

A Message from the Editorial Team

Welcome to the RiaN Summer Edition! We are happy to celebrate researchers in our Faculty of Education and beyond. In this issue, we are sharing an exciting evaluation event François participated in at McGill University, Alyssa's Master's thesis on eating disorder stigma in schools, and two research projects from Teresa and Prayaga presented at the 2024 Rosa Bruno-Jofré Symposium in Education (RBJSE) on international students' global resilience and assemblage thinking in education.

Sincerely, Ikeoluwapo Baruwa, Maryna Stoliar, Kavya Jidugu, Nicole Leach, Uvini Colonne Appuhamilage, and Jianing Lv

How are resources on eating disorders and schools addressing eating disorder stigma?

Alyssa Raab, M.Ed.

Why is this topic important?

- Eating disorders (EDs) are severe mental health disorders that are present in school-aged populations; however, school staff report low levels of knowledge and training on EDs.
- One area in particular that should be of focus in school resources on EDs is stigma, which is prevalent and harmful to individuals affected.

What did the research uncover?

- An environmental scan of global resources on EDs and schools provided insight into the landscape of resources and the extent to which resources met the needs of teachers regarding EDs in schools.
- For stigma specifically, of the 119 resources analyzed, only 22 included information on ED stigma, and fewer than 6 included information on reducing ED stigma.

Why does this matter?

- The findings demonstrated the need for more teacher resources focused on ED stigma.
- This project created a toolkit for Ontario teachers titled "[Students with Eating Disorders: An Ontario Teacher's Toolkit to Stigma-Free Support.](#)"
- [The](#) toolkit discusses ED stigma, identifying EDs, supporting students, preventing EDs, and further training and educational material.

JRaab, A. (2024). Eating Disorder Stigma in Schools: Equipping Ontario Teachers to Better Support Student Mental Health. [Major Research Project, Queen's University]. Queen's Graduate Projects.
<https://qspace.library.queensu.ca/handle/1974/33052>

How did international students showcase their global resilience in education amidst the pandemic, as witnessed by faculty and administrative staff?

Teresa Holden, Ph.D. Student, University of Windsor

Why is this topic important?

- Insights from faculty and administrative staff provide a valuable understanding of the stressors international students face.
- The study tests a new tool assessing post-pandemic distress in international students across five wellness areas/COPPS domains: cultural connectedness, occupational aspirations, pedagogical achievements, psychological deficits, and socio-emotional support.

What did the research uncover?

- COVID-19 exacerbated challenges for diverse international students, causing unprecedented pandemic-related anxiety (Linden et al., 2021).
- Students exhibited the greatest stress in the psychological deficits and socio-emotional support domains.

Why does this matter?

- To live happier, adjusted lives, international students would benefit from institutional interventions and services that enhance their well-being and better acculturation.
- Resilience became evident as international students persisted and succeeded in their academic programs despite pandemic-related challenges.

Queen's University Faculty of Education. (2024, March 7-8). The 2024 Conference Theme: "Reimagining and Reforming Education: Building Critical Pedagogy in the Classroom". The Rosa Bruno-Jofré Symposium in Education.
<https://educ.queensu.ca/research/rbjse>

Why should graduate students participate in the evaluation capacity case challenge (EC3)?

François-Daniel Portelance, M.Ed., OCT

Event Summary

- The EC3 initiative is dedicated to strengthening institutions' evaluation capacity to support high-quality evaluation practices. Participants apply to the competition, are placed into different teams, and receive evaluation and evaluation capacity building (ECB) training.
- This year, the Virtual Health Department at the Fraser Health Authority presented a real-world ECB challenge to four teams of bright evaluators from across North America. Teams were given 24 hours to develop an ECB plan to support the organization after the competition.
- When the time was up, teams presented their plans to a panel of judges, including a key informant from the organization and evaluation experts. Judges assessed the various plans by considering practicality, innovation, equity, and implementation.
- The intensive event led to a great showcase of ECB strategies, rich conversations about evaluation and community engagement, and the value of evaluation across different sectors.

Why is this important?

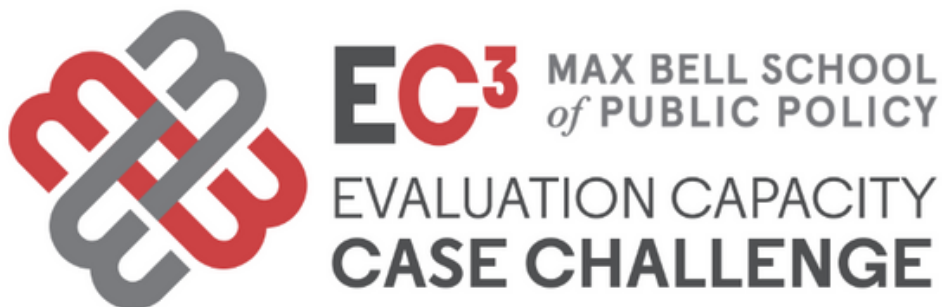
- The EC3 provides a real-world challenge for emerging evaluators to apply their knowledge and skills to develop innovative ECB practices.
- Emerging evaluators receive comprehensive training about ECB from Canadian evaluation experts.
- Institutions gain strengthened evaluation capacity and resources to foster a culture of high-quality evaluation practices.

What did this event uncover?

- Participants bring with them a variety of different skills that can be leveraged to develop innovative ECB strategies for complex issues.
- While all ECB plans emphasized different areas of focus for the organization, each plan contributed tools, resources, and approaches that can all be applied to the challenge context.
- Networking with other evaluators led to rich discussions about the future of evaluation in North America and was a rich source of hallway professional development.

Why does this matter?

- Several opportunities are available for emerging evaluators to learn about ECB, network, and apply their knowledge in real-world contexts.
- Experiential learning in the EC3 allows emerging evaluators to bring new insights to other community-engaged contexts.



How can education benefit from implementing a new social contract approach through assemblage thinking?

Prayaga Muralidharan Nair Ammini, M.Ed. Student, University of Prince Edward Island, PEI

Why is this important?

- The idea of "assemblage thinking" says that social processes are like networks of different parts that are connected and change over time. People, systems, and technology play a part.
- Regarding education, assemblage thinking tells us to examine how educational practices, policies, technologies, and curricula are all connected rather than separating them into separate parts.
- This approach might help these new trends grow, making the current school systems more inclusive and flexible.

What did this research uncover?

- Education greatly influences society. Consequently, implementing a novel social contract needs to be integrated into a broader shift toward a relational framework for human advancement.
- However, the demand for a revised social contract challenges us to go further. It starts a paradigm shift that reframes justice, social structure, and education. This gives teachers a chance to support acceptance and change.

Why do these findings matter?

- From an environmental point of view, this theory connects to more extensive societal changes and shows various learning outcomes. It questions ideas about education that come from the top down and tries to include different groups and points of view.
- Education will be improved by becoming more systematic and using a new social contract approach that combines the assemblage technique with "depth pedagogies." This would test neoliberal conventions, emphasize group accountability, and work toward a more equitable and sustainable future for educational practices.

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