

**rbjse**

The Rosa Bruno-Jofré  
Symposium in Education



**23-24 March 2023**

**The Difference That Difference Makes:  
Accoun9ng for Diverse Learners  
in a Dynamic Era**



@QueensEduc

#RBJSE



**Queen's**  
UNIVERSITY

**EDUCATION**

Welcome academics!

My name is Haley Clark, and I am a current Ph.D. student, settler, and co-chair of this conference. The Rosa Bruno-Jofré Symposium in Education (RJBSE); is a graduate student conference hosted by Queen's University. The purpose of our gathering here today is in sharing knowledge, promoting research, and engaging with one another.

On behalf of the Rosa Bruno-Jofré Symposium in Education, we would like to recognize that this event is being hosted on the ancestral territory of the Anishinaabe (Ah-nish-in-ah-bay) and Haudenosaunee (Ho-deno-show-nee) and the Unceded territory of Omàmiwininiwag (Algonquin) Nations. The lands we are on today are recognized in the Two-Row Wampum, Dish with One Spoon Treaty, and the Crawford Purchase.

We acknowledge and welcome the presence of all Indigenous Peoples, including the Métis (Maytee), Inuit (Ee-Nu-eet soft t), and First Nations from across Turtle Island. We express our gratitude for the vast scope of Indigenous land we are using to promote research, learning, and engagement.

As researchers, we must be cognizant of past and present systemic harms committed against Indigenous peoples throughout Canada resulting in continual intergenerational trauma, dispossession of land, and cultural genocide perpetrated by the Crown, government, and multiple religious denominations.

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

Thank you, Miigwech (Mee-gwetch), Marcii (Mar-see hard r), Nyá:wen (Nee-ya-wa)

**Haley Clark**, BA(Hons) MA (Guelph)  
*PhD Student, Faculty of Education, Queen's University*  
*Co-Chair, Rosa Bruno-Jofré Symposium in Education (2023)*

## Acknowledgement of Territory



@QueensEduc

#RBJSE

Page 2

## TABLE OF CONTENTS

Acknowledgement of Territory	2
Conference Details	4
Building Map - Duncan McArthur Hall	5
Daily Overview - Day One	6
Daily Overview - Day Two	7
Welcome Message - RBJSE Co-Chairs	8
Welcome Message - Associate Dean (Graduate Studies), Faculty of Education, Queen's University	9
Organising Committee	10
Advisory Committee	11
Sessions: Thursday, 23rd March	12
Sessions: Friday, 24th March	20



@QueensEduc

#RBJSE



Welcome to the annual the Rosa Bruno-Jofré Symposium in Education (RBJSE) 2023.

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

We have a number of lectures, roundtables, alternative presentations, discussion panels, keynote addresses, workshops, and a film screening being offered over the next two days. **A daily overview of events is provided on pages 6 & 7.** The program outlines the overarching theme of each session and its location. As the conference is hybrid, some sessions have only online presenters. These sessions, although online, will be streamed for guests viewing in the Faculty of Education Library Teaching Corner. Some sessions have in-person presenters and technology to stream online. The room locations are listed in the program. If you are joining us online, please use the QR code and/or Zoom meeting details at the bottom of this page to login. The Zoom link is set up to have a universal landing page and breakout rooms based on presenters and sessions.

On Day One, in-person participants will be able to register between 9:00am and 9:15am in Room A341. **A building map is provided on page 5** to help participants navigate the venue. RBJSE volunteers will also be available to assist participants locate rooms and other locations that are being used.

The conference is being catered and we have arranged to provide in-person participants with daily light breakfasts, lunches, and afternoon refreshments. A wide menu which addresses participants' dietary needs will be offered. Of course, there will be plenty of coffee!

We will also be hosting a networking event in the evening on Day One (Thursday, March 23rd), in Room A341. This event is kindly sponsored by Dr. Lindsay Morcom, the Faculty of Education's Associate Dean (Graduate Studies), and Office for Graduate Studies. We encourage all in-person presenters and participants to attend for a chance to meet, connect, and chat with each other over refreshments.

Finally, we wish you an enjoyable and productive RBJSE 2023.



Scan this QR code to access the RBJSE 2023 Zoom platform.

Alternatively, you can use the following details to access the Zoom platform:

**Meeting ID:** 964 0511 8359

**Passcode:** 341625

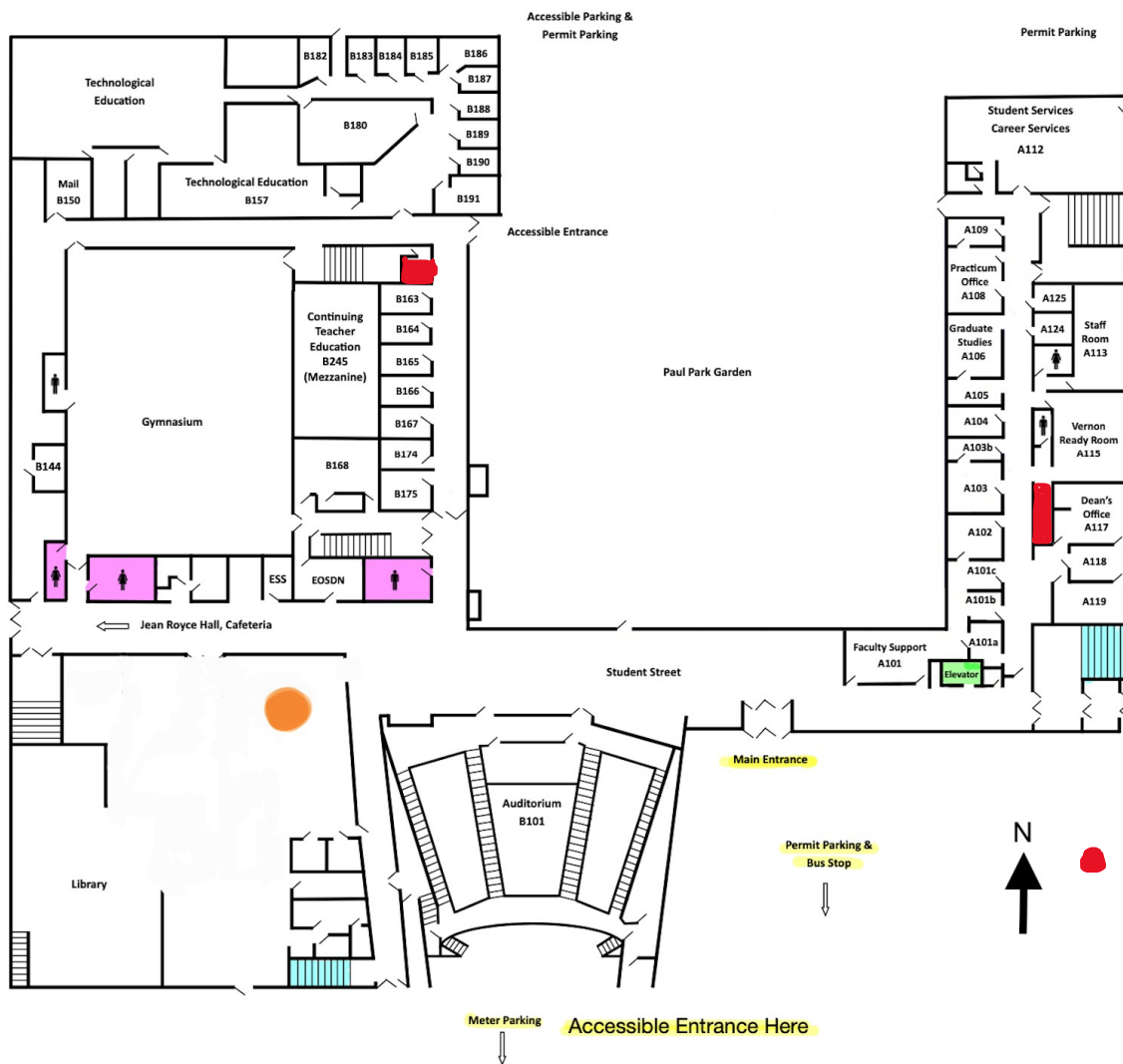
Once you have logged onto the Zoom call, you will be able to choose which break out room session you wish to attend.



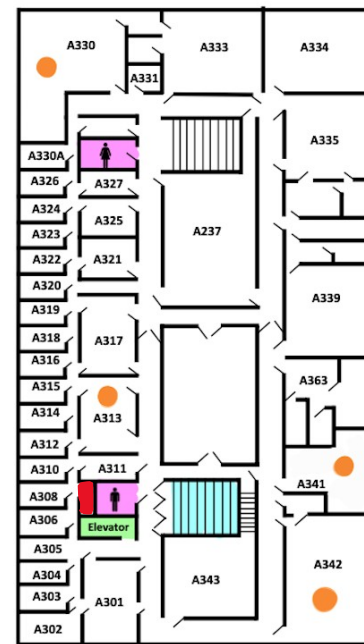
@QueensEduc

#RBJSE

**Duncan McArthur Hall Main Floor**



**Duncan McArthur Hall Third Floor**



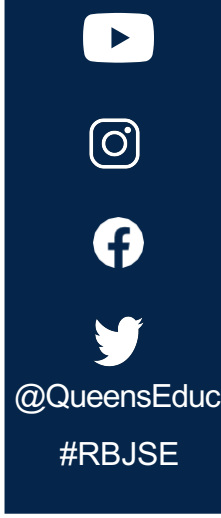
**Legend**

- Gender Neutral Bathrooms
- Conference rooms
- Stairwells
- Bathrooms
- Elevators

Duncan McArthur Hall is one of the few buildings located on the [west campus](#) of Queen's University. The campus is located about two kilometres west of the [main campus](#) and was purchased by Queen's in 1969. Before Queen's bought the 61-acre area, it held a farm and a stone quarry, both of which were worked by inmates of the Kingston Penitentiary. Duncan McArthur Hall, built between 1969 and 1971 with funding from the Ontario government, is a very large building which houses Queen's Faculty of Education, made up of administrative offices, classrooms, labs, technical shops, and the large [Education Library](#).



<b>09:00 - 09:15 Grab &amp; Go Breakfast: A341 DMH</b>		
<b>09:15 - 10:30 Conference Opening: A342AB DMH &amp; Zoom</b> <u>Welcome</u> <b>Mireille LaPointe, Elder-in-Residence (Oshkabeywis), Faculty of Education, Queen's University</b> <u>Land Acknowledgement</u> <b>Haley Clark, RBJSE Co-Chair</b> <u>Conference Welcome</u> <b>Dr. Rebecca Luce-Kapler, Dean of Education, Queen's University</b> <u>Keynote Address: Understanding the Resistance Strategies of Black Mothers: A Study of Anti-Black Racism and a Theory and Practice for Educational Futurity</u> <b>Dr. Janelle Brady, Assistant Professor, School of Early Childhood Studies, Toronto Metropolitan University</b>		
<b>Venue A: A341 DMH</b>	<b>Venue B: Zoom*</b>	
<b>10:45 - 11:30: Session A1: Lectures</b> Equity, Diversity, & Education	<b>10:45 - 11:30: Session B1: Lectures</b> Youth Education & Policy	
<b>11:40 - 12:35: Session A2: Lectures</b> Identity in Education & Healthcare	<b>11:40 - 12:35: Session B2: Lectures</b> New Directions in Technology & Education	
<b>12:35 - 13:30 Lunch: A330 DMH &amp; Zoom*</b> <b>Alternative Presentations:</b> <b>13:00 3MT:</b> Investigating the Potential of a University STEM Club to Promote Understanding for Sustainable Development Goals <b>13:10 Pecha Kucha:</b> Language Exchange Programs: The Case of McGill University's Matching System Based on Compatibility		
<b>Venue A: A341 DMH</b>	<b>Venue B: Zoom*</b>	<b>Venue C: A330 DMH</b>
<b>13:30 - 13:50: Session A3: Roundtable</b> Critical Reflections on Education Systems	<b>13:30 - 13:50: Session B3: Roundtable</b> Leadership, Student Voice, & Safer Spaces	<b>13:30 - 13:50: Session C3: Lecture</b> Traditional Medicine
<b>13:55 - 14:15: Session A4: Roundtable</b> Youth Identity & Engagement	<b>13:55 - 14:15: Session B4: Roundtable</b> Assessment & Restorative Justice	<b>13:55 - 14:15: Session C4: Roundtable</b> Examining Educational Programs
<b>14:25 - 14:45: Session A5: Roundtable</b> Reckoning with Colonial Structures	<b>14:25 - 14:45: Session B5: Roundtable</b> International Education	<b>14:25 - 14:45: Session C5: (Zoom Only)</b> Collaborative AR App to Assist Learning in the Classroom
<b>14:50 - 15:10: Session A6: Roundtable</b> Supporting Health & Wellbeing	<b>14:50 - 15:10: Session B6: Roundtable</b> Immigration & Internationalisation	
<b>15:10 - 15:20 Afternoon Refreshments: A313 DMH</b>		
<b>15:20 - 16:30 Workshop A1:</b> A341 DMH & Zoom <u>Writing a Land Acknowledgement</u> <b>Candace Lloyd, Upcoming Indigenous Elder</b>	<b>15:20 - 16:30 Workshop B1:</b> A330 DMH & Zoom <u>Grant Writing for Success</u> <b>Dr. Christopher Deluca, Associate Dean, School of Graduate Studies and Postdoctoral Affairs, Queen's University</b>	<b>15:20 - 16:30 Workshop C1:</b> A313 DMH <u>"The Opportunities Awaiting You There": An Introduction to (Community) College Teaching for the Curious</u> <b>Dr. Moshe Lakser, Professor, School of English and Liberal Studies, Seneca College</b>
<b>16:40 - 17:00 Closing Remarks: A341 DMH</b> <b>Dr. Amanda Cooper, Associate Dean, Faculty of Education, Queen's University</b>		
<b>19:00 - 21:00 Networking Event: A341 DMH</b> Sponsored by <b>Dr. Lindsay Morcom, Associate Dean (Graduate Studies)</b> and the Office for Graduate Studies, Faculty of Education, Queen's University		
<small>DMH - Duncan McArthur Hall, Queen's University            *In-person viewing of Venue B sessions will be in the Education Library Teaching Corner</small>		



@QueensEduc  
#RBJSE

<b>09:00 - 09:15 Grab &amp; Go Breakfast:</b> A341 DMH			
<b>09:15 - 09:25 Opening:</b> A342AB DMH & Zoom <u>Welcome</u> <b>Dr. Benjamin Kutsyuruba</b> , <i>Professor of Educational Policy, Leadership &amp; School Law, Faculty of Education, Queen's University</i>			
<b>09:25 - 10:25 Posters Presentations:</b> Education Library DMH			
<b>Venue A:</b> A341 DMH	<b>Venue B:</b> A342 DMH & Zoom*	<b>Venue C:</b> A330 DMH & Zoom	
<b>10:45 - 11:30: Session A7: Lectures</b> Consequences of Testing	<b>10:45 - 11:30: Session B7: Lectures</b> Diversity, Inclusion & Global Citizenship	<b>10:45 - 11:30: Session C7: Lectures</b> Self-Assessment & Self-Regulation	
<b>11:40 - 12:35 Keynote Address:</b> A342AB DMH & Zoom <u>Pasolini, Public Pedagogy, Subjective Presence</u> <b>Dr. William Pinar</b> , <i>Professor in Curriculum Studies, Faculty of Education, University of British Columbia</i>			
<b>12:35 - 13:30 Lunch:</b> A341 DMH & Zoom <b>Alternative Presentation:</b> <b>13:00 Pecha Kucha:</b> Allyship in Higher Education: Living in Relationship			
<b>13:30 - 14:15 Panel Discussion:</b> A342AB DMH & Zoom <u>The Difference That Difference Makes: Accounting for Diverse Learners in a Dynamic Era</u>  <u>Panelists</u> <b>Dr. Lee Airton</b> , <i>Assistant Professor of Gender &amp; Sexuality Studies in Education, Queen's University</i> <b>Dr. Dalitso Ruwe</b> , <i>Assistant Professor of Black Political Thought, Queen's University</i> <b>Dr. David Samuel Green</b> , <i>Researcher, Psychotherapist, &amp; Educator, OISE/University of Guelph</i> <b>Dr. Melody Viczko</b> , <i>Associate Professor, Critical Policy, Equity &amp; Leadership Studies, Western University</i> <b>Dr. Thashika Pillay</b> , <i>Assistant Professor of Educational Policy, Queen's University</i> <u>Moderator</u> <b>Haley Clark</b> , <i>RBJSE Co-Chair</i>			
<b>Venue A:</b> A341 DMH	<b>Venue B:</b> Zoom*	<b>Venue C:</b> Zoom	<b>Auditorium:</b> B101 DMH
<b>14:25 - 14:45: Session A8: Roundtable</b> Wellbeing & Classroom Climate	<b>14:25 - 14:45: Session B8: Roundtable</b> Digital Literacy & Knowledge Mobilisation	<b>14:25 - 14:45: Session C8: Lectures</b> Changing Perspectives on Leadership & Neurodivergence	<b>14:15 - 17:15: Session D8: Film Screening</b>  <u>"We Have Not Come Here to Die"</u>  A Documentary by Deepa Dhanraj  The Film Screening will be preceded by a Panel Discussion on Caste
<b>14:50 - 15:10 Session A9: Roundtable</b> Equity & Diversity in Adult & Higher Education	<b>14:50 - 15:10 Session B9: Roundtable</b> Community & Education		
<b>15:10 - 15:20 Afternoon Refreshments:</b> A313 DMH			
<b>15:20 - 16:30 Workshop A2:</b> A341 DMH & Zoom <u>How to Read for Courses &amp; Comprehensive Exams</u> <b>Dr. Ian Garner</b> , <i>Student Academic Support Service, Queen's University</i>	<b>15:20 - 16:30 Workshop B2:</b> A330 DMH & Zoom <u>How to Ace your Ethics Application</u> <b>Dr. Jacob Brower &amp; Dr. Ian Matheson</b> <i>General Research Ethics Board, Queen's University</i>		
<b>16:40 - 17:00 Closing Remarks:</b> A342AB DMH <b>Mireille LaPointe</b> , <i>Elder-in-Residence (Oshkabeywis), Faculty of Education, Queen's University</i> <b>Dr. Rosa Bruno-Jofré</b> , <i>Professor of History of Education, Faculty of Education, Queen's University</i>			
<small>DMH - Duncan McArthur Hall, Queen's University *In-person viewing of Venue B sessions will be in the Education Library Teaching Corner</small>			

Daily Overview - Day Two  
Friday March 24th



@QueensEduc

#RBJSE

Page 7

## The Difference That Difference Makes: Accounting for Diverse Learners in a Dynamic Era

Welcome to the 2023 iteration of the Rosa Bruno-Jofré Symposium in Education.

The RBJSE is an annual gathering organised for and by graduate students in the Faculty of Education at Queen's University. It features educators and graduate student presenters from across Canada. We are pleased to welcome you to RBJSE 2023, offered for the first time as a hybrid event. We warmly welcome folks back to Queen's University and Kingston, Ontario, for the first time since the pre-pandemic RBJSE 2019.

Beginning in 2001, this symposium has been made possible from the generous donations of Dr. Rosa Bruno-Jofré herself. Conferences are excellent spaces to network with likeminded scholars and disseminate research. The unique nature of RBJSE as a space for emerging scholars makes this an opportune event to connect with graduate colleagues, advance presentation proficiencies, and gain fruitful feedback. This year we eagerly congregate graduate students representing 15 universities from Canada and overseas. We are optimistic for our time together to be safe and welcoming.

The conference theme this year is rooted in the acknowledgement of systemic concerns with diversity and inclusion within education. As researchers, we are pressed with the task to critically examine diversity in our own fields of study, and particularly in education. Diversity encompasses many aspects of identity including sexuality, ethnicity, culture, race, and dis-ability, but is not limited to these scopes and ways of knowing.

We must be cognizant, aware, and fruitful in our understanding of diversity and respectfully acknowledge the knowledge keepers in our communities. As researchers, we hold power and strength in our knowledge, but we should also reflect on and evaluate the lived experiences of others. We should critically examine our own positionality and strive towards inclusion, decolonization, and equity. Although we work within systems of colonization, systemic discrimination, and marginalization of 'difference', we should strive to individually address barriers to diversity and challenge the status quo.

We would like to credit fellow Queen's PhD student, Paul Akpomuje, for his part in the theme development and continued support of RBJSE.

Finally, we wish everyone attending, whether in-person or online, an engaging and productive time at this year's RBJSE.

Haley Clark  
Co-Chair

Kianna Mau  
Co-Chair

Welcome Message



@QueensEduc

#RBJSE

Page 8





*Education is the most powerful weapon which you can use to change the world.*

- Nelson Mandela

I am so pleased to write this message celebrating this year's Rosa Bruno-Jofré Symposium in Education, and I cannot imagine a more important theme than "The Difference that Difference Makes: Accounting for Diverse Learners in a Dynamic Era." It reminds me how extremely lucky we are to be doing research in education, and of the great responsibility we take on. Few researchers have as much power as we do to make a meaningful impact on the lives of students and on the future of education, and by relation, on the world in which we live.

We are also, as the theme indicates, at a time of significant change in education. In a post-TRC era, we are forced to examine our roles in an education system that has been a tool for assimilation and genocide, but that also holds the potential to educate a new generation to be people of reconciliation. We live in a time when more and more people are becoming aware of the importance of criticality in how we approach points of diversity such as race, ethnicity, colonialism, sexuality, gender, religion, socio-economic status, and ability, and of the importance of embracing diversity as a strength that invites new perspectives, ideas, and attitudes. At the same time, pushback can be fierce and those who disagree with the ideals of diversity and criticality are vocal. This is a time to be brave. All education is culture-based education, and we need to decide what kind of culture we, as educators, want to perpetuate.

Finally, we are at a point when we are seeing greater diversity not only in the topics of research, but in the identities of researchers. If we want to embrace diversity as strength, we need to consider what decolonization and equity actually look like in the academy. How can we ensure that we are making spaces accessible so that every researcher's brilliance can shine? How can we decolonize research, not just in terms of what we are learning about, but in terms of how we are creating, co-creating, and disseminating knowledge? What does it mean to be really accountable to the individuals and communities we seek to serve in our work, and for many, what does it mean to be a part of the communities we seek to serve? Essentially, what does research need to look like, and what is it meant to do? These are questions that the academy is grappling with not just at Queen's but globally, and you as early career academics are poised to ensure that these questions are meaningfully addressed as you take your work forward.

Thank you to all who have worked so hard to make this event happen, and to all of you who are here to share your research to ensure that the work we do continues to celebrate and enhance diversity in schools, the academy, and beyond.

**Dr. Lindsay Morcom**, BA MA (Regina), PhD (Oxford)

*Associate Dean, Graduate Studies, Faculty of Education, Queen's University  
Canada Research Chair in Language Revitalisation and Decolonizing Education*

Welcome Message



@QueensEduc

#RBJSE

Page 9



Queen's  
UNIVERSITY

EDUCATION



Haley Clark  
Co-Chair, RBJSE 2023



Kianna Mau  
Co-Chair, RBJSE 2023

## RBJSE 2023 Organising Sub-committees

### Advertising

Magy Aziz  
Brynn Reale

### Submissions and Discussants

Han Xu  
Tristan Lewis

### Scheduling and Programming

Michael Holden (Chair)  
Sumaiya Chowdhury  
Emily Teves

### Keynotes and Workshops

Peter Glinos  
Adira Winegust

### Registrations

Cheryl Lee-Yow (Chair)  
Yue Gu

### Virtual Environment

Ariadne Jevnikar (Lakehead University)  
Emily Teves

### Food and Environment

Peter Glinos

## A Note of Thanks.

We are grateful for everyone's contributions to bring you the 2023 iteration of the RBJSE.

We would like to thank Dr. Rosa Bruno-Jofre for her continued support of the symposium and dedication to knowledge dissemination. Thank you to Dr. Benjamin Kutsyuruba and Dr. Claire Ahn for their words of wisdom and guidance throughout the planning process. This conference would not be possible without the continued support of the Faculty of Education and the Associate Dean of Graduate Studies, Dr. Lindsay Morcom. The Queen's University's Faculty of Education's Office of Graduate Studies has also made a considerable contribution to the organisation of the event. We would like to extend a huge thank you to Erin Rennie and the Graduate Studies Office staff for the kind donation, and for all the advice, help and support they continuously offer to every Graduate Students during the course of their studies. The gracious support from Erin York, Henrietta Roi, and the Ed Help Staff has not gone unnoticed. They have assisted in booking rooms, supporting with technical challenges, and designing our website.

Finally, we would like to thank all reviewers, discussants, judges, and members of the Organising Sub-committees. They are all volunteers who have put in a lot of hours behind the scenes to ensure that this year's RBJSE is successful.

Without the support and diligence of all our colleagues, this event would not have been possible.



@QueensEduc

#RBJSE

The RBJSE Advisory Committee was established in 2021 to support the Organizing Committee and subcommittees in advancing graduate students' capacity to present on academic topics, engage in respectful but critical discussions, and build connections with other scholars and education stakeholders. The Advisory Committee, which comprises of two members in the Faculty of Education at Queen's University, continues to provide guidance on ways in which the RBJSE can foster scholarly development in the long term, before, during, and after the annual symposium. We are sincerely grateful for the support of the 2023 Advisory Committee members, Dr. Claire Ahn, Dr. Rosa Bruno-Jofré and Dr. Benjamin Kutsyuruba.



Dr. Claire Ahn



Dr. Rosa Bruno-Jofré



Dr. Benjamin Kutsyuruba

**Dr. Claire Ahn**, BEd (Alberta), MEd PhD (UBC)

*Assistant Professor of Multiliteracies, Faculty of Education, Queen's University*

Broadly speaking, Dr. Ahn's research focusses on how information is mediated across different platforms and how this affects people's understanding of issues, events, and of people. Dr. Ahn has also had over 20 years of teaching experience, including a decade of experience as a secondary English Language Arts (ELA) teacher, thus her research is strongly rooted in and considers secondary ELA curricula and pedagogical implications. Dr. Ahn's current projects include investigating how visual images and the genre of environmental documentary films affect viewers' responses and awareness of issues; considering the impacts of deceptive media and importance of critical digital literacy education; and how young people and ELA teachers are experiencing and understanding critical social justice issues.

**Dr. Rosa Bruno-Jofré**, Licenciada en Historia Profesora en Historia (U. Nacional del Sur), PhD (Calgary) FRSC

*Professor of History of Education, Faculty of Education, Queen's University*

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

**Dr. Benjamin Kutsyuruba**, BA Specialist Diploma (Chernivtsi), MEd PhD (Saskatchewan)

*Professor of Educational Policy, Leadership and School Law, Faculty of Education, Queen's University*

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



@QueensEduc

#RBJSE

## Conference Opening

A342AB DMH

09:15 - 10:30

### Welcome

**Mireille LaPointe**, *Elder-in-Residence (Oshkabeywis), Faculty of Education, Queen's University*

### Land Acknowledgement

**Haley Clark**, BA(Hons) MA (Guelph), *RBSE Co-Chair*

### Conference Opening

**Dr. Rebecca Luce-Kapler**, BEd MEd PhD (Alberta), *Dean, Faculty of Education, Queen's University*

### Keynote Address

Understanding the Resistance Strategies of Black Mothers: A Study of Anti-Black Racism and a Theory and Practice for Educational Futurity

**Dr. Janelle Brady**, BA MEd (York) PhD (Toronto), *Assistant Professor, School of Early Childhood Studies, Toronto Metropolitan University*

This study examined Black mothers' conceptualizations of systemic racism in schooling, the impacts of anti-Black racism, and resistance strategies employed to combat anti-Black racism. Racial injustices faced by Black students in Kindergarten to Grade 12 (K-12) has been well-documented; in the Canadian context, scholars have researched barriers faced by Black students, such as: higher rates of suspensions and expulsions (James & Turner, 2017); a shortage of Black teachers (Ontario Alliance of Black School Educators, 2015); a lack of Black history and curriculum (Henry, 1968); educational streaming into lower and limited pathways (Curtis, 2014; James, 2012); and overall lower expectations (James, 2012) and the "push out" (Dei et al., 1997) of Black student learners. This study engages the idea of parenting for survival and looks specifically at the role and intervention strategies of Black mothers who navigate these complex anti-Black systems. Through Black feminism (Collins, 1990, 2000; Crenshaw, 1989; Giddings, 1986; hooks, 1995, 2015; Rodgers, 2017), Black Canadian feminism (Wane, 2004, 2009, 2013; Wane et al., 2002), and African feminisms (Ogundipe, 1987; Steady, 1981; Tamale, 2008; Wane et al., 2002), the study examined how Black women's social-political identities can help mobilize Black student learners. Findings revealed the ongoing forms of anti-Black racism faced by Black student learners; the negotiations of the raced, gendered, classed, and other forms of oppression faced by their mothers; and a continuation of historical injustices faced by Black families in the lived realities of Black mothers. The study offers a new orientation to understanding the nuances and complexity of Black mothering from a community-oriented and strength-based approach.

Janelle Brady (she/her/hers) is an assistant professor of Black Studies in the School of Early Childhood Studies, Faculty of Community Services at Toronto Metropolitan University. She completed her PhD at the University of Toronto in the Department of Social Justice Education at the Ontario Institute for Studies in Education (OISE). Her area of research explores Black mothers' effective resistance strategies, race and racism in early years, and Black feminisms. She is passionate about supporting children and families through engagement in various community-based research projects to enhance social and racial justice. Janelle's work has been presented in peer-reviewed research conferences such as the American Educational Research Association, the Society for the Study of Social Problems, and the Canadian Sociological Association. Some of her peer-reviewed publications appear in the *Canadian Journal for New Scholars in Education*, *The Wiley-Blackwell Encyclopedia of Social Theory*, *Emerging Perspectives*, *Palgrave Macmillan* and *Myers Education Press*. Her two most recent articles were published in the *Contemporary Issues in Early Childhood* and the *Journal of the Motherhood Initiative*.



Thursday, 23 March



@QueensEduc

#RBJSE

Page 12

Session A1  
Lectures

A341 DMH  
10:45 - 11:30

**Equity, Diversity, and Education**

*Investigating Supports and Barriers Affecting Black Students' Enrolment into Graduate Studies*  
**Mohamed Yusuf**, Queen's University

*Negotiating Patriarchy While Dismantling the Narrative and Ambiguity of African Female Leadership: Critical Review of Female Leadership Policies in the African Context*  
**Rachael Kalaba**, University of Toronto

Session B1  
Lectures

Zoom  
10:45 - 11:30

**Youth Education and Policy**

*Youth Homelessness in Canada: A Policy Analysis of National, Provincial, Territorial and School Board Education Policies*  
**Mélina Poulin**, Carleton University

*A Thematic Analysis of Educational Guidelines Supporting Newcomer High School Youth's Formal and Informal Learning in Ontario*  
**Shuyuan Liu**, Queen's University

Session A2  
Lectures

A341 DMH  
11:40 - 12:35

**Identity in Education and Healthcare**

*Falling Between the Cracks: Compounding Identity Discrimination within Healthcare*  
**Jane Mao**, Queen's University

*Using Arts to Construct and Conceptualize Assessment Identity Among Education Students: An Exhibition Based Inquiry Following KT Framework*  
**Sumaiya Chowdhury, Katrina Carbone & Antara Chowdhury**, Queen's University

Thursday, 23 March



@QueensEduc

#RBJSE

Page 13

## Session B2 Lectures

Zoom  
11:40 - 12:35

### New Directions in Technology and Education

*Critical Race Robots: An Interdisciplinary Approach to Human-AI Interaction*  
**Noah Khan**, University of Toronto

*Diverse and Wide Opportunities for Integrating Computational Thinking in Mathematics Education Through Different Perspectives*  
**Hatice Beyza Sezer**, Western University

## Lunch Time Alternatives Presentations

A330 DMH & Zoom  
12:35 - 13:30

### 13:00 3-Minute Thesis (Zoom)

*Investigating the Potential of a University STEM Club to Promote Understanding for Sustainable Development Goals*  
**Midhat Noor Kiyani**, McGill University

### 13:10 Pecha Kucha (Zoom)

*Language Exchange Programs: The Case of McGill University's Matching System Based on Compatibility*  
**Chama Laassassy**, McGill University

## Session A3 Roundtable

A341 DMH  
13:30 - 13:50

### Critical Reflections on Education Systems

*Bangladesh: BRAC's Shift from Freire's Literacy Method and 'Conscientization' to a Neo-liberal Self-optimization Approach of Development*  
**Mohammad Abul Fateh**, Queen's University

*Reflections on Buber's Voices and the Nigerian Educational System*  
**Ikeoluwapo Baruta**, Queen's University

Thursday, 23 March



@QueensEduc

#RBJSE

Page 14



## Session B3 Roundtable

Zoom  
13:30 - 13:50

### Leadership, Student Voice, and Safer Spaces

*Supporting Safer Spaces: How School Administrators Shape the School Culture for Sexual and Gender Minority Students*

**Ariadne Jevnikar**, Lakehead University

*School Leaders' Perspectives and Experience with Accessing Racialised Student Voice*

**Janay Eccles**, University of Toronto

## Session C3 Lecture

A330 DMH  
13:30 - 13:50

### Traditional Medicine

*Traditional Medicine - Explaining Wholistic Learning Through a Project Focused on One Medicinal Plant*

**Candace Lloyd**, Queen's University

## Session A4 Roundtable

A341 DMH  
13:55 - 14:15

### Youth Identity and Engagement

*Learning from the Hyphen: Identity Development in Hyphenated Canadian Adolescent Students*

**Magy Aziz**, Queen's University

*Literature Review: Encouraging Youth Participation in Climate Action Through Citizenship and Civic Education*

**Rebecca Evans**, Queen's University

Thursday, 23 March



@QueensEduc

#RBJSE

Page 15



Session B4  
Roundtable

Zoom  
13:55 - 14:15

**Assessment and Restorative Justice in Education**

*Understanding Teachers' Approaches to Assessment and Restorative Justice in Newfoundland and Labrador*

**Nevra Ozoren Sener**, Memorial University of Newfoundland

Session C4  
Roundtable

A330 DMH  
13:55 - 14:15

**Examining Educational Programs (Roundtable)**

*Understanding the Implementation and Impacts of the CWELCC Program in Ontario*  
**Cheryl Lee-Yow**, Queen's University

*Issues in the Toronto District School Board's Alternative Education Sector*  
**Laura Pugliese-Muir & Peter Glinos**, Queen's University

Session A5  
Roundtable

A341 DMH  
14:25 - 14:45

**Reckoning with Colonial Structures**

*Looking at Interdisciplinary Evaluation and Education in Policing*  
**Lisa Deveau**, Queen's University

*Changing the Narrative: Settler Colonial History and Reconciliation in the Public Sphere*  
**Albert Schumaker**, Queen's University

Thursday, 23 March



@QueensEduc

#RBJSE



## Session B5 Roundtable

Zoom  
14:25 - 14:45

### International Education

*Understanding the Struggles of Chinese International Students at Canadian Universities During COVID-19*

**Chunlei Liu**, York University

*The Dramatic Rise of International Secondary School Students in Canada: Exposing Vulnerabilities and Recognising Responsibilities*

**Helen Liu**, York University

## Session C5 Roundtable

Zoom  
14:25 - 14:45

### Collaborative AR App

*Collaborative AR App to Assist Learning in Classrooms*

**Malek El Kouzi**, Queen's University

## Session A6 Roundtable

A341 DMH  
14:50 - 15:10

### Supporting Health and Wellbeing

*Teachers Understandings of Eating Disorder Stigma in Secondary Education*

**Alyssa Raab**, Queen's University

*Field of Ideas: Narrowing the Lens on Traditional Medicine*

**Candace Lloyd**, Queen's University

Thursday, 23 March



@QueensEduc

#RBJSE

Page 17



## Session B6 Roundtable

Zoom  
14:50 - 15:10

### Immigration and Internationalisation

*Leadership and Internationalisation: An In-depth Exploration of Literature*  
**Rakha Sabin**, Brock University

*Immigrant Teachers on Prince Edward Island*  
**Veena King**, University of Prince Edward Island

## Workshop A1

A341 DMH / Zoom  
15:20 - 16:30

### Writing a Land Acknowledgement

**Candace Lloyd**, BEd MEd (Queen's)  
*Upcoming Indigenous Elder*

This hybrid session will be interactive, engaging and insightful. Candace is an upcoming Indigenous Elder in the community and wants your land acknowledgements to be personal and authentic to you. Her goal is to send you home with a first draft and resources to learn more and develop your acknowledgement further.

## Workshop B1

A330 DMH / Zoom  
15:20 - 16:30

### Grant Writing for Success

**Dr. Christopher DeLuca**, BSc (Toronto) BEd MEd PhD (Queen's)  
*Associate Dean, School of Graduate Studies and Postdoctoral Affairs, Queen's University*

Dr. DeLuca is an Associate Dean in the School of Graduate Studies and Postdoctoral Affairs at Queen's University and a Professor of Educational Assessment at the Faculty of Education. He has held many large institutional grants and has advised students to win top academic grants such as SSHRC. This session will be interactive and offer critical insight into the grant application process and highlight aspects of strong applications.

Thursday, 23 March



@QueensEduc

#RBJSE

Page 18



## Workshop C1

A313 DMH

14:25 - 15:10

**“The Opportunities Awaiting You There”: An Introduction to (Community) College Teaching for the Curious**

**Moshe Lakser, PhD (UCLA)**

*Professor, School of English and Liberal Studies, Seneca College*

This short workshop will introduce curious students to the pervasive, but oft-overlooked, college system in Ontario. Colleges in Ontario offer 2-, 3-, and 4-year diplomas and degrees to hundreds of thousands of domestic and international students. In this workshop, we will explore some of the distinguishing features of the college system, its unique teaching opportunities for young graduates, and its viability as a long-term professional path for PhDs. We will focus in particular on college pedagogy and how it differs from teaching experiences at universities. Attendees will have the opportunity to ask questions, share their insights, and explore these pedagogical techniques through brief exercises. This workshop will particularly appeal to those with an active interest in teaching at the post-secondary level.

**Workshop Leader: Moshe Lakser, Ph.D.**

Moshe Lakser is a Professor in the School of English and Liberal Studies at Seneca College in Toronto. He holds a PhD in History from the University of California, Los Angeles, where he specialized in Modern Japanese History. At Seneca, Moshe teaches courses in English, Communications, and History, and is currently developing a course in Japanese popular culture. He has been a college instructor since 2017 and has taught at most of the major post-secondary institutions in the GTA. He is always happy to chat with those curious about college teaching, and can be reached by email at [Moshe Lakser](mailto:moshe.lakser@senecacollege.ca).

Thursday, 23 March

## Networking Event

A341 DMH

19:00 - 21:00

Please join us in Room A341 in Duncan McArthur Hall for a networking opportunity. Come along, meet and chat with other RBJSE presenters and participants.

Food and refreshments will be provided for this event. A wide menu which addresses participants' dietary needs will be on offer. Today's networking event is sponsored by Dr. Lindsay Morcom, (Associate Dean, Graduate Studies) and the Office for Graduate Studies, Faculty of Education, Queen's University.



@QueensEduc

#RBJSE

Page 19



Poster  
Presentations

EducaSon Library DMH  
09:25 - 10:25

**Poster Presentations (In-person)**

*Sustainable Supports for First in Family Marginalized Women Attending Ontario Universities*  
**Brynn Reale**, Queen's University

*Determining the Perception & Understanding of Fetal Alcohol Spectrum Disorder (FASD) by Preservice Teachers in Ontario Teacher Education Programs to Identify Teacher Self-Efficacy when Teaching Students with FASD*  
**Tanya Joseph**, Queen's University

*Extending Perspectives on the EF Program*  
**Emma Turola**, Queen's University

*The Lie We Tell: Educational Barriers of Refugee Students in Canada*  
**Simal Iftikhar**, Trent University

*Scientific Literacy: Development of a Test to Access its Multiple Facets*  
**Maria Josiane da Silva Nery, Giuliano Reis & Paulo Cesar Goglio**, Universidade Estadual da Paraíba

*Art and Science: A Relationship That Permeates the Construction of Human Knowledge About/In the World*  
**Mônica Regina Vieira Leite, Giuliano Reis & Sandra Regina Teodoro Gatti**, São Paulo State University

*Learning from the Hyphen: Identity Development in Hyphenated Canadian Adolescent Students*  
**Magy Aziz**, Queen's University

*Issues in the Toronto District School Board's Alternative Education Sector*  
**Laura Pugliese-Muir & Peter Glinos**, Queen's University

**Poster Presentations (Zoom)**

*Analysing Applied Behaviour Analysis (ABA): A Mixed Methods Study of Wellbeing and Quality of Life (QoL) Outcomes for Autistic Young People in Canada*  
**Nancy Marshall**, York University

*Children's Social Skills Development In Educational Settings*  
**Tayebah Sohrabi**, Memorial University of Newfoundland

Friday, 24 March



@QueensEduc

#RBJSE

Page 20

Session A7  
Lectures

A341 DMH  
10:45 - 11:30

**Consequences of Testing**

*Learners' Anxiety in EFL Context and its Influence on the Effectiveness of Learning in Taiwanese Universities*

**Rebecca (Chih-Chia) Lin**, McGill University

*Exploring Teacher Agency and Neoliberal Policy Discourse in Canada, the United States, and Australia*

**Tanjin Ashraf**, Australian Catholic University

Session B7  
Lectures

A342 DMH & Zoom  
10:45 - 11:30

**Diversity, Inclusion and Global Citizenship**

*French as a Second Language Teachers' Conceptualizations of Global Citizenship and its Implementation in FSL Education*

**Taciana de Lira e Silva**, University of Ottawa

*Discriminations en Ontario. L'importance de la pensée complexe d'Edgar Morin pour favoriser l'inclusion de la diversité chez une population étudiante universitaire*

**Christian Bergeron**, Université d'Ottawa

Session C7  
Lectures

A330 DMH & Zoom  
10:45 - 11:30

**Self-Assessment and Self-Regulation**

*Self-Assessment is not a Misnomer: A Conceptual Model of Identity Dynamics of Students Engaged in Self-Assessment*

**Nathan Rickey**, Queen's University

*Self-Regulation in Play-based Kindergarten Contexts: A Document Analysis of Kindergarten Curriculum Frameworks in Canada and China*

**Yiqin Ji**, Queen's University

Friday, 24 March



@QueensEduc

#RBJSE

Page 21



## Keynote Address

A342AB DMH & Zoom  
11:40 - 12:35

### Pasolini, Public Pedagogy, Subjective Presence

**Dr. William Pinar**, BSc MA PhD (Ohio State)  
*Professor in Curriculum Studies, Faculty of Education, University of British Columbia*

Pinar will critique the Burdick-Sandlin conception of public pedagogy, juxtaposing it with a review of Pasolini's subjectively informed public pedagogy expressed through poetry, fiction, cinema, and journalism. Pinar focuses on the Burdick-Sandlin dismissal of humanism, its replacement concept - the post-human - characterizing these as conceptual moves that substitute for substantive political action while inadvertently acknowledging we are no longer human. Pinar then invokes Pasolini's concept of "contamination" to remind that "the human" includes the inhuman, a "contamination" that conceptual engineering cannot correct.

Born in Huntington, West Virginia in 1947, William Pinar took his B.S. in Education at The Ohio State University, graduating in 1969. He taught English at the Paul D. Schreiber High School in Port Washington, Long Island, New York from 1969-1971, returning to Ohio State to finish his M.A. in 1970 and the Ph.D. in 1972. He taught at the University of Rochester from 1972 until 1985, when he moved to Louisiana State University (LSU), where he taught until 2005, when he accepted a Tier I Canada Research Chair (CRC) at the University of British Columbia. After two terms as CRC, in 2019 Pinar was named the Tetsuo Aoki Professor. At LSU Pinar served as the St. Bernard Parish Alumni Endowed Professor, at the University of Virginia he served as the Frank Talbott Professor, and at Colgate University he served as the A. Lindsay O'Connor Professor of American Institutions. He has lectured widely, including at Harvard University, McGill University, the University of Wisconsin- Madison, as well as at the Universities of Chicago, Helsinki, Oslo, Tokyo, and Vienna. The former President of the International Association for the Advancement of Curriculum Studies and the founder of its U.S. affiliate, the American Association for the Advancement of Curriculum Studies, in 2000 Pinar received the LSU Distinguished Faculty Award and a Lifetime Achievement Award from the American Educational Research Association; in 2004 he received an American Educational Association Outstanding Book Award for *What Is Curriculum Theory?*, in 2016 the Aoki Award for Distinguished Service from the Canadian Association for Curriculum Studies, and in 2022 the Hermes Award for his 2015 book *Educational Experience as Lived* from the International Hermeneutics Institute (Warsaw, Poland). He is author, most recently, of *A Praxis of Presence in Curriculum Theory* (Routledge, 2023).



Friday, 24 March

## Lunch Time Alternatives Presentations

A341 DMH & Zoom  
12:35 - 13:30

### Alternative Presentation

**13:00 Pecha Kucha (Zoom)**  
*Allyship in Higher Education: Living in Relationship*  
**Roberta Campbell Chudoba**, University of Saskatchewan



@QueensEduc  
#RBJSE

## Panel Discussion

A342AB DMH & Zoom

13:30 - 14:15

### The Difference that Difference Makes: Accounting for Diverse Learners in a Dynamic Era

#### Moderator:

**Haley Clark**, BA(Hons) MA (Guelph)

#### Panelists

**Dr. Lee Airton**, PhD (York)

*Assistant Professor of Gender and Sexuality Studies in Education, Queen's University*

Dr. Lee Airton is an Assistant Professor of Gender and Sexuality Studies in Education at Queen's University. Their research explores how Ontario K-12 education and teacher education are responding to gender identity and gender expression protections in human rights legislation. In 2012, Dr. Airton founded They Is My Pronoun, the first Q+A-based blog about gender-neutral pronoun usage and user support with over 30,000 visitors in 2017 alone. In 2021, Dr. Airton and their research team launched gegi.ca [pronounced gee gee dot c a], the first bilingual self-advocacy resource for K-12 students experiencing gender expression and gender identity discrimination at school. Dr. Airton's first book, *Gender: Your Guide* offers practical steps for welcoming gender diversity in everyday life, and has been adopted as a key professional development text in teacher education programs, school districts, public sector and private sector organizations. With Dr. Susan Woolley, they recently edited *Teaching About Gender Diversity: Teacher-Tested Lesson Plans for K-12 Classrooms*. Dr. Airton has been interviewed 65 times nationally and internationally on topics related to gender diversity, and were the first early career scholar to deliver the Annual Canadian Association for Teacher Education Keynote at CSSE last year.

**Dr. David Samuel Green**, PhD (Toronto)

*Researcher, Psychotherapist and Educator, OISE/University of Guelph*

As a registered psychotherapist with the College of Registered Psychotherapist of Ontario, David is a dynamic and committed Mental Health Professional with extensive training in Counselling Psychology and Family Relations and Human Development. Also, an experienced interdisciplinary scholar with a demonstrated history of working in the higher education industry in Canada and Jamaica. Importantly, David is driven by a scientist-practitioner orientation in his work with a PhD focused on Family Relations and Human Development from the University of Guelph. David has received significant scholarships and awards such as the Provost's Postdoctoral Fellowship, University of Toronto, and the Casey Cosgrove Teaching Award of Excellence, University of Guelph.

**Dr. Thashika Pillay**, PhD (Alberta)

*Assistant Professor of Educational Policy, Queen's University*

Dr. Thashika Pillay is an Assistant Professor in Educational Policy in the Faculty of Education, Queen's University. Thashika completed her PhD in Social Justice and International Education in the Department of Educational Policy Studies at the University of Alberta. Thashika has extensive research and teaching experience in K-12 and higher education in Canada, Australia, and Ethiopia. Thashika's research program explores questions of social, cultural, economic, political, and epistemic justice and the possibilities for anticolonial educational policy in formal and informal contexts. In addition, Thashika is co-editor of *Decolonizing Global Citizenship Education* (2015) and *Global Citizenship, Common Wealth and Uncommon Citizenships* (2018). Her current research project with Drs. Lynette Shultz and Anna Kirova (University of Alberta) examines teaching for and learning about equity, justice, and advocacy for First Nations' children; this project brings together grade seven to grade nine youth from across "Canada" in order to better understand the pedagogies and learnings of anti-oppressive education for educators and students.

**Dr. Dalitso Ruwe**, PhD (Texas A&M)

*Assistant Professor of Black Political Thought, Department of Philosophy, Queen's University*

Dalitso Ruwe holds a joint appointment as an assistant professor of Black political thought in the Philosophy and Black Studies Departments at Queen's University. His research interests are intellectual history of Africana philosophy, anticolonial theory, Africana legal history, Black male studies, and Black philosophies of education. He is currently working on a manuscript titled *Horrors of the Flesh: Black Misandric Violence and the Dehumanizing Logics of Western Sciences* that traces how scientific caricatures between the 17th- 21st centuries have conscripted Black males as ontologically violent beings and serve as scientific justifications for new violent and non-lethal methods to deal with the believed violent nature of Black males. Dalitso's recent publications appear in *APA Newsletter: The Black Experience*, *Theory & Event*, *Teachers College Record* and *The Blackwell Companion to Public Philosophy*, *Journal of Critical Race Inquiry* & *Canadian Journal of Continental Philosophy*.

**Dr. Melody Viczko**, PhD (Alberta)

*Associate Professor, Critical Policy, Equity and Leadership Studies, Faculty of Education, Western University*

Dr. Melody Viczko is an associate professor in critical policy studies in education at Western University. Her research examines multi-scalar governance in the study of how different levels of policy actors work together to make policy happen. One policy area she studies is refugee student access to higher education, and she led an international research partnership to consider how advocacy on this issue is taken up in different national contexts. She also currently leads a study on the impact of global and national COVID-19 policies on Canadian university governance practices.

Friday, 24 March



@QueensEduc

#RBJSE

Page 23

## Session A8 Roundtable

A341 DMH  
14:25 - 14:45

### Wellbeing and Classroom Climate

*Mental Health and the Classroom Climate*  
**Bobbi Wiechers**, Wilfred Laurier University

*Rethinking Classroom Assessment for Students' Wellbeing: The Changing Role of Teachers*  
**Sumaiya Chowdhury**, Queen's University

## Session B8 Roundtable

Zoom  
14:25 - 14:55

### Digital Literacy and Knowledge Mobilization

*Knowledge Mobilisation Through Social Media as the Capacity to Affect Social Transformation*  
**Azam Dashti Khavidaki**, McGill University

*Digital Literacy Practices of Children in a Migrant Slum in New Delhi*  
**Simranjeet Kaur**, Brock University

## Session C8 Lectures

Zoom  
14:25 - 14:45

### Changing Perspectives on Leadership and Neurodivergence

*Educational Leadership: End of a Millennium versus Post-Pandemic*  
**Marwa Younes**, University of Alberta

*Different, Not Less: Exploring Accommodations for Neurodivergent Graduate Students*  
**Charlotte Moore**, University of Manitoba

Friday, 24 March



@QueensEduc  
#RBJSE

Page 24



Session D8  
Film Screening

Auditorium: B101 DMH  
14:15 - 17:15



# FILM SCREENING

March 24th, 2:15-5:15 PM  
Duncan McArthur Hall

## WE HAVE NOT COME HERE TO DIE

A Documentary by Deepa Dhanraj

On January 17th 2016 a Dalit, Phd research scholar, and activist Rohith Vemula unable to bear the persecution from a partisan University administration and dominant caste supremacists committed suicide in a prestigious Indian university. His suicide note argued against the "value of a man being reduced to his immediate identity", and galvanized student politics in India. Thousands of students all over the country broke the silence around experiences of caste discrimination in universities and started a powerful anti-caste movement. The film attempts to track this historic movement that is changing the conversation about caste on campuses.



*TheQuint.com*

Film Screening will be preceded by Panel Discussion on Caste.  
Food/refreshments will be provided.



Presented by Social Healing and Reconciliatory Education (SHARE) at the Faculty of Education, School of Religion, and Department of Gender Studies at Queen's University

Friday, 24 March



@QueensEduc

#RBJSE

Page 25

Session A9  
Roundtable

A341 DMH  
14:50 - 15:10

**Equity and Diversity in Adult and Higher Education**

*Diversity in Learning: The Department of Philosophy at Queen's University in Perspective*  
**Ikeoluwapo Barwa**, Queen's University

*Towards Equitable Access to Ontario's Adult Literacy Program*  
**Lisa Ambaye**, University of Ottawa

Session B9  
Roundtable

Zoom  
14:50 - 15:10

**Community and Education**

*Redefining Quality Education for Rural Communities: An Analysis of Two Communities in Northern Ontario*  
**Hamza Arsbi**, York University

*Community Connected Experiential Learning: Change in the K-12 Classroom*  
**Jennifer Piroso**, Brock University

Workshop A2

A341 DMH & Zoom  
15:20 - 16:30

**How to Read for Courses and Comprehensive Exams**

**Ian Garner**, PhD (Toronto)  
*Manager (Outreach), Student Academic Support Services, Queen's University*

Do you find yourself spending hours reading and getting nowhere? Well, Student Academic Support Services (SASS) is here to help! SASS provides academic support for graduate students in time management, reading comprehension, reading for purpose and prioritizing tasks. All students are welcome.

Friday, 24 March



@QueensEduc

#RBJSE

Page 26

## Workshop B2

## A330 DMH & Zoom 15:20 - 16:30

### How to Ace Your Ethics Application

**Dr. Jacob Brower**, BA (SUNY) MA (Syracuse) MSc PhD (UT Austin)  
*Associate Professor - Marketing, Smith School of Business, Queen's University*  
*Chair, General Research Ethics Board, Queen's University*

**Dr. Ian Matheson**, BSc (Trent) BEd MEd PhD (Queen's)  
*Assistant Professor of Special Education, Faculty of Education, Queen's University*  
*Vice-Chair, General Research Ethics Board, Queen's University*

Do you want to learn more about the process of ethics reviews and how to submit a flawless application? Look no further! Dr. Jacob Brower, Chair of Queen's University General Research Ethics Board, and Dr. Ian Matheson, Vice Chair of Queen's University General Research Ethics Board, will be providing a workshop on how to ace your next ethics application. This session will outline students' most common challenges with applications and how to address them to make the process worry free and speedy.



# Friday, 24 March



@QueensEduc

#RBJSE

Page 27



# The Rosa Bruno-Jofré Symposium in Education

The Rosa Bruno-Jofré Symposium in Education  
The Difference That Difference Makes:  
Accounting for Diverse Learners in a Dynamic Era  
March 23 — 24, 2023

Faculty of Education  
Queen's University  
Duncan McArthur Hall  
511 Union Street  
Kingston, ON  
K7M 5R7  
Canada

URL: [www.educ.queensu.ca](http://www.educ.queensu.ca)  
Email: [educstudentservices@queensu.ca](mailto:educstudentservices@queensu.ca)  
Tel: +1 613 533 6205  
Fax +1 613 533 6203



#RBJSE

