

## A Message from the Editorial Team

Welcome to the summer edition of RiaN's mobilizing work done by researchers associated with our Faculty of Education. In this issue, members of our Education Graduate Student Society (EGSS) are sharing highlights of their research. Wishing you all a wonderful summer. Remember to take some time to relax.

Sincerely, Paisley Worthington, Roxolana Marmash, Susan Overvelde, and Uvini Colonne Appuhamilage

### **With Great Power, Comes Great Responsibility: An Analysis of Culturally Responsive Leadership Practices in Canadian Curriculum Schools Abroad**

**Jennifer Thompson**  
M.Ed. Candidate

My research is a qualitative exploration of culturally responsive leadership practices implemented in Canadian curriculum schools abroad, particularly in the Asia-Pacific region. In my research, I hope to investigate current practice and strategies that school leadership used to create an inclusive environment for all students. Furthermore, I attempt to identify current challenges faced by school leadership as they enact these strategies with their contextual limitations. I plan to develop strategies and/or a framework to support the development and consistent implementation of culturally responsive practices ensuring that all students at Canadian curriculum schools abroad receive appropriate recognition for their ways of knowing and cultural capital instead of being seen as a hindrance or deficit.

### **Escaping the Box: Exploring the Educational Experiences of Formerly Incarcerated Women**

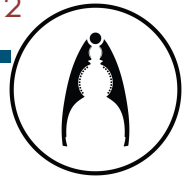
**Andrea Hill**  
M.Ed. Candidate

My research focuses on the retrospective educational experiences of formerly incarcerated women and the factors that contributed to their engagement in delinquent behaviours as adolescents. Men and boys are more frequently studied in criminal justice research, but the rates of incarceration for girls are increasing worldwide (Morris, 2018), and in Canada, Indigenous women are over-represented as they comprise nearly 50% of all women who are federally-sentenced (Government of Canada, 2021). Negative attitudes toward school and failure in school are high predictors of engagement in delinquency in girls (Clark, 2020). Since girls and boys typically exhibit behaviours responding to trauma differently (girls being more internalizing), an understanding of the factors that contribute to girls' engagement in juvenile delinquency is necessary to improve their educational attainment and reduce their involvement in the criminal justice system.

### **Factors Influencing Sustainable Internationalization of Canadian Higher Education: Insights from International Master of Education Programs**

**Han Xu**  
Ph.D. Candidate

My research is a mixed method investigation of factors that impact the internationalization process of Canadian higher education. Specifically, I will be looking at several Master of Education programs that cater to the needs of international students. These programs are the forerunners of internationalization as they put a great effort into recruitment, curriculum development and post-graduate considerations. I will bring all stakeholders on board to generate a holistic view of how the programs are designed and operated while investigating potential areas for improvement. My findings will help other faculties and universities to improve their internationalization level and eventually achieve a sustainable internationalization of Canadian higher education that withstands major disruptions such as global pandemics and political disputes.

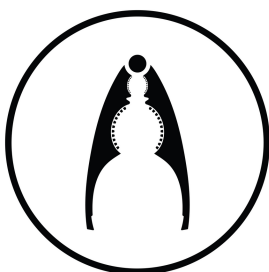


## Perspectives on Historical Empathy in Canadian History Education

**Sara Karn**  
Ph.D. Candidate

My dissertation explores historical empathy—the cognitive-affective process of attempting to understand the thoughts, feelings, decisions, and actions of people in the past within their historical contexts. There has been very little discussion of historical empathy within research and curriculum in Canada. Therefore, I am currently conducting interviews with researchers and teachers to understand their perspectives on how historical empathy is conceptualized and implemented in practice. I am particularly interested in the potential for historical empathy to contribute toward present-day empathy by fostering relationality and solidarity among different communities in the present. I intend to develop a theoretical framework of historical empathy and resources for teachers that can inform approaches to teaching and learning history moving forward. You can read more here:

<https://cha-shc.ca/teaching/teachers-blog/embracing-historical-empathy-2021-04-13.htm>



## An Examination of Civic Learning in Spaces Beyond Public Schools

**Rebecca Evans**  
Ph.D. Candidate

How do our experiences in youth prepare us to participate as citizens in social life? As Canada navigates numerous imminent social, environmental, and political crises that demand an educated citizenry to shape the future, civic learning is increasingly important. Facing the depth and magnitude of these issues requires citizens to be democratically engaged and agentic. There is often a lack of opportunities for meaningful citizenship practice in day-to-day school activities, especially for students with less privileged backgrounds. Yet such opportunities to practice being agentic members of a community are important for experiencing democratically relevant civic education. Educating youth for democracy is a task far too large for schools alone, which are often constrained by accountability demands. Community-based youth organizations represent one alternative educational space worthy of examination as a milieu for civic learning.

The purpose of my study is to investigate participants' experiences in the Air Cadet program – and to map out their present-day conceptions of agency in relation to civic engagement. The results of this project will provide insight into how opportunities to practise being engaged and active in difficult situations are experienced differently across individuals. It will offer consideration of how education beyond public schools contributes to the cultivation of citizenship. Education is larger than schools. Meaningful experiences in civic practice and democratic education in youth matter.

## Assessment Cultures in Ghana: Exploring K-12 Teachers' and Students' Approaches to and Conceptions of Assessment and Perceived Factors that Shape Classroom Assessment Practices

**David Baidoo-Anu**  
Ph.D. Candidate

National and district assessments in Ghana serve as primary gatekeepers that limit access to quality and higher education throughout the country, streaming students, decreasing motivation for learning, and directing teaching to the test. As such, the assessment system in Ghana runs counter to progressive policies that aim to promote inclusivity and equity. My research seeks to analyze K-12 teachers' and students' conceptions of assessment, approaches to, and factors that shape classroom practices and students' learning to rethink the assessment system in Ghana. This research considers classroom assessment culture, which involves the interaction of teachers' and students' beliefs about assessment and the assessment tools that support or impede teachers' assessment practice. The outcomes of this study serve to advance a reorientation within the educational system that ultimately promotes equity and quality education for all.



## Digital Ideation: Postsecondary Student Collaborative Creative Thinking Experiences Using Online Peer Assessment

**Scott Maybee**  
M.Ed. Candidate

My thesis explores collaborative creative thinking in postsecondary courses using online peer assessment (OPA), a tool designed to have students learn by assessment in support of higher-order thinking skills. While teamwork and creative thinking are critical 21st century skills, no study has examined how these skills could be supported when OPA is used within student teams. Participant student groups will move through a creative peer feedback process in peerScholar, a leading online peer assessment platform. Data from the interactions will be captured and coded in the hopes of discovering common and diverging ways in which various groups of teams shared, assessed, and modified their collective ideas using OPA. The proposed study is expected to add to the growing body of research surrounding OPA and creative, collaborative learning, and inspire new pedagogical approaches in higher education.

## A Scaffolded Transition to Independence for Students with Intellectual and Developmental Disabilities

**Kianna J. Mau**  
Ph.D. Candidate

My research focuses on the transition to adulthood for persons with intellectual and developmental disabilities (IDDs). Despite persistent educational assistant support through elementary and high schools, such support ceases as persons with IDD enter adulthood and are thus forced into a state of independence without having mastered the requisite adaptive skills. In the first phase of my project, I am compiling a scoping review outlining evidence-based adaptive behavior interventions. Overlapping core intervention features will be identified and adapted for peer-mediated implementation. Given the ongoing issues where special education programming lacks adequate funding and students with IDD face longstanding stigmatization, capitalizing on peer support can help to overcome both barriers, thus creating a more accessible inclusive education program whose central focus is belongingness.

## An Exploration of Newcomer High School Youth’s Formal and Informal Learning Experiences in Ontario Canada During the COVID-19 Pandemic

**Shuyuan Liu**  
Ph.D. Candidate

The shifting learning environments during the pandemic provide both opportunities and challenges to further inform the development of sustainable strategies and supports for newcomer youth. My dissertation research aims to explore newcomer youth’s learning experiences during COVID-19—both formal learning experiences with structured curricula at school, and informal learning experiences such as those with peers, community programs, and online activities. In the first phase, I am analyzing policy documents pertaining to newcomer youth before and since the start of the pandemic. In the second phase, I will conduct focus groups and individual interviews with newcomer youth to compare their everyday learning experiences both in and out of school, identify potential learning gaps, and understand the alignment between policy and students’ learning during COVID-19 pandemic.

### Contributing Researchers



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