the state’s education policy regime, and the characteristics and capacity of the minority group as a whole.

Presenter: Tanzina Tahereen

High-Stakes Testing for Adivasi Students in Bangladesh: Colonial and Capitalist Approaches Entailing Inequalities and Inequities in Society

Purpose: Taking an interdisciplinary critical perspective, this research will examine the notion of Bengali/Bangladeshi nationalism and the identity politics and investigate how these politics marginalize the Adivasi communities in society as well as in education. Consequently, it attempts to enquire how this concept of nationalism has been embodied in various high-stakes testing policies and practices. Next, it investigates the policies of ranking, accountability and meritocracy of the high-stakes-testing system, and examines the socio-political conditions of the Adivasi communities. Finally, it asks how these policies promote Bengali nationalism, reproduce various discriminatory social practices and propagate systemic and colonial oppression for Adivasi students.

Literature Review/Context: Though Bangladesh is known as a monolingual country, there are multiple languages and ethnic minority communities (Roy, 2012). A long-term colonial history and an ongoing dependency on Western knowledge and support have motivated independent Bangladesh to adopt a complex notion of nationalism based on a homogenous majority identity and to ignore the existence of the Adivasi (indigenous) communities. This notion of nationalism feeding on a political agenda promotes exclusion, deprivation and repression which are also manifest in education policies, specifically the high-stakes testing system in the education sector in Bangladesh. The interdisciplinary approach I am pursuing will allow me to engage with a wide range of theories and frameworks from various disciplines, such as education, cultural studies, political science and indigenous studies.

Methodology: Informed by community-based methodologies, this study will mainly apply a mixed methods approach, which integrates both qualitative and quantitative analyses. Taking insights from indigenous knowledge systems, I will employ storytelling or in-depth interviews as a means to collect relevant narratives. Thus, this study aims to reveal the colonial role, discriminatory practices and consequences of high-stakes system for the Adivasi communities.

Results: Thus, this study aims to reveal the colonial role, discriminatory practices and consequences of high-stakes system for the Adivasi communities.

Discussion: This study addresses a gap in the literature and promises to create social and political awareness among the indigenous and non-indigenous people in Bangladesh.
Spirituality - A Missing Piece in Health Promotion

Purpose: Advocating a holistic approach to health, health promotion examines many aspects of health and well-being, including physical, mental, sexual, community, and social health. Despite this holism, there is a noticeable absence of spiritual health in the teaching and practice of health promotion. This needs to be addressed so that the education of future health practitioners is inclusive and holistic.

Literature Review/Context: The need to confront Eurocentric knowledge production and the exclusion of spirituality in the academy is particularly highlighted within the field of education (Shahjahan, 2005; Shahjahan & Haverkos, 2011). As a discipline, health promotion is largely influenced by the teaching and research of academic institutions. Absence of spirituality within health promotion is evident through a search of major health promotion journals and in the latest edition of a key health promotion textbook, Health Promotion in Canada (2017).

Methodology: To explore the lack of attention to spirituality in health promotion, I conducted qualitative interviews with thirteen leading scholars in the field, recruited from the latest edition of Health Promotion in Canada. Situated within a critical health promotion approach which utilizes methodologies aiming for social justice, equity and ecological sustainability, I work to open up possibilities for centering spiritual epistemologies and other ways of knowing that have been marginalized, such as Indigenous understandings of health and wellbeing.

Discussion: In this paper, I argue that by avoiding spirituality within health promotion frameworks and education, the secularism of health promotion and its underlying values of Eurocentric knowledge production and science remain invisible and rarely critiqued. The absence of spirituality in health promotion signifies the ongoing colonialism of the field. This must be addressed if universities are to respond effectively to the calls to action from the Truth & Reconciliation Commission (2015), and if health promotion is to fulfill its promise of being inclusive, relevant and effective.

Graduate Student Wellness

The purpose of this mixed methods study is to investigate how student thriving can be conceptualized and understood within the context of post-secondary graduate studies. While existing research on human thriving provides insight into how thriving can be conceptualized and understood across the lifespan, student thriving within institutions of higher learning has been largely overlooked. Prior to this study, little research had attempted to understand and address student thriving at the post-secondary level with the graduate student experience remaining largely untouched in the literature. This research is not only foundational to conceptualizing graduate student thriving, but also provides a foundation upon which further research can be developed. For example, the six overarching themes—Being, Connecting, Engaging, Achieving, Enjoying, and Balancing—provides the initial groundwork for understanding the graduate student experience, and how programs and institutions can best support those enrolled within their graduate programs.
A Critical Historical Analysis of Ontario’s School Fundraising Policy: Influences, Texts, Practices, and Outcomes
Presenter: Michelle Milani, York University

School fundraising has become increasingly prevalent within Ontario’s elementary and secondary schools and the increased reliance on fundraised dollars that are used to support school programs, activities, and resources has become a major concern in public education (Froese-Germain et al., 2006; People for Education [P4E], 2008, 2013). The purpose of the paper is to provide an historical narrative of Ontario’s school fundraising policy by exploring the various influences, texts, practices, and outcomes of the policy (Ball, 1994; Bowe et al., 1992). In so doing, an analysis of the socio-historical contexts will emerge and provide insight on how social problems have come to be; therefore, by exploring the past, we can understand the present (Brewer et al., 2011). Critical policy analysis is the theoretical framework used within the study. The methodology involves a critical historiographical methodology which aims to “trace the processes of educational change and to expose the possible relationships between the socio-educational present and the socio-educational past” (Kincheloe, 1991, p. 234). Data sources include publications by P4E, news media articles, government policy documents and transcriptions of debates, and journal articles. Preliminary findings show that drastic cuts to education as well as changes to Ontario’s funding formula instigated alternative methods to supporting public education. Therefore, school fundraising practices emerged as a way to augment government funding shortfalls (Froese-Germain et al., 2006; P4E, 2008) and it has become common-practice within most Ontario public schools (P4E, 2013). The practice has resulted in a ‘have’ and ‘have not’ education system (P4E, 2013). Research on school fundraising is significant as private funds in public schools is compromising Ontario’s promise of quality education for all students. Furthermore, by tracing the emergence, influences, and outcomes of the policy and practice, insight on how to challenge the current status quo of school fundraising may be established.

A Study of International Medical Graduates’ Re-licensing in Ontario: Their Experiences, Reflections and Recommendations
Presenter: Alka Sood, Queen’s University, Faculty of Education

Purpose/Introduction: In all Canadian provinces, international physicians have to become re-licensed to practice medicine, and they are referred to as International Medical graduates (IMGs) which is a broad term and includes Canadian IMGs (Canadians who completed their medical education and training outside Canada) as well as Immigrant IMGs (immigrants who completed their medical education, training and licensing in the country of origin). However, the focus population in this study was only Immigrant IMGs in Ontario, and the purpose was to describe their experiences, reflections and recommendations about re-licensing in Ontario.

Literature Review/Context: A comprehensive review of the fourteen selected papers on IMG issues (2008 - 2017) highlights that some Immigrant IMGs are successful in getting re-licensed and work as physicians in Ontario. However, many of them have to make unpalatable choices such as transitioning into other health-related careers, accepting the unskilled entry-level jobs or returning to their home country due to systemic as well as financial barriers, lack of training opportunities and residency positions.

Methodology/Techniques: Two sampling methods namely purposeful sampling and snowball sampling were integrated for data collection in two stages from two sampling populations. Also, to collect data based on the well-documented IMG issues researched in the extant literature and on the key concepts of the two theoretical frameworks (Deci and Ryan’s Self Determination Theory (SDT) and Mezirow’s Transformative Learning Theory (TLT)), two research instruments were designed and used (a 20-minute online survey and an interview protocol to conduct one-on-one semi-structured interviews).

The 31 participants in the survey represented the immigrant IMG population in Ontario and the purpose of the online survey was to verify if the barriers documented in the extant literature still existed for the immigrant IMGs in the contemporary times. On the other hand, the four participants in the interviews were those immigrant IMGs in Ontario who had studied medicine in English; had advanced competency in English; and had considerable clinical, research or academic experience in their field of medicine. The re-licensing experiences and perspectives of this specific group of Immigrant IMGs in Ontario had not been researched adequately, and their recommendations calling for some changes in the re-licensing process needed voice and attention.

Discussion/Conclusion: It seems that the current re-licensing system needs a fairness review in the light of Canadian/Ontarian policies of diversity, inclusion and human rights. To provide access to a fair and equitable re-licensing process, the policy-makers and regulatory bodies need to ensure that there are no unintended and intended barriers for reasons which have nothing to do with having efficient and well-trained physicians.
Agricultural Literacy in Ontario Schools: Identifying a Need for Agricultural Curriculum in our K-12 Classrooms
Presenter: Kristin Kinnard, Queen's University, Faculty of Education

Purpose: Agriculture is an industry that affects every human life on earth. It not only feeds the world’s population, it feeds our economies, ignites innovation, and requires environmental stewardship that helps sustain our land. Yet, Agriculture is not a subject in Ontario’s core curriculum nor has it been for over 30 years. This lack of agricultural education has left generations of students without knowledge of important agricultural issues, mainly where our food comes from and how it is produced.

Literature Review/Context: Egerton Ryerson championed for agricultural curriculum in public schools as early as 1847 but resistance from farmers, parents, and teachers kept the curriculum stale for many decades. In the early 1900s Agriculture became a required subject in elementary schools and an optional science in high schools. In the 1960s, 60,000 pupils were enrolled in Agriculture but by the late 1980s Agriculture was removed from the core curriculum and now only exists through the Specialist High School Majors programs in Ontario high schools (with no more than a few hundred students enrolled), or on a voluntary, ad hoc basis through individual teachers.

Methodology: I will be using document analysis to trace efforts made to include agricultural curricula into Ontario school systems since the public school system was created in 1841. In addition, successes and failures of agricultural curriculum and programs will be identified. Supplementing the historical data, a survey will be deployed to measure current levels of high school students’ agricultural knowledge.

Results: Surveys completed in the U.K. and in Australia show that basic agriculture knowledge is lacking for youth. Because we no longer live in agrarian societies and no longer include agricultural curriculum in schools, it is likely that Ontario students know little about where their food comes from, how it is produced, or the systems that support agricultural production.

Autonomy in Transitional Youth in Care
Presenter: Samantha Boyko, Queen's University, Faculty of Education

Purpose: Of the diverse population of students in schools, youth from within the child welfare system receiving out-of-home care represent a significant number of students within the Ontario education system. This qualitative study seeks to determine the perceptions of academic autonomy for successfully transitioned post-secondary students from within child welfare system in Ontario.

Literature Review/Context: Youth within the child welfare system experience many barriers to education that can limit their academic achievement, and links to their life outcomes (Rios & Rocco, 2014). Overall outcomes for these youth are concerning (Gypen, Vanderfaeillie, De Maeyer, Belenger, & Van Holen, 2017). Individuals from the child welfare system are more likely be chronic criminal offenders after making an offense (Yang, McCuish, & Corrado, 2017). Even more pressing is the need to support these students as they prepare for the transition out of high school and from the child welfare system. Though these students represent a significant portion of the overall student population in Ontario, comprehensive research on this group of high school students and their education have not been studied, including factors affecting academic success such as motivation.

Methodology: This study will look at autonomy and motivation as outlined by Self-Determination Theory and will utilize semi-structured interviews to ask successfully transitioned students within their first year of post-secondary training about perceived autonomy, motivation, and barriers that they overcame to pursue post-secondary education.

Results: Emergent themes from interviews will help gain insight into barriers experienced by transitioned youth in care and supports that led to their success.

Discussion: This research will inform policy makers, educators, and child welfare service providers to develop academic supports for individuals from the child welfare system in Ontario.
Exploring the impacts of English for Academic Purpose Programs as Alternative Pathways to Higher Education: A Systematic Review
Presenters: Peiyu Wang and Rubaiyat Jabeen, Queen’s University

**Purpose:** This presentation builds on previous research to report findings related to the impacts of EAP on international students successful integration into other university courses and programs.

**Literature Review/Context:** With the intent of preparing international students for many demands of post-secondary education in English, an increasing number of Canadian Universities are initializing English for Academic Purposes (EAP) programs. Studies (et al. Hyland & Hamp-Lyons, 2002) found that students benefit from the EAP programs, while there are still some debates for the usefulness of the program since students’ later transition into the University study is full of challenges (Keefe & Shi, 2017). The limited literature related to the topic points out the need for further research to demonstrate how EAP programs impact international students’ linguistic social and academic experiences, and whether that impact support EAP programs as a legitimate pathway to higher education.

**Methodology:** The review of the literature was carried out to synthesize and uncover emerging themes related to the aforementioned topic over a 10-year period from 2008 to 2018. A careful search found 20 scholarly works related to this topic. Papers were coded and analyzed for their key findings to reveal three major themes: linguistic development, academic success and social integration during and immediately after an EAP program.

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I Believe Everyone Has a Story to Tell: Autoethnography as a student engagement method
Presenter: Robert Pozeg, Memorial University

**Purpose:** The purpose is to explore the question: What does student engagement look like when we apply autoethnography to high school curriculum?

**Literature Review/Context:** Beyond sharing factual events, storytelling lived experience is the opportunity for youth to make sense of their lives (van Manen, 1997); to think critically on how they have come to be who they are, and to attribute meaning to their experiences (Brookfield, 1995). Storytelling is the opportunity to tune in to the authentic self that contributes to shared culture in a way that is real and meaningful (Freire, 1970/2000), and the reflective thinking helps bring to the surface the ideologies, structures, and myths that perpetuate our cultural norms and prevent social change (McLaren, 1998).

**Methodology:** Autoethnography was utilized as a tool to advance student engagement by analyzing narratives imbedded within popular culture (including gender/race/sexuality/health/social norms and expectation) and writing their lived experiences. Students weave together their lives, the structures underlying our shared culture, and subversive narratives that question the status quo (Muncey, 2010).

In this presentation I borrow the terms broadening, burrowing, and restorying from Connelly and Clandinin (1990) as three narrative threads to share my autoethnography, link literature, and share my experience of autoethnography in the high school classroom as part of my professional practice.

**Results:** We shifted classroom expectations and created space for community within the classroom where stories and freethinking thrived on a daily basis. We built bridges between theory and practice.

Teaching staff reported enhanced student engagement with the curriculum and depth of work, engagement in classroom relationships, and students’ abilities to make thoughtful connections between curriculum, their school work, and home lives.
**Oh The Places You’ll Go: Exploring How Teachers Assess Students’ Learning Skills**

**Presenter:** Natalie Green, Queen's University, Education

**Purpose:** A steadfast goal of education is to ‘develop the knowledge, skills and characteristics that will lead [students] to become personally successful, economically productive and actively engaged citizens’ (Ministry of Education, 2014). In the 21st century, a greater emphasis has been placed on learning skills to help students prepare for success beyond school. While a growing emphasis has been placed on the teaching of learning skills, a key dimension yet to be considered empirically is the effective assessment of students’ learning skills (Fullan & Langworthy, 2014)

**Literature Review/Context:** Learning skills are especially important in primary education (Grades K-3) as research has shown that early learning of these skills leads to greater school success with a trajectory of continued success in work and life (Heckman & Kautz, 2012). Formative assessment, as an ongoing classroom activity that provides students with continuous feedback on performance and learning through self-, peer-, and teacher-feedback has also shown to effectively enhance learning in other domains (Cauley & McMillan). While research indicates a link between classroom assessment and student achievement, few studies have empirically explored this link in the context of learning skills development within primary classrooms (Curriculum Services Canada, 2017).

**Methodology:** This study will be conducted in two phases and administered to 350 primary teachers in 2 school boards in Ontario. Based on the responses in the first phase, a small sample of teachers (including teachers from both rural and urban areas ranging in teaching experience) will be selected for interviews.

**Results:** This study will lead to new learning skills assessment strategies and will identify challenges teachers are faced with in the assessment of learning skills. Results from this study will provide teachers with effective strategies to assess learning skills which will ultimately help students develop learning skills and become well-prepared for life in the 21st century.

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**Reading Development in Mainstream Education**

**Presenter:** Hnin Pwint Phyu, York University

**Purpose:** The majority of English language learners experience language barriers in integrating into mainstream education despite the skills in school subjects that they bring from their countries of origin. Similarly, many language minority students who are born in English-speaking countries experience difficulties in engaging activities in the classroom due to issues with academic problem solving in English that have not been addressed. In this regard, there are more stringent requirements for knowledge of language in academic settings than for interpersonal communication. As a result, there is a longer duration anticipated for students to gain Cognitive Academic Language Proficiency (CALP).

**Literature Review/Context:** In the case of academic reading, although many language minority students in the mainstream education have acquired some low-level reading skills, they still have linguistic, cultural and conceptual difficulties which prevent them from engaging in academic tasks. As a result, implementing activities which represent bridges between the learners and the text they are going to read is necessary to activate their prior knowledge. There are many studies which highlighted the importance of L1 reading ability based on linguistic interdependence theory and the need for CALP in academic reading. This includes morphological and structural awareness and conceptual clarification using L1 skills as many of language minority students feel lack of linguistic and conceptual knowledge in reading texts provided by curriculum. In general, bringing L1 knowledge of students into classroom is said to be a useful teaching technique for training them to become academically successful readers (Joh & Plakans, 2017). On the other hand, some studies indicated that students had difficulty making connections between strategies used in L2 and those used in L1. They claimed that learners would not be able to transfer their strategies without a consistent approach to across languages to make the connections explicit. Moreover, it requires considerable guided practice that is supported by the teacher so that learners can explain strategies long before they use them independently and effectively (Gunning & Oxford, 2014). This paper focuses on reading development relating to structural awareness of students’ native language in English reading development, challenges of L1 use and L1-L2 collaboration in mainstream education.
Untying the knots of marginalized identities through Canadian Curriculum
Presenter: Lalai Abbas, Queen's University

**Purpose:** The purpose of this study is to explore the role of Canadian curriculum in transforming the (molar) identities of Pakhtun female graduate students in Canada, with a view to identify the key pedagogical factors/hinges (Ellsworth, 2005) involved in their transformation/differentiation (Deleuze & Guattari, 1987).

**Literature Review/Context:** Pakhtuns are tribal, conservative, patriarchal, and very resistant to identity change (Barth, 1981; Caroe, 1958). A case in point is the episode of Malala Yousafzai, a Pakhtun and the youngest Nobel Prize laureate, who was shot in the face by the Taliban for her advocacy of female education in her province.

All my participants will have a background of Pakistani education leading into graduate studies in Canada. As such, they come from an entirely different environment that has already formed their identity into an unfamiliar milieu. This context provides a bolder contrast for tracing the genesis and process of the transformational potential of curriculum to determine the relevant pedagogical factors more clearly.

**Methodology:** This research will combine ‘Multidirectional Memory-work’ (Haug, 1987; Rothberg, 2009), visual/media arts, and William Pinar’s method of ‘currere’ to conceptualize transformational curricular moments (Pinar, 2010). Participants will use the four-step framework of currere for writing each memory. Specifically, over six face-to-face sessions, participants will engage in a collaborative memory work process delineating the pedagogical factors of their foreign curricular milieu involving three phases.

**Results:** The data from the six writing sessions, discussions and reflections would be further theorized as an individual academic exercise by the researcher. Individual interviews will provide additional insights as will member checking. The findings from the participants’ experiences would be presented in the form of a ‘multi-vocal’ narrative text (Kirsch, 1997).

**Discussion:** The study will contribute to the body of literature aimed at making curricula more effective in realizing the true potentialities of all learners, particularly of the identity-based marginalized ones.

Women’s Roles in Preventing Extremism Through Education in Afghanistan
Presenter: Narjes Hashemi, McGill University

**Purpose:** The purpose of this project is to understand women’s roles in preventing extremism in Afghanistan. Every year hundreds of Afghans lose their lives to suicide bomb attackers in different parts of Afghanistan due to religious extremist violence. There has been a lot of work done by women in different countries to counter religious extremism but not in Afghanistan. Overall, my research goal for this study and my objectives are:

1. To understand the phenomenon of extremism in Afghanistan
2. To identify existing practices in place that counter religious extremist ideologies through education
3. Women’s roles in preventing the development of these beliefs in schools, homes and communities.

**Literature Review/Context:** Violent extremism has become a threat to many societies around the world. It has jeopardized people’s security and well-being as well as disrupted peace in both developed and developing worlds. Extremism like most social phenomenon has a gendered perspective (Preventing violence, 2017). Although, involvement of women in extremism or radicalism is not a new phenomenon, women are often mistakenly stereotyped as passive victims (Government of Quebec, 2016). Yet, it has been noted that many women play active roles in its promotion as they support the male fighters (Preventing violence, 2017), while sometimes they are the perpetrators of violence themselves.

This research focuses on Afghanistan, where there have been two major foreign interventions during the last century (Shahed, 2018, p.1). The first one was the Soviet invasion which was very destructive and destabilizing “over a million Afghans were killed and nearly five million crossed over to neighboring countries as refugees” (Shahed, 2018, p.1). The latest intervention, by the United States after the terrorist attack of September 2001, has also been very costly in terms of death, destruction and suffering (Shahed, 2018, p.1). Yet, the US-led intervention has had little achievement in terms of safety and security for the Afghan people as it has left deep physical and emotional wounds on them (Shahed, 2018, p.1). According to a report by UNHCR in 2016, Afghans were second, (after Syria) in the largest number of refugees in 2015 (Devictor and Do, 2017, p.359). In addition, just in 2015, more than 120,000 Afghans left the conflict-ridden country to seek asylum in 44 countries (Shahed, 2018, p.1). Some of them never reach their destinations as conditions are dangerous and risky. Those who remain continue to fear for their lives as the insurgent groups recruit the youth for their extremist ideologies and encourage them to take part in violent acts against their fellow civilians.

**Methodology:** I will take a qualitative research approach and will use case studies as my methodology. The participants will be n:4 Afghan women. The data will be composed of semi-structured in-depth interviews with participants. In case studies, one or more cases can be investigated, since I want to examine more than a singular case, I am using “multiple case study design” to describe the examining of several cases (Starman, 2013, p.33). Using a case study design will allow me to “cover contextual conditions” as I believe they are highly pertinent to the phenomenon that I’m studying (Yin, 2003, p. 13). Thus, in this preliminary phase, data will only be collected through 30-40 minute semi-structured interviews which are audio-recorded.
Transformative Leadership: Towards an Understanding of Perceptions and Practice
Presenter: Sheila McWatters

Introduction: An area of increasing focus in education relates to how moral purpose and ethical practice is appreciated in a transformative leadership approach.

Context: The research is rooted in critical transformative leadership theory exploring the relationship of personal and intrapersonal development of self-knowledge, critical reflection and critical consciousness. This includes moral values, ethical knowledge and practical wisdom in social change processes. A transformative leadership approach advances equity, justice, democracy, power redistribution, moral courage, individual and collect good, critique and reconstruction of knowledge (Shields, 2018) centered in relationships.

Ethical beliefs and decision-making practices developed over time influence how professionals lead for justice, care and critique in community (Shapiro & Gross, 2013; Langlois 2013, Starratt 2012). Fullan (2011) espouses the moral imperative of leadership and critical responsibility of appreciating this in learning communities and greater society. Ethical, moral and transformative leadership is formative, shaped by experiences and reflection on the interpretation of one's leadership. This occurs in the context of personal and interpersonal relationships, connectedness and reflective dialogic (Shields, 2018). There is emerging inquiry about the centrality of moral purpose and ethics, including spirituality in transformative leadership together with its relationship to the well-being of learning communities (Starratt, 2012).

Methodology: This research will use a qualitative hermeneutic phenomenological approach involving school and system leaders. Data sources include interviews, document analysis, reflective journals and dialogic. Triangulation of data involves corroborating interpretative analysis using a hermeneutic cycle.

Desired Outcomes: The study seeks to understand lived leadership experiences while uncovering a deeper awareness of ethics, moral purpose and impacts on learning communities.

Potential Conclusions: The empirical study contributes to evidence of the relationship of transformative leadership, and moral, ethical sensitivity and practice within situated context across multiple leadership roles. Implications for leadership development are being explored.

Perceived Disconnection During Suicidal Episodes
Presenter: Matt Drabenstott, Queen’s University

Introduction: Suicide is the second leading cause of death for Canadian youth. Sadly, suicide rates are projected to rise 13% by 2030.

Literature Review: Ideation-to-action frameworks, a recent development in suicide prevention, seek to pinpoint windows of prevention and intervention by marking out a path from pain to mild ideation, ideation escalation, and a suicide attempt. Theorists concede, the particulars of individuals’ suicide journeys remain numerous and messy. However, theorists hold belongingness is a core piece of the suicide puzzle. While a rich sense of care and connection can kindle the will to live, feelings isolation and disconnection can spark suicidal thoughts or actions. External circumstances can disrupt one’s sense of belonging (e.g., divorce). Though, one’s sense of belonging can erode despite being surrounded by healthy, supportive relationships. The latter disconnection remains an anomaly to researchers.

Methodology: To date, the field has relied heavily on quantitative methods to understand belongingness. However, researchers praise qualitative inquiry as an appropriate approach to address this relational mystery. To provide a rich understanding of disconnection amidst healthy relationships, a combination of interpretive phenomenological analysis (IPA) and photovoice methods will be implemented in three research phases. Approximately ten youth with past experience(s) with suicidal ideation will be recruited. The study will first capture emotions, thoughts, and meanings associated with participants’ experiences of belongingness—both positive and negative—during suicidal episodes through one-on-one interviews and follow-up photovoice sessions. Secondly, supplemental perspectives of participants’ sense of belonging will be gathered through one-on-one interviews with significant others using photovoice images. Finally, a gallery will be created featuring photographs with accompanying captions, where the public can offer written reflections.

Desired Outcomes: Findings will not only provide critical insights into how perceived disconnection contributes to one’s suicide trajectory, but also illuminate how to respark and kindle connection during suicidal episodes.
A Fractured Pedagogy of Care: What teachers can learn about self-care from Hogwarts

**Purpose:** Sometimes in caring for others, we forget that self-care is also a form of care. Despite the pedagogy of care that is at work in some of the classrooms of presented in the Harry Potter series, professors like Rubeus Hagrid, Remus Lupin, and Mad-Eye Moody/Crouch demonstrate some consequences of a pedagogy of care that neglects self-care, including professional and personal harm.

**Literature Review/Context:** The need for a pedagogy of care has been widely discussed in the decades since Nel Noddings first began advocating that learning to care requires significant knowledge [and] defines genuine education (p. xiii). A pedagogy of care is one that emphasizes “compassion, acceptance, and empathy in practice” (Ethical Standards, Ontario College of Teachers).

**Methodology:** Through close reading of J.K. Rowling’s Harry Potter series which employs the lens of the ethics of care, this poster presents a condensed version of a forthcoming chapter, which explores the way teachers at Hogwarts model a pedagogy of care, paying close attention to the lack of self-care demonstrated by Professors Lupin, Moody-Crouch, and Hagrid.

**Results:** When Hagrid becomes a professor in Harry Potter and the Prisoner of Azkaban, he is overwhelmed; it’s all he’s ever wanted (Rowling, p.100), and most of the students are willing to overlook Hagrid’s lack of training (remember, he was expelled from Hogwarts over the whole keeping-a-spider-in-a-box incident). Hagrid begins his career with enthusiasm but not much forethought, assigning a textbook that has the potential to maim students, and planning a dangerous first lesson. His desire to share his passion for magical creatures through authentic experiences may stem from a place of care, but the impulse leaves a student injured and endangers Hagrid’s teaching career.

Lupin’s pedagogy of care is more thoughtful than Hagrid’s. He also favors experiential learning, providing strategies for self-defense. Most notably, his lesson on creating a Patronus by facing a simulation of your greatest fears is rooted in compassion: he simultaneously offers his students the opportunity to grow in a safe space while preparing them for dangers beyond his classroom. Lupin is particularly invested in Harry, but he extends his care to all the students at Hogwarts to his own detriment. When Lupin puts the needs of his students before his own and rushes after Harry, Ron, and Hermione, Lupin neglects to take the medicine that protects him (and others) from his monthly were-transformation. For Lupin, a pedagogy of care that does not include self-care proves almost deadly.

Harry Potter and the Wizarding Cosmopolis

**Purpose:** The characters in Harry Potter’s wizarding world show us these tensions of cosmopolitanism and their discomforts in a world constantly changing. Characters struggle to be cosmopolitans, making the wizarding world a powerful and effective comparison; the characters are real, and they are flawed. They are human. Each character holds tensions that expose these challenges and their struggles; their anxieties with their cosmopolitan world as shown through their disjointment allows for a more intellectual journey and a deeper dive.

**Literature Review/Context:** By rooting Harry Potter in cosmopolitanism, the idea was to write about this phenomenon through the analytical frameworks developed through exploring the subtleties of cosmopolitanism and the question of belonging, through works by Verena Andermatt Conley and Jacques Derrida.

**Methodology:** Using empirical and analytical research, combing not only through the novels and films, but supplementary information released by Rowling as well as side canonical publications, this paper sought to ground cosmopolitan theories and concepts into a focused project by studying a cultural phenomenon, considering questions such as what made it cosmopolitan, and what tensions existed with other related concepts, such as multiculturalism, nationalism, the rhizome, and anti-cosmopolitanism.

**Discussion:** Cosmopolitanism as a concept is an ideal so great, it is unreachable for many who are unwilling to adapt. It is interesting and powerful to consider that the storyline of Harry Potter was written twenty years ago, but the threats to their cosmopolitan society are remarkably present in our world even today, when we consider the direction world politics has taken.
Land Education: Fostering Indigenous Student Engagement and Attainment and Reconnecting Students to the Natural World

**Purpose:** Two questions guide my research (1) How does land education impact Indigenous student educational engagement and attainment? (2) How does land education impact student relationship with the natural world?

**Context:** Many Indigenous students cannot envision a meaningful future through the pursuit of formal schooling or due to the impact of pollution through their traditional land-based practices. As a result, incidences of self-harm, suicide and intra-community violence are higher in Indigenous communities than the rest of Canada (Bombay, Matheson & Anisman, 2014). By integrating Indigenous ways of knowing and being into the content and process of school land education can create a sense of belonging for Indigenous students, thereby, improving educational engagement and attainment (Battiste, 2013). By explicitly critiquing settler colonial epistemology land education also has the potential to shift the human relationship with the natural world fostering an environmental paradigm protective of land-based practices (Anuik, Battiste & George, 2010).

**Theoretical Framework:** My research will be conducted through the lens of both Decolonizing and Tribal Critical Race Theory (TribalCrit). Decolonizing Theory centers Indigenous ways of knowing and being and attends to issues of land sovereignty (Tuck & Yang, 2012). Tribal Crit views stories emerging from relationships as inseparable from theory and as a legitimate source of data (Brayboy, 2006).

**Data Sources:** My research will specifically focus on a grade ten integrated land education program operating out of La Loche Community School. I will capture student educational engagement and attainment levels using direct observation; talking circles; and by analyzing attendance records. By examining student’s relationship with the natural world and by analyzing a photovoice assignment the impact of land education will be demonstrated.

Saying thank you: Gratitude as a dissemination tool in participant observation research

**Purpose:** The purpose of this discussion is to query the utility of gratitude in sharing research findings with participants.

**Literature Review/Context:** For researchers immersed in participant observation informed by participatory frameworks (Evans, 2013), many questions can arise about communicating research findings. There exists many benefits and challenges that are associated with sharing research findings with participants (Balandin, 2003; Jorgenson, 2015; MacKenzi, Christensen & Turner, 2015). The literature points to the importance of building supportive relationships in participant observation research between researchers and participants (Whyte, 1979). Gratitude is a prosocial behavior that promotes relationship building and preservation (Algoe, Haidt & Gable, 2008; Bartlett & DeSteno, 2006). Gratitude, therefore, can be a tool for navigating some of the challenges that emerge with disseminating research findings to participants.

**Methodology:** Reflexivity calls for researchers to be aware of their role in all stages of research (Finlay, 2002). This discussion, in eliciting heightened awareness to the impact of decisions concerning dissemination on participants, is an attempt to engage in reflexive research practice.

**Results:** As a result of this reflexive exercise, I will use the insights gained to inform my decisions regarding the format of communicating my research findings to the participants with whom I work.

**Discussion:** Although gratitude as a tool for communicating research findings to participants sounds obvious and useful in theory, I hope to engage in discussion about how this comes to fruition in practice and how this can be done creatively. I hope to further discuss implications of utilizing gratitude as a dissemination tool. While useful, gratitude is insufficient in addressing some major challenges that can arise as a result of sharing findings with participants. Nonetheless, gratitude can be a tool among many available to researchers in navigating challenges that emerge as a result of disseminating findings in participant observation research.
Paper Session 8: Learning from the past to build a better future
March 1st- 1:30 PM
Room A236

Discussant: Jackson Pind     Chair: Trevor Strong

Presenter: Sara Karn

Historical Thinking Beyond the Classroom: Teaching and Learning on Battlefield Study Tours

**Purpose:** What value does experiential learning offer to developing historical thinking skills among secondary school students? I will explore this question in relation to my experience leading battlefield study tours for Canadian high school students as a Program Educator for the Vimy Foundation. Throughout each program students apply historical thinking concepts in various contexts while learning about the First and Second World Wars in France and Belgium.

**Literature Review/Context:** This presentation will examine the six historical thinking concepts developed by Peter Seixas in relationship to experiential learning. These concepts are now central to the fields of education and history but are infrequently identified in studies of battlefield tourism. My research builds from Catriona Pennell’s work on British youth and battlefield tours during the centenary years by adding a Canadian perspective and comparing how students in different countries apply historical thinking skills.

**Methodology:** During the Vimy programs I collected empirical evidence in the form of observations and interactions with students, as well as in their required reflections (journals and blog posts). I will also examine photographs and videos to visualize how students interacted with their surroundings. A qualitative analysis of these sources will be conducted using the concepts of historical thinking framework.

**Results:** Each of the historical thinking concepts played a role while visiting cemeteries and monuments, touring museums and historic sites, and interacting with locals and veterans. The most unique opportunity for students on the battlefield tours was learning to interpret landscapes as primary evidence. Therefore, I will argue that, in the context of experiential learning, a seventh concept should be added: spatial dimensions of history.

**Discussion:** Experiential learning offers students valuable approaches to learning about the World Wars. By applying each historical thinking concept in meaningful situations, students are able to develop a deeper understanding of Canada’s past.

Presenter: Eleanor Johnston

School concerts, reconciliation and the problem of repertoire

**Purpose:** This paper/discussion chews over the difficulties of repertoire and representation in the context of a recent incident in an Ontario school board over a performance of the 1920s folk song "Land of the Silver Birch", with text "inspired by" Mohawk poet, E. Pauline Johnson. When it was performed during a spring concert at a local high school, community members complained that it was racist. The principal issued a public apology which led to a suit by the music teacher for defamation. This paper offers a critical reading of the "offending" object using both indigenous and western musical pedagogy and a further exploration of the issues presented in this fracas.

**Literature Review/Context:** In view of Robinson's (2012) criticisms of the phenomenon of "reconciliation performance", educators ought to consider where, how, and on whose behalf we perform indigenous content. Vaugeois' (2013) work on music education and the embodiment of coloniality also asks us to consider the implications of the western aesthetics which pervade "Land of the Silver Birch" and its use in the public school curriculum. Finally, the author will share a few resources and artists of the Indigenous Renaissance who speak and play with the issues more eloquently than she, such as Jeremy Dutcher and Melody McKiver.

**Methodology:** literature review, musical analysis, critical reading

**Results:** To consider together whether songs that are "out-dated but not racist" (Monture, National Post, 2017) have a place in schools as places of critical reflection and if so, how to place them within a modern context to avoid situations such as that described above.

**Discussion:** The repertoires and approaches we choose in the music classroom, can be a vital participant in the necessary conversation of our implications and parts in reconciliation.