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# EGSS Education Graduate Students' Society of McGill University

Education Graduate Students' Society  
Education Building, Room 612  
3700 McTavish  
Montreal, Quebec H2A 1Y2

Dear colleagues,

On behalf of the Education Graduate Students' Society, it is my great pleasure to welcome students, academics, and practitioners to the 11<sup>th</sup> annual Education Graduate Students' Society at McGill University. This year we are delighted to have participants from around the world presenting on a diversity of interesting topics in education. Many of you have travelled distances to attend this conference and we hope you will enjoy your stay in the vibrant city of Montreal. We appreciate the effort that all of you have made to contribute to this year's EGSS conference (*e*)*Merging Knowledges: Classroom, Community, Culture* through your participation.

We are pleased to welcome our keynote speakers who will address contemporary social issues in education, Dr. Sherene Razack (University of Toronto – OISE ) and Dr. Jessica Ruglis (ECP, McGill University).

Special thanks are due to the Faculty of Education for hosting this event, and to all those who have offered their support. I would like to express my gratitude to our conference chair, Michelle Harazny (MA student, DISE), and to all of the EGSS conference committee members for their passion and creativity in organizing this event. It has been an inspiration to work with such a dynamic, dedicated and collaborative team.

We hope that you will enjoy the exchanges and conversations that will take place over the next two days as you meet with fellow participants and learn about different perspectives and common interests during the presentations and social events. I wish you all an enjoyable and enriching conference, I hope that you will be inspired as we share our (*e*)*Merging knowledges*.

With best wishes,

Heather Phipps

President - Education Graduate Students' Society  
PhD Student, Department of Integrated Studies in Education  
McGill University



## **Acknowledgements**

The EGSS Conference Committee would like to thank all of our volunteers and the members of the EGSS executive council for their assistance with making this conference run smoothly. We would also like to thank all faculty members for encouraging student participation in the conference.

We appreciate the support of the Office of the Dean and the Department of Integrated Studies in Education (DISE), Department of Educational and Counselling Psychology (ECP), Department of Kinesiology and Physical Education (KPE), and School of Information Studies (SIS).

The support of funding from grants and our sponsors has made this event a success. Please refer to the back cover of the program for a list of the organizations that donated funding or prizes.

Thank you to all of you for attending the conference!

- EGSS Conference Committee

## **EGSS Conference Committee Members**

**Cora-Lee Conway, PhD Student, DISE**

**Bradley Evans, PhD Student, DISE**

**Jessica Godin, MA Student, DISE, Curriculum Studies**

**Michelle Harazny, MA Student, DISE, Education and Society**

**Moon-Jeong Kim, MA Student, DISE, Educational Leadership**

**Miriam Kirmayer, MA Student, ECP, School/Applied Child Psychology**

**Haidee Smith Lefebvre, PhD Student, DISE**

**Rachel Legaspi, Master's Student, SIS, Knowledge Management**

**Natalia Manay-Quian, MA Student, ECP**

**Joy Morgan, MA Student, DISE, Second Language Education**

**Manisha Phadnis, MA Student, DISE, Education and Society**

**Heather Phipps, PhD Student, DISE**

**Charlotte Sachs, MA Student, DISE, Education and Society**

**Melissa Stern, MA Student, ECP, School/Applied Child Psychology**

**Danny Vallée, MEd Student, ECP**

**Day 1 (Friday, March 9, 2012)**

8:15-9:00	Registration (Coffee & Pastries to be served) - Enregistrement (Café et pâtisseries servis) Entrance/Foyer			
Room	School of Information Studies 106	Education 433	Education 216	Coach House 200
Session Chair	Daniel Vallée	Moon-Jeong Kim	Natalia Manay-Quian	
9:00-10:30	<p><b>Siefring, Robertson, Stewart &amp; Tessier</b> - Incidental Information Acquisition and the problem of "serendipity" in information seeking</p> <p><b>Deagle</b> - Toward meaningful literacy: A qualitative analysis of the literacy experiences of a group of adults with developmental disabilities enrolled in a literacy skills intervention</p> <p><b>Corona &amp; Kavousi</b> - Adult education in the information age: Computer technology as a teaching tool</p>	<p><b>Hunting</b> - Exploring the everyday in a rural village in Malawi, Africa in the age of AIDS; bringing together insider and outsider perspectives</p> <p><b>Loft, Ives &amp; Montour</b> - Rahskwahseron: nis -Building bridges with Indigenous communities through decolonizing social work education</p> <p><b>Sudayan</b> - Music education as a tool in preserving dominant Canadian culture</p>	<p><b>Kim</b> - The ways of constructing Korean Canadian children's identity through the use of heritage language</p> <p><b>Beaulne-Struebinger, Meades</b> - Anishinaabe language learning in the seventh fire: Making space for sovereignty and solidarity</p> <p><b>Amjad</b> - The over-referral of culturally and linguistically diverse children for special education: The case of Pakistani children in the Toronto District School Board</p>	<p><b>Roundtables</b></p> <p><b>Tino</b> - Motivation behind girls enrolment in elective physical education</p> <p><b>Wang</b> - The contribution of cultural beliefs to resilience: A qualitative study on Chinese international students</p> <p><b>Starke-Meyerring, Cullinan, El-Bezre, Gilbert, Han, Sun, Paré</b> - The politics of writing in academe: Implications for graduate education</p>
10:30-10:50	Coffee Break - Pause cafe Foyer			
Room	School of Information Studies 106	Education 433	Coach House 220	Coach House 200
10:50-12:20	<p><b>Panel</b></p> <p><b>Sabbagh, Usher, Elliott &amp; Farrell</b> - Environmental education in your classroom: a natural connection</p>	<p><b>Panel</b></p> <p><b>Seiler, Jackson &amp; Handelsman</b> - Bringing theory and data into serious conversation</p>	<p><b>Panel</b></p> <p><b>Athar, Conway, Hampton &amp; Schwab-Cartas</b> - In living colour: Art based research-action with/in communities of colour</p>	<p><b>Panel</b></p> <p><b>Butler-Kisber, Boyle, Dobson, Happ, Nelson, Phipps, Posel &amp; Stewart</b> - Reflecting on the graduate experience - a poetic performance</p>
12:20-13:20	Lunch (provided) - Diner (offert) Foyer			

Lunch (provided) - Diner (offert)			
Foyer			
12:20-13:20	School of Information Studies 106 Jessica Godin	Education 433 King Yan Sun	Education 233 Charlotte Sachs
Room		Education 133 Marc Levangie	Education 233 Charlotte Sachs
Session Chair	<b>Wafford</b> - Access granted: Evolving role of archives and its implications for education	<b>Al Najjar</b> - Multiculturalism in the United Arab Emirates	<b>Serrano</b> - Creating dialogue through the arts
13:30-15:00	<b>Dinneen</b> - Should Library Information Studies (LIS) abandon the 'definition of information' problem?	<b>Burkholder</b> - Imagined access: complicating the educational experience of non-Chinese speaking girls with the discourse of the Hong Kong education bureau	<b>Lewis</b> - What does visual discourse analysis reveal about institutional discourses on diversity, in seventeen medical schools across Canada?
	<b>Tkach</b> - The situatedness of the seeker: toward a Heideggerian model of information seeking	<b>Sanders</b> - Socially responsible global citizens: service learning and the socioeconomic divide in a South Korean international school	<b>Kim</b> - Education: Voices of female adolescents in Cameroon
15:00-15:20	Coffee Break - Pause café		
Room	Foyer		
Session Chair	School of Information Studies 106 Rachel Legaspi	Education 431 Charlotte Sachs	Education 233 Coach House 200
15:20-16:50	<b>Burbank, McHugh &amp; Oliver</b> - Service learning in action	<b>Kissel</b> - Induction and mentoring issues enveloping secondary music teachers and their transition into teaching	<b>Phillips, Dandeneau, Kirmayer &amp; Pickles</b> - Resilience voices from Kahnawake: Countering modern challenges with cultural revitalization
	<b>Mitchell</b> - Internationally-minded learning in a Canadian international school's music program	<b>Morgan</b> - A counterbalanced approach: Integrating a focus on content into a foreign language classroom	<b>Johnson &amp; Prince</b> - Let them eat cake: A lighthearted foray into community planning
	<b>Wilson</b> - Building a global knowledge community: Volunteerism 2.0	<b>Godin</b> - High school science teachers and views on the problem based learning approach	<b>Dufour</b> - Bollywood centre-sud ou l'affirmation d'une unité dans la diversité
16:50-17:15	Coffee Break - Pause café		
Room	Foyer		
Session Chair	Education 233		
17:15-18:15	<p align="center"><b>Keynote Speaker - Dr. Sherene Razack "The Manufacture of Torture as Public Truth"</b> Education Building, 129 (Jack Cram Auditorium)</p>		

**Day 2 (Saturday, March 10, 2012)**

Registration (Coffee & Pastries to be served) - Enregistrement (Café et pâtisseries servis)  
Entrance/Foyer

8:15-9:00	Education 216 Eve Allemand	Education 434 Michael Sornberger	Education 211 Joy Morgan	Education 233	Coach House 200
Session Chair	<b>MacNevin</b> - Identity belonging and marginalisation: exploring the educational directions of youth from refugee backgrounds from a social justice perspective	<b>Harley, Bouchet &amp; Azevedo</b> - Co-Occurring emotions: Building an understanding of parallel-emotional processing and its applications to learning and education with ITS	<b>Soler-Urzuu</b> - Canadian multiculturalism within the Colombian community in Montreal	<b>Diversity and Equity</b>	<b>Roundtables</b>
9:00-10:30	<b>Hasson</b> - How are youth with disability represented in mainstream television?	<b>Kozakewich, Sobel &amp; Savage</b> - The impacts of ABRACADABRA in special populations	<b>Smith-Gilman</b> - Cultural identity in young children: blending theory and practice with guidance from Reggio Emilia	<b>Workshop</b> <b>Bakali</b> - Islamophobia in pop culture: reframing the discourse  Session Chair: Chérie Moody	<b>Milman</b> - If and how psychological distress is over-pathologized  <b>Di Scala</b> - Identifying effective elements of school-based eating disorder prevention programs  <b>Maxwell</b> - Why are boys falling behind in Canadian university representation?
10:30-10:50	Coffee Break - Pause café (Foyer)				
Room	Education 434	Education 211	Education 233	Education 233	Coach House 200
10:50-12:20	<b>Workshop</b> <b>Moody, Houshmand &amp; Allemand</b> - Where are you really from? And you don't look gay!: Microaggressions in clinical and non-clinical settings	<b>Panel</b> <b>Starke Meyerring, Zheng, Wilson &amp; Deuel</b> - The neoliberal globalization of higher education: Policies, practices, and pedagogies across national boundaries	<b>Panel</b> <b>Metallic, Moses &amp; Shem</b> - Indigenous methodologies in research and education: Examples from Cree, and Mi'gmaq researchers	<b>Panel</b> <b>Benson, Phipps, Abraham, Clark, Campanelli, Del Castilho, Curzi, Labelle &amp; Monton</b> - Emerging understandings of professional identity: An authentic experience of the community and culture of schools	
12:20-13:20	Lunch (provided) - Dîner (offert) Foyer				

12:20-13:20	Lunch (provided) - Diner (offert) Foyer				Coach House 200
Room	Education 216	Education 434	Education 211	Education 233	
Session Chair	Jason Harley	Moksha Serrano	Moon-Jeong Kim	Cherie Moody	
	<b>Antle, Vezina, &amp; Cote</b> - The development of tools and training resources for participatory Ergonomics interventions within a workplace	<b>Duclos &amp; Fletcher</b> - Reflexions sur les habilités essentielles à la démocratie et sur l'apport du programme de philosophie pour enfants dans l'éducation au vivre ensemble	<b>Tremblay</b> - Les écoles privées Steiner et musulmanes de Montréal: Vecteur d'isolement ou d'intégration?	<b>Cullinan &amp; Lin</b> - Mentoring in academia: A necessary component in doctoral education	<b>Diversity and Equity Workshop</b>
13:30-15:00	<b>Pila, Stamiris, Castonguay, Sabiston</b> - Exploring psychological experiences and social contexts of body related envy	<b>Sachs</b> - Democracy matters: Civic education and youth political engagement		<b>Trevors</b> - Reconstructing conceptions in university science: Evaluating text-based conceptual change	<b>Hampton</b> - Black Art, Africentric education and other post taboos
15:00-15:20	<b>Pinsonnault, Brunet &amp; Sabiston</b> - Understanding psychosocial prevention needs of youth at risk for obesity: A proposed qualitative study with parents and kids	<b>Terleski</b> - Developing critical consciousness in youth through community circle practices	<b>Harazny &amp; Sproull</b> - Wall of Femmes: The social, educational and communicative roles of street art	<b>Peters</b> - Disciplining DISE	Session Chair: Eve Allemmand
15:00-15:20	Coffee Break - Pause café Foyer				
Room	Education 434	Education 211	Education 233	Education 233	Coach House 200
Session Chair	Rachel Legaspi	Melissa Stern			
	<b>Lister</b> - An effective teacher for me as told by students with severe behaviour disorders	<b>Elliott</b> - The use of online surveys to inform us about science teaching and learning		<b>Diversity and Equity Workshop</b>	<b>A Teach-in</b> The Changing University Landscape
15:20-16:50	<b>Ahsan</b> - In search of a Teacher Identity through Teacher Adda	<b>Lin &amp; Savard</b> - Mathematics teachers' professional development in the school context: a review of the research literature		<b>Beauchemin</b> - Weight-based discrimination: An experiential workshop to identify and challenge stigmatization of obese individuals	
	<b>Yoder</b> - Beyond boxes: A teacher's story			Session Chairs: Eve Allemmand & Chérie Moody	
16:50-17:15	Coffee Break- Pause Café Foyer				
17:15-18:15	<b>Keynote Speaker - Dr. Jessica Ruglis " (Resisting) Education and/as Life: Schooling and the Social Determinants of Health"</b> Education Building, 129 (Jack Gram Auditorium)				
18:30-19:30	Wine & Cheese - Vins et Fromages Thomson House Ballroom				

## **Posters/Affiches (Foyer)**

Saturday, March 10<sup>th</sup>, 2012/Le samedi 10 mars, 2012

(Authors will be available to answer questions from 13:30-15:00/Les auteurs répondront aux questions entre 13h30 et 15h00.)

### **Campbell, Brender & Wazana**

The proof is in the pudding: Designing, implementing& evaluating an-of-one double blind control trial

### **Poolokasingham & Reid**

Culture, family and marriage: Examining mate preferences

### **Thacker, Saykaly, Talwar & Onishi**

"I promise I did my homework" Adult's abilities to detect the veracity of children's statements

### **Goldberg & Shaw**

Understanding academic emotions in high school students

### **Kaplan**

Water quality and emerging issues in the city of Montreal

### **Babineau, Hadad, Flores & Burack**

The use of perceptual cues in grouping and detection of shape among children with autism

### **Ringo, Hubbard & Hall**

Internet-based attributional retraining: does it impact students in natural sciences and humanities disciplines differently?

### **Thurlow & Hank**

There are birds in library: Examining adoption and use of Twitter by Canadian academic libraries

### **Hubbard, Ringo, Hall & Julio**

Investigating the impact of internet-based attributional retraining on high self-esteem university students

### **Macintyre & O'Shea**

The learning commons in your school library: why you should create a user-centered learning space.

## Keynote Speakers

### **Dr. Sherene Razack**

**"The Manufacture of Torture as Public Truth"**

**Friday, March 9 @ 17:15**

**Education Building, Room 129 (Jack Cram Auditorium)**

Sherene Razack is professor, Sociology and Equity Studies in Education, the Ontario Institute for Studies in Education of the University of Toronto. Her research and teaching interests lie in the area of race and gender issues in the law. Her courses include: 'Race, Space and Citizenship;' 'Race and Knowledge Production' and 'Racial Violence and the Law.' Her most recent book is an edited collection with Malinda Smith and Sunera Thobani entitled *States of Race: Critical Race Feminism for the 21<sup>st</sup> Century* (Toronto: Between the Lines, 2010). She has also published *Casting Out: The Eviction of Muslims From Western Law and Politics*. (University of Toronto Press, 2008), *Dark Threats and White Knights: The Somalia Affair, Peacekeeping and the New Imperialism* (University of Toronto Press, 2004), an edited collection *Race, Space and the Law: Unmapping A White Settler Society* (Toronto: Between the Lines, 2002), *Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms* (Toronto: University of Toronto Press, 1998,1999, 2000) and *Canadian Feminism and the Law: The Women's Legal and Education Fund and the Pursuit of Equality* (Toronto: Second Story Press, 1991). Dr. Razack is a founding member of Researchers and Academics of Colour for Equality (R.A.C.E.)

### **Dr. Jessica Ruglis**

**"(Resisting) Education and/as Life: Schooling and the Social Determinants of Health"**

**Saturday, March 10 @ 17:15**

**Education Building, Room 129 (Jack Cram Auditorium)**

Dr. Jessica Ruglis holds a PhD in Urban Education (Education Policy) from the Graduate Center of The City University of New York (CUNY). A former teacher, she also holds a Masters in Public Health in Urban Public Health/Community Health Education (Hunter College), Masters of Arts in Teaching in Secondary Science Education (Union College), and BS in Human Biology. She comes to McGill after completing a postdoctoral fellowship as a WK Kellogg Health Scholar at Johns Hopkins Bloomberg School of Public Health.

Jessica's dissertation was a mixed method, youth participatory action research project that investigated the connections between schooling, education and health; and which culminates in positing schooling as a social determinant of health. Jessica's work also (re)theorizes school dropout and introduces a new theory of school non-completion. Her research experience includes community based participatory action research projects that study corporate disease promotion practices; intersections between the education, health, and criminal justice systems in New York City; social determinants of health, health equity and the intersections of schooling and health in Baltimore; and whole-school models for dropout prevention and health promotion. With an interest in policy, Jessica has served as a legal consultant for United States Supreme court cases on issues of educational inequity and consequences of diploma denial due to implementation of high stakes exit exams, as well as for a New York City court case dealing with child welfare.

**Friday, March 9<sup>th</sup>**

Friday, March 9<sup>th</sup> - (9:00-10:30)  
School of Information Studies, Room 106

**Incidental information acquisition in the context of emergent awareness (Jacob Siefring, Ian Robertson, Mark Stewart & Dana Tessier)**

Incidental Information Acquisition (IIA) occurs when a useful or interesting piece of information is acquired serendipitously or by surprise. For instance, a person might enjoy listening to a radio program for its musical content but also learn from an advertisement that there is a local art exhibit that is of particular interest to them. Efforts in the field of Library and Information Science (LIS) to define this concept are regularly problematized by the notion that occurrences can be either intentional or accidental, but not both at the same time. One goal of this paper presentation will be to demonstrate that IIA should be understood in a majority of cases as occurring in the grey area between intention and accident. The hypothesis will be advanced that IIA occurs as a consequence of the emergent nature of people's awareness of their own intentions. The totality of one's intentions is not normally accessible to the conscious mind, although various intentions are felt distinctly in response to information stimuli. Lastly, the presenters will discuss whether Web 2.0-types of customizable content filters (such as RSS feeds, and personalizable news pages like GoogleNews) are more likely to reduce, or to increase, web users' acquisition of incidental information.

**Toward meaningful literacy: A qualitative analysis of the literacy experiences of a group of adults with developmental disabilities enrolled in a literacy skills intervention (Elena Deagle)**

The focus of the current study is a year-long literacy skills intervention administered to six adult with developmental disabilities, offered at Concordia University's Centre for the Arts in Human Development (CAHD). This intervention includes a combination of reading and writing activities as a means of engaging participants' literacy skills in a comprehensive way. This program invites participants to present print materials of their choosing, through a read aloud format, in order to engage their interest in participating in literacy experiences which contain personal meaning. This inclusion of activities engaging personal meaning is intended to address the issue that individuals in this population are often only offered literacy experiences which seek to build functional skills (i.e., skills required for daily functioning) and that these experiences often terminate upon completion of secondary education. Preliminary findings as observed through the qualitative measures employed (i.e., parental questionnaires, participant focus groups, field notes, analysis of participant reading response journals) suggest that the inclusion of activities which engage personal meaning has allowed participants to become more comfortable with using literacy skills in a social context, and more willing to take initiative in seeking help for the purpose of improving their own literacy skills.

**Adult education in the information age: Computer technology as a learning tool (Stefanie Corona & Sheila Kavousi)**

Computer literacy, including the ability to use computers confidently, efficiently and effectively is an important skill to have in this prevailing information age. This study critically examines adult educators' experiences using computer technology for language learning courses. Results from surveys and follow-up interviews exploring emergent themes will help inform how identified competency gaps might be remediated to improve teaching. Systems theory suggests that a technology-enhanced environment is a system which emerges from the interactions of its components, including students, teachers and administrators. Each component of a system has unique needs and values which must be satisfied in order for it to function efficiently and effectively. A technology-rich learning environment is one in which students are engaged in meaningful interactions. Constructivist learning theory challenges teachers to be agents of educational change as they adapt their instructional strategies to actively engage students through meaningful activities that encourage reflection, creativity and collaboration. This study addresses the following research questions: What are the attitudes of adult educators towards using computer technology for language learning courses? What challenges do adult educators encounter in using computer technology for language learning courses?

Friday, March 9<sup>th</sup> - (9:00-10:30)  
Education Building, Room 433

**Exploring the everyday in a rural village in Malawi, Africa in the age of AIDS; bringing together insider and outsider perspectives (Barbara Hunting)**

In this paper I explore the ways in which experiential learning involving Canadian students and rural youth and elders in Malawi creates an interchange of information that can lead to knowledge production. Bridging the gaps between the youth and the elders is the focus of this research. I report on, drawing on work about photo-voice and photo-diaries. Photo-voice is a form of participatory action research (pictures and interpretations) photo-diaries are visual methods that open dialogues about everyday life as it unfolds. Placing the camera in the hands of the persons who experience life with a high prevalence of AIDS and HIV opens a new space for participation and learning, while giving voice to an Indigenous population. Working with photos creates a working environment that encourages exchanges of information, providing a transformative process for all people involved. But what counts as a transformative process and what are some of the challenges of describing this work? What do the photos, photo-diaries and personal narratives tell us? How might this type of work be used to inform community-based projects?

**Rahskwahseron:nis – Building bridges with Indigenous communities through decolonizing social work education (Micheal Loft, Nicole Ives & Courtney Montour)**

Social work practitioners working with Indigenous peoples need a comprehensive, grounded understanding of their contexts: histories, cultures, and the political, economic, social and health issues they face. Universities are taking steps to bridge the knowledge and experiences gaps by developing intensive cultural field courses. These courses immerse students in communities, where they live and learn firsthand from community members through presentations, interactive workshops and cultural activities. This experiential teaching approach provides a variety of learning opportunities and underscores the commitment to both student and teacher learning. McGill's School of Social Work embarked on its first cultural immersion course, with the Kahnawake Mohawk community, in 2010. Students' goals included gaining insight into the cultural, social, economic, and health contexts of one First Nations community from its perspective and fostering self-reflection so they could integrate cultural knowledge and experiences into future social work practice. Social work students, with Law and Anthropology students, were asked to connect course teachings to their own cultural identity, practice with diverse cultural groups and communities, and ontological and epistemological frameworks. Presenters will describe the course, professors and students' evaluations, and provide a forum for discussing how cultural immersion can shape one's social work identity and practice framework.

**Music education as a tool in preserving dominant Canadian culture (Jillian Sudayan)**

The current music education curriculum, guided by Canadian multicultural policy, is structured to focus on Eurocentric minority perspectives that do not reflect Canada's racial, ethnic and cultural diversity. While Canadian society has witnessed an increase in immigration, the education of music persistently neglects to communicate music in a manner which invites both First Nations and racialized immigrant students to identify with and contribute to shaping diverse and innovative musical genres. This paper brings attention to the question of the relevance of music education in the classroom and how students are educated to adopt musical tastes that uphold dominant (white) Canadian culture. By keeping these questions of music education open for critical discussion, we deepen the understanding of the relevance of music education by addressing the following three issues in this paper. First, how the role of multiculturalism influences the musical repertoire; second, how music today represents ethnic and gendered groups and their culture; and third, how music is used to help students form their own identities and their relationships with others. In framing music education as a tool for dominant perspectives, educators can then reflect on the impact they will have on students' identity of self in connection to society.

Friday, March 9<sup>th</sup> - (9:00-10:30)  
Education Building, Room 200

**The ways of constructing Korean Canadian children's identity through the use of heritage language (Ja Young Kim)**

My study explores how the identities of Korean Canadian children are expressed, voiced and represented through use of their Korean heritage language within a Canadian multicultural context, more specifically that of urban Montreal, which with increasing global and local multilingualism. I employ an emerging narrative case study that aims to understand the different ways a selected group of Korean Canadian children represent their socio-cultural worlds as heritage language learners. Narrative is an interpretive approach that embraces the use of storytelling methodology as a means of making sense of one's experience by recounting one's events or actions within and across cultures. I situate my inquiry within a Vygotsky's socio-cultural framework of language as mediated social action and Bakhtin's dialogic view of language. This theoretical lens can provide insights into children's nuanced and tacit knowledge, feelings, and inner voices while they share their stories based on their personal experiences with others. With a narrative perspective as a theoretical anchor for my research, children's narrative stories may reveal heritage language learners' realities, daily life histories, cultural practices, values, and multiple views of their cultural worlds. Using children's stories may provide a space for me to work toward genuine understanding of heritage language learners themselves rather than making essentialized generalizations about their behaviors, values or beliefs.

**Anishinaab language learning in the seventh fire: Making space for sovereignty and solidarity (Rebecca Beaulne-Stuebing & Sean Meades)**

Indigenous language revitalization is a complex process driven by manifold motivations and ideological underpinnings (Grenoble & Whaley 2006; Hinton 2002). The social and cultural significance of revitalization efforts are garnering increased attention across North America, while the number of post-secondary institutions offering Indigenous language courses has also grown over the last fifty years (Kroskrity 2009:195). The success of non-immersion post-secondary programs, however, remains largely limited (Pitawanakwat 2009:194). Based on semi-structured interviews with Anishinaabemowin learners at Shingwauk Kinooomaage Gamig and Algoma University, the study examines the motivations for both Native and non-Native students to acquire Anishinaabemowin, within Dörnyei's framework for motivating L2 acquisition (1994; 1997). The students demonstrate underlying commitments to cultural revitalization, sovereignty, and solidarity. We explore how these motivations fit within an inclusive nationalist project rooted in the Seven Fires Prophecy, given to Anishinaabe people generations before European contact (Benton Banai 1988). We argue that this project and the students' underlying motivations overall build conditions for wellness and success within and beyond the academic environment. The study contributes to understanding how Indigenous language learning can be fostered in academic spaces, bringing to the forefront voices of diverse learners with complex relationships to mainstream schooling.

**The over-referral of culturally and linguistically diverse children for special education: The case of Pakistani children in the Toronto District School Board (Afshan Amjad)**

The present study provides insight into the perceptions of Pakistani immigrant parents whose children (8-12 years) are in special education programs in Toronto. The study is qualitative and is based on the grounded theory method because this area lacks both conceptual and theoretical frameworks. Grounded theory was used in an effort to it might be possible to generate a conceptual framework that could lead to the development of a testable hypotheses about over-referral issues related to Pakistani immigrant children. Open ended, one-on-one interviews were conducted by the author with five parent participants. Once the data was collected, it was broken down into different units, coded, analyzed and interpreted according to the research question. The findings of the study indicate that there are five main reasons behind the referral of Pakistani immigrant children for special education: 1) parent attitudes; 2) cultural and linguistic differences; 3) teacher attitudes; 4) peer attitudes; and 5) immigration. The results indicate that there is an over-referral of Pakistani immigrant children [in Toronto schools] according to Pakistani parents' perceptions. Recommendations are made for implementing change within the special education system in the TDSB and areas for future research are identified.

Friday, March 9<sup>th</sup> - (9:00-10:30)  
Coach House, Room 200

**Roundtable - Motivation Behind Girls Enrollment in Elective Physical Education (Caitlin Tino)**

Many studies have identified that adolescent female enrollment in elective physical education classes is at 40% of school populations (Biddle, et al. 2003; Gibbons, 2009; Wang et al., 2007). The purpose of my research is to identify the motivation behind secondary female student's participation in physical education classes, once the choice to participate becomes elective, and identify the impact participation has on current levels of physical activity, from a retrospective perspective. Findings will help to develop a comprehensive profile of motivation alongside measures of current levels of physical activity and contribute to the development of a revised physical education curriculum.

**Roundtable - The contribution of cultural beliefs to resilience: a qualitative study on Chinese international students (Yina Wang)**

Some traditional Asian cultural beliefs (e.g., Confucianism, Taoism, and Buddhism) have been found to contribute to the resilience of Chinese (Pan, Wong, Chan, & Joubert, 2008). However, several potential issues remain unsolved, such as lack of individuals' subjective understandings of their cultural beliefs; lack of analysis of contextual factors influencing individuals' resilience; and insufficient information about how students learn from their experiences. This proposed qualitative research seeks to develop a better understanding of resilience through Chinese international students' lens of views by examining their view the process of resilience and how their cultural beliefs contribute to their resilience process.

**Roundtable - The Politics of Writing in Academe: Implications for Graduate Education (Doreen Starke-Meyerring, Mary Cullinan, Lily Han, King Yan Sun, Jen Gilbert, Nazih El-Bezre & Anthony Paré)**

This roundtable offers diverse theoretical perspectives and draws on a number of studies of research writing and publishing practices in doctoral education from across the disciplines to examine normalized research writing practices in academe from multiple perspectives and positionalities. The purpose of the roundtable is to invite participants to discuss these and other perspectives and to draw implications for graduate education. Each roundtable presenter will offer a particular perspective or lens through which to examine research writing and publishing practices in academe and offer questions for roundtable discussions.

Friday, March 9<sup>th</sup> - (10:50-12:20)  
Coach House, Room 200

**Panel - Reflecting on the graduate experience: A poetic performance (Lynn Butler-Kisber, Dale Boyle, Margaret Dobson, Allison Happ, Lisa Nelson, Heather Phipps, Nancy Posel & Mary Stewart)**

This presentation focuses on the graduate experience, using poetry as the reflective process. The authors engaged in writing poetry about their experiences. This work will be performed and the collective presentation, or cluster of poems, will provide a nuanced and kaleidoscopic portrayal of the graduate experience. An interactive discussion with the audience will follow.

Friday, March 9<sup>th</sup> - (10:50-12:20)  
School of Information Studies, Room 106

**Panel – Environmental education in your classroom: A natural connection (Stephanie Sabbagh, Kathleen Usher, Ken Elliott & Jacqueline Farrell)**

This panel will discuss the approach Quebec schools have taken to educating students about current environmental issues. The panelists will speak about the initiatives they are and have been involved with. Discussion will focus on how to make environmental education count within the Quebec curriculum. Some key issues that will be addressed are: nature disconnect, extinction of experience, ecophobia, and the fear-driven society that is emerging. The four panelists will each speak to their particular area of expertise as science consultants, administrators, informal educators, scientists and teachers and provide participants with practical strategies and approaches toward integrating experiential, environmental education across the curriculum. Finally, programs, resources and organizations involved in environmental education in Quebec will be perused to provide participants with tools and support back in the classroom.

Friday, March 9<sup>th</sup> - (10:50-12:20)  
Education Building, Room 433

**Panel - Bringing theory and data into serious conversation (Dr. Gale Seiler, Phoebe Jackson & Rodney Handelsman)**

Holding that neither data nor theory alone is sufficient for explanations of complex social phenomena, we highlight the importance of continual conversations between research methods and theoretical constructs. Through examples from three research projects, we illustrate the operationalization of sociocultural theoretical constructs in ways that inform data collection and analysis.

**Presenter 1 - Dr. Gale Seiler**

How people come to teach is shaped by a long trajectory of experiences and how they make sense of them. For pre-service elementary teachers, these often include negative past experiences in science. But how can we understand the temporal and trans-local power of such experiences, and how can we promote the construction of new ways of making sense of past experiences? The constructs of structure and agency are employed to facilitate our understanding of teacher development in this context, and we will show how these concepts are operationalized in the analysis of on-line reflections and conversations of pre-service elementary teachers.

**Presenter 2 - Phoebe Jackson**

Identity is a theoretical construct that, while both useful and popular in educational research, also presents significant challenges to researchers who wish to ensure that their theoretical framework coheres with their methodology. This presentation will explore the difficulties encountered as the researcher tried to operationalize identity in her investigation into persistence in a CEGEP science program. A theoretical framework, which draws on identity trajectories will be discussed in light of these challenges, and we will show how several research tools, including discourse analysis, were used to explore the theoretical constructs of identity and figured worlds.

**Presenter 3 – Rodney Handelsman**

Schools are complex sites of interaction where various institutional and cultural imperatives shape, and are shaped by, identities, discourses and social relations. While critical ethnographic educational research has sought to bring silenced voices to the fore, the postmodern and linguistic turn in educational research encourages us to go “beyond the knowing subject” in empirical research. This presentation will explore some of the strengths and challenges that situational analysis and critical discourse analysis may offer to guide empirical research and analyze data emerging from interviews and participant observations with teachers and students in an alternative school setting.

Friday, March 9<sup>th</sup> - (10:50-12:20)  
Coach House, Room 220

**Panel - In living color: Art-based research-action with/in communities of colour (Rima Athar, Cora-Lee Conway, Rosalind Hampton & Joshua Schwab-Cartas)**

This panel explores the significance of art-based research methods with/in communities of colour. Art practice is posited as a method of building resilience and cultivating resistance, providing the means for creative self-expression that facilitates a decolonizing of the imagination.

**Visual Cultures and Sexual Politics: Transnational Organizing against Gender-Based Violence (Rima Athar)**

This presentation explores feminist and youth-led visual arts and media advocacy projects across Indonesia, Senegal and Pakistan and Nigeria, created as part of a transnational campaign to counter 'culturally-justified' gender-based violence (GBV). Whether documentaries, narrative films, posters, comics or digital animations, the projects challenge the politicization and misuse of religious and culturally-relativist arguments that lend a false legitimacy to acts of GBV, whether at the micro- (family and community), meso- (municipal) or macro- (national and international) levels. They demonstrate the importance of multimodal literacies, a contextual historicizing of cultural identity and sexual politics, and a re-claiming of indigenous feminist rights-based discourses in local communities.

**Curating Girlhood: Memorial Landscapes in Installation Art (Cora-Lee Conway)**

"Curating Girlhood" presents art installation as a reflexive and self-ethnographic methodology and material-based form of memory work. Through the representation of artifacts intersections of race and gender in particular are explored and notions of linear temporality contested. This genealogical curatorial venture posits the mnemonic experience strategically to facilitate a discursive space for sharing and community building. Further, the concept of meta-art is offered as an opportunity to engage in the learning process of 'doing' art. The multi-sensuous installation invites 'experiencers' to navigate and share their evocations which can be curated in future iterations of this dynamic and participatory art-in-process practice.

**Been Here—Black Histories of Montreal: Assemblage art as research & pedagogy (Rosalind Hampton)**

This presentation is about my project Been Here, a series of assemblage "history boxes." This ongoing (re)search for the historical presence of Black communities in Montreal involves engaging with stories, written documents, and various forms of material culture, and assembling purchased, found and donated objects (including the boxes themselves), personal items, photographs and drawings around various themes of Montreal Black history. Been Here is an interactive project promoting an active, hands-on, and multidisciplinary approach to community history, while filling gaps in the dominant historical narratives and constructing a sense of Black Québécoise inheritance.

**Planting the seeds for tomorrow: Using audiovisual revitalizing Isthmus Zapotec culture and language (Joshua Schwab-Cartas)**

"Planting the seeds for tomorrow" relates my experience and work as a member of Zapotec media collective- binni cubi- based in the southern Mexican state of Oaxaca. Over the last ten years our collective has successfully developed several initiatives aimed at strengthening Zapotec culture and language, through the production of documentaries, establishment of a community radio, recording CDs of local musicians in the Zapotec language and most recently an urban mural celebrating one of our elders (Na Rosita). For this presentation I will discuss how our collective has been exploring the potential of audiovisual media to link intergenerational experiences and Zapotec language, as well as utilizing this medium to allow youth to rediscover their own relationship to their ancestral culture by engaging them in the process of filming short films on socio-cultural topics relevant to their own lives, thus transforming our community and its cultural practices as the principle site of learning.

**Access granted: The evolving role of archives and its implication for education (Qorvette Eileen Wafford)**

There exists a shroud of mystery surrounding the institutions known as archives. This paper will expose readers to some key archival functions, with specific attention to how educators can utilize archives to foster learning. It begins with an overview of defining historical events and figures in the history of archival science. The focus then shifts to an examination of archives in the post-modern era as expressed in the roles, responsibilities, and expectations of national archives. This portion of the paper takes an in-depth look at the increasingly diverse archival user-base and services to highlight the evolving and expanding role of archives. There exists a strong link between archives and education which is often overlooked by educators and archivists alike. This paper looks at archival resources that professionals in both disciplines can employ to facilitate active learning in classrooms. This section also takes real examples of activities given to actual secondary students to illustrate ways of incorporating archival materials in educational settings. In a time of shrinking budgets for public institutions, educators and archivists must work together to advance shared goals such as educating, promoting life-long learning, and preserving the collective memory as presented in this essay.

**Should LIS abandon the 'definition of information' problem? (Jesse David Dinneen)**

Should LIS abandon the 'definition of information' problem? My intention is three-fold: to discuss the difficulty that philosophers are having when attempting to outline accounts of the nature of information, to show how even LIS' best attempts at furthering the discussion (Bates, Buckland, and recent work by Budd) fail to overcome these difficulties, and to conclude that LIS would do well to abandon working on the definition problem until a satisfactory philosophical account of the nature of information is available. I plan to do this by examining a source of thought about information which is rarely discussed within LIS: Luciano Floridi's work in the 'philosophy of information'. If productive, this work may further discussion about the usefulness of the definition problem, and may serve as a preliminary to a more detailed account of what is needed from philosophers for the definition problem to be settled within LIS.

**The Situatedness of the Seeker: Toward a Heideggerian Model of Information Seeking (David Tkach)**

While recent Information Studies scholarship, such as the work of John M. Budd and Ronald E. Day, explores how Martin Heidegger's philosophy might provide a model for understanding the nature of information, no one has yet addressed how Heidegger's thought can be used to conceptualize the process of information seeking. In my paper, I will argue that the concept of Dasein, a phenomenological description of human experience found in Heidegger's *Being and Time*, can be used to develop a model of information seeking that accounts for how an individual's historical and cultural background affects how they seek information. This is an issue that canonical models of information seeking fail to address, since these models do not take sufficiently into account the nature of the individual information seeker. No prominent attempt has yet been made to articulate how the information seeker's historical and cultural setting affects how they seek information, a significant component of the information seeking process which, I argue, can be elucidated through Heidegger's concept of Dasein. My discussion of Heidegger's phenomenological account of human existence will demonstrate that it is necessary to understand our historic and cultural situation if we hope to understand how we seek information.

**Exploring multiculturalism in the United Arab Emirates: Introducing multicultural education in UAE schools (Sana Al Najjar)**

Recently, the United Arab Emirates (UAE) is a nation undergoing tremendous and profound changes. UAE has a unique demography in the Arab world and the Middle East where nationals account for only 20 percent of its total population. People from different parts of the world are coming to UAE bringing with them their language, culture, traditions, religion, and values which may differ from UAE's dominant norms. Therefore, there has been an increasing demand to build a peaceful society through mutual understanding and acceptance. This study illuminates the ways in which multicultural education practices can be adapted and integrated into the existing school curricula in UAE schools. Multicultural education can make a difference in helping inculcating human understanding and respect for diversity in the UAE society.

**"Imagined access": Complicating the educational experience of non-Chinese speaking girls with the discourse of the Hong Kong Education Bureau (Casey Burkholder)**

The "othering" of Hong Kong's Non-Chinese Speaking immigrant population has led to a negotiation of space, belonging and access to secondary schooling for their children. The purpose of my study of four secondary-school aged Non-Chinese Speaking girls is to examine how their ideas about inclusive access to secondary school is complicated by the discourse of the Education Bureau (EDB) in postcolonial Hong Kong. For the purpose of this paper, I will be using Robinson-Pant's definition of discourse as "much more than speaking or writing, but [] around rules and characteristic, appropriate [and] legitimate ways of acting," (Robinson-Pant, 2001, pp. 314-315). The discourse of 'Chinese Speaking' versus 'Non-Chinese Speaking' must be further complicated by the understanding that 'Chinese' in the case of Hong Kong means Cantonese, not Mandarin (the official language of Mainland China). Using the word 'Chinese' to mean 'Cantonese' must be understood in relation to the politics of Hong Kong as a Special Administrative Region of China, and as a form of resistance to the language and politics of Beijing. How do the children of Hong Kong immigrants fit into this notion of postcolonial Hong Kong, in terms of the politics of language and power?

**"Socially responsible global citizens:" Service learning and the socioeconomic divide at an international school in South Korea (Laura Sanders)**

International schools in non-Western countries are marketed as a desirable educational commodity, but they often perpetuate socioeconomic disparity in their host countries. While popular international school curricula like the International Baccalaureate (IB) Programme encourage students to become "global citizens," attendance at such schools frequently limits students' social contacts to others of a similar socioeconomic background, as well as isolating them from their local communities (Cambridge, 2002; Dunne & Edwards, 2010). To counter this, the IB mandates participation in service learning programs to instill in students a sense of social responsibility toward their community. However, due to the schools' focus on developing a global perspective, many programs overlook social justice issues within the host country in favour of issues abroad. Drawing on my experience as a teacher at Gyeonggi Suwon International School in South Korea, I will discuss how economic, geographic, cultural, and social factors contribute to a largely homogenous student population isolated from the surrounding community. Despite the positive impacts of the school's service learning programs, they reinforce the socioeconomic divide by requiring costly international travel to foreign sites where students are situated in the paternalistic role of "benevolent helper" for an extremely short period. As an alternative, I will explore options that would enable students to participate in long-term local projects where they could form personal bonds with their beneficiaries and make an emotional investment in the school's neighbourhood.

**Tracing the relationship between science literacy and engaged citizenship (Marieanne Filion)**

Scientists and non-scientists tend to conceive of science as an objective and authoritative quest for the truth. Scientists are thought of as specialized, dispassionate experts. Scientific knowledge is not accessible in the same way as the social sciences and the humanities. Scientists often fail to recognize the expertise of non-scientists (Wynne, 1996). Several theorists have argued against the value-neutrality and objective cloak of science (Latour, 1986; Lewontin, 1991). These debates often pit pro-scientists against dissenters, with little evidence of compromise on the horizon. Science literacy remains a significant educational and social objective. Historically, science education mirrored the work of scientists, preparing students for scientific careers with a vision towards increasing economic and intellectual advancement (Hurd, 1992). Undoubtedly there is a greater aim for science literacy than material gain. Educational philosopher John Dewey (1900) advanced experiential knowledge of science and technology as fundamental to his conception of progressive education for a democratic society. My work focuses on the relationship between science education and citizenship. I investigate how non-scientists perceive their ability to understand and effectively interact with science in their daily lives. Similarly, I investigate how scientists perceive the ability of non-scientists to assimilate scientific information with other forms of knowledge.

**Drawing a parallel between literacy and numeracy (David Costello)**

This presentation reports on research concerned with the implementation of literacy practices in numeracy instruction and learning in primary classrooms. The motivation is the desire to better understand how research in literacy learning and instruction can be incorporated into numeracy. As the school system is being influenced by numerous policies related to literacy, little attention has been given to numeracy in the early grades, and as such teachers have been calling for support in this area. Research studies show the importance of early school years as being paramount to student success. The data for this presentation has been adopted from a teacher research study where reading theory was applied to numeracy instruction in a primary classroom. Data analysis illustrates how literacy instructional practices can be adapted to numeracy instruction and learning.

**(e)Merging knowledges: Defining the relationship between pizza making and the inclusive science classrooms (Neerusha Baurhoo)**

Originating from Italy, pizza has crossed borders to become a popular icon in various countries. Research has claimed that pizza is the favourite food of children amongst French Fries, burgers and donuts. For these reasons, we were interested in understanding the steps involved in making industrial pizza. In addition, our objective was also to build an inquiry-based science learning unit focused on the physical and biochemical processes involved in making pizza. This constructivism approach in science education which, can only be facilitated socially, has led to higher levels of understanding and knowledge acquisition in science courses for all students, including those with learning disabilities. Moreover, such an approach will foster social engagement of students. Using visual methodologies (photography), we analyzed the process of producing pizza through the lens of culture and science. The paper illustrates the potential of using visual methods to creatively merge community-based knowledge (pizzeria) with science-based knowledge (biochemical processes in making pizza).

Friday, March 9<sup>th</sup> - (13:30-15:00)  
Education Building, Room 233

### **Creating dialogue through the arts (Moksha Serrano)**

In recognition of World AIDS Day and the many artists who have been affected or have lost their lives to AIDS, Moksha Serrano organized a Day With(out) Art event at the Faculty of Education, McGill University in partnership with the Youth, the Arts, HIV & AIDS network and McGill Friends of Médecins sans Frontières (MSF). The McGill Faculty of Education lobby was turned into a canvas displaying a variety of artwork as well as interactive installations. Along the walls of the lobby 12 AIDS awareness advertisements representing Africa, North America, South America, Asia, Australia (and Oceania) and Europe. Along with a varied representation of origin, the photos were chosen to display the fact that AIDS affects all of us through different relationships. Also on display were photos titled 'Wall of Hands' which were created at a 2010 Conference in Vienna. In addition to the visual display participants were invited to create their own 'Wall of Hands' and create their message to support the United Nations campaign of "Getting to Zero" which the UN described as "Zero New HIV Infections. Zero Discrimination and Zero AIDS-Related Deaths". There was also a billboard made out of condoms stating "Getting to Zero". The goal of the instillation was to make those who walked through the lobby on December 1st, 2011 aware that HIV and AIDS is an issue that still affects our society today. This paper discusses how a first year Masters student uses the Arts to open new forums of discussion surrounding the issue of HIV and AIDS.

### **What does visual discourse analysis reveal about institutional discourses on diversity, in seventeen medical schools across Canada? (Lerona Dana Lewis)**

Visual discourse analysis, a visual research methodology (Grady, 2008) was employed to examine how the concept of diversity is manifested in the institutional discourses, on the admissions website of seventeen medical schools across Canada. The data consisted of the images and subtexts immediately following, the methodology is an adapted version of visual discourse analysis (Chrismann, 2008), which focuses on the three elements, image composition, context of production and historical horizon and way of reception. These websites are media of the public sphere in which representations of race, age, gender, ethnicity and disability are contested. The research identified patterns of representation that engender certain beliefs about who may be invited (or not) to apply for entry into medical school. Minority groups and mature students tended to be underrepresented; this may be a reflection of existing discourse on diversity, and ultimately have implications for the composition of medical school classrooms.

### **Education: Voices of female adolescents in Cameroon (Moon-Jeong Kim)**

Education has long been an important part of a country's development as well as an individual's personal development, which in the long run would contribute to the country's growth. In order to better build and adapt education systems as well as projects which will be beneficial to those receiving the education, I wish to investigate the perceptions of female adolescents from the slum areas of Cameroon about education and the challenges they are faced with. I will use message recording constructed by participants as methodology, in order to gain their expertise and insight about the situations and realities of education in their own communities and worlds that professionals and outsiders lack (Wang and Burris, 1994). These audio recordings will allow the participants to choose what they want to say, and present themselves issues and thoughts they see in the community's needs and assets. Constructing their 'voice' will also allow them to rethink and reframe how they are being represented, how they are being heard in their societies, and the roles that they take on.

Friday, March 9<sup>th</sup> - (13:30-15:00)  
Coach House, Room 200

**Workshop - "Where are you really from?" and "You don't look gay!": Microaggressions in Clinical and Non-Clinical Settings (Cherie Moody, Sara Houshmand & Eve Allemant)**

Microaggressions are "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative ... slights and insults" to marginalized communities (Sue et al., 2007). The beginning of this workshop will introduce the concept of racial microaggressions as presented in Derald Wing Sue's (2007) "Racial Microaggressions in Everyday Life: Implications for Clinical Practice", followed by a summary of the existing empirical research. Participants will then be introduced to Clark, Spanierman et al.'s (2011) taxonomy for racial microaggressions against American Indians in order to delve deeper into the different types of microaggressions. We will give examples of microaggressions in both clinical and non-clinical settings, followed by a facilitated discussion of racial microaggressions in the Canadian context. The second part of the workshop will involve the recent applications of the concept of microaggressions to other forms of oppression, namely the microaggressions experienced by lesbian, gay, bisexual, and queer (LGBQ) individuals. The material presented will be based on Shelton and Delgado-Romero's 2011 article entitled "Sexual Orientation Microaggressions: The Experience of Lesbian, Gay, Bisexual, and Queer Clients in Psychotherapy." Participants will be asked to link the material presented to non-clinical, everyday examples of sexual orientation microaggressions and to explore their understanding of the impact of microaggressions on LGBQ individuals. The workshop will close with participants reflecting on the material presented in general as well as any specific elements that they are taking away with them.

Friday, March 9<sup>th</sup> - (15:20-16:50)  
School of Information Studies, Room 106

**Service Learning in Action (Rebecca Burbank, Emily McHugh & Amanda Oliver)**

Three members of Librarians Without Borders (LWB) McGill Student Committee discuss a recent service learning trip to Asturias Academy in Quetzaltenango, Guatemala. There they joined fellow students from three other student committees and worked in partnership with Asturias staff to develop programming and special projects for the school's newly developed library. The 2011 trip was a continuation of an initial LWB McGill trip in 2010. The presentation will include a brief overview of LWB and the uniqueness of the Guatemalan context within Central America and then move on to describing the development of Asturias, the specific projects undertaken and what lessons were learned from the experience. A description of Asturias will detail the Guatemalan education system and library culture while the project overview will include pre-trip preparations, the implementation of the projects during the trip, as well post-trip evaluations.

**Internationally-minded learning in a Canadian international school's music program (Lisa Alice Mitchell)**

This qualitative research study uses Guo and Jamal's (2007) trifold conceptual framework of "principle, practice, and mindset" to investigate music education in a Canadian international school and asks: How are music educators in a Canadian international school designing internationally-minded learning opportunities for their culturally diverse students? In-depth qualitative data collection addresses the trifold conceptual framework at the research site: (1) curriculum document content analysis to examine principles such as intercultural competency and internationally-minded teaching and learning strategies; (2) classroom observations to identify the primary elements of internationally-minded music education practices; and (3) semi-structured interviews to investigate the mindset of music educators and administrators who are navigating a complex, culturally diverse educational context. The data are analyzed using a narrative framework that draws upon key elements from: (1) The International Baccalaureate Organization's Learner Profile (2008); and (2) Leah Fowler's Seven Orbitals of Narrative Analysis (2006). Preliminary findings suggest that the lived experiences of music educators in a Canadian international school will give insights into how music educators in domestic schools can enhance the learning of increasingly culturally diverse students.

**Building a global knowledge community: Volunteerism 2.0 (Melanie Wilson)**

When we think about volunteering with a school in Uganda, one initially assumes that we would need to travel there. While some can afford to take the time and have the funding to travel, not all educators can. The Educator Volunteer Network (EVN) was created to address that very reality. Created by the Canadian International Learning Foundation (CanILF), the EVN is a new online community that connects educators from around the world to help and learn from each other. Teachers in regions of poverty, illness or war can request and receive one-on-one mentorship and assistance from skilled international volunteers. As a volunteer since its launch in September 2011, the presenter will share her experiences with a school in Uganda called Rock Community School (RCS). This experience has been eye-opening and rewarding, as the challenges are many and the successes are profound. EVN volunteers and their peer educators are building a global knowledge community amongst teachers; taking volunteerism into the 21st century. CanILF Director, Ryan Aldred, has agreed to join the presentation (either in person or Skype) to answer any questions about EVN, the partnered schools and the volunteers.

**Induction and Mentoring Issues Enveloping Secondary Music Teachers and their Transition into Teaching (Mark Kissel)**

The purpose of this study was to investigate the issues surrounding the transition into the teaching profession by specifically focusing on teacher induction and mentoring issues while explicitly addressing matters of concern by secondary music teachers in a large suburban school board in southern Ontario. Participants included beginning teachers with fewer than 5 years of teaching, mid career teachers with between 6 and 15 years of instruction, and experienced teachers with more than 16 years of practice. The processes of mentoring and inducting new teachers within the board were examined, along with their relationships between protégés, mentors, and administrators. Further, internal and external programs specifically designed and implemented for newer music teachers were scrutinized and discussed. Data were collected through 16 personal interviews as well as an analysis of key documents and literature on the subject. The findings suggest that although the necessity of mentoring and induction processes has begun to be recognized, there exists a fundamental relationship between mentoring and induction and the affect of the professional attachments to mentoring; the institutional and administrative supports that are enabled; and essential processes and practices between mentors and protégés. Together these three arms combine to support successful induction and mentoring initiatives that will help ease the transition into teaching.

**Integrating a Focus on Content into a Foreign Language Classroom (Joy Morgan)**

A mixed-method classroom intervention study was conducted with 27 student participants and 1 French teacher at a high school in New York State. The central objective of this research was to better understand the feasibility and any possible effects of integrating a focus on content/meaning into a predominantly form/language-focused foreign language classroom. Research is increasingly suggesting that there is a need to integrate a dual-focus on both language and content in order to most effectively promote continued second language (L2) growth (e.g. Coyle, Hood & Marsh, 2010; Fisher, Frey & Rothenberg, 2008; Lyster, 2007; Mehisto, Marsh & Frigols, 2008; Ruiz de Zarobe & Jiménez Catalán, 2009). Specifically, Lyster's (2007) Counterbalanced Approach to content-based instruction focuses on creating a more balanced focus between content and language in the classroom by "orienting learners in the directions opposite to that which their classroom environment has accustomed them" (p.3). As mentioned in previous research (Lyster & Mori, 2006; Met, 1998), most foreign language classrooms tend to be more language-focused in nature, often consisting of language within thematic units or using content to look at language. Therefore, according to Lyster's (2007) Counterbalanced Approach, students in a language-focused classroom context would benefit from being pushed to shift their focus by injecting a stronger focus on content/meaning into the classroom. This paper presentation will outline the thesis study and share preliminary data results.

**High School Science teachers and views on the problem-based learning approach (Jessica Godin)**

"The Quebec reform in elementary and high school science education explicitly calls for more project and problem-based instruction." (Lasry, 2008) "Problem-Based Learning (PBL) is a pedagogical approach that uses meaningful, lifelike situations that students can learn from." (Lasry, 2008) This research is focused on studying high school science teachers in order to gather information that will solve the following questions: How do high school teachers feel about the PBL approach? What is the teachers' understanding of the PBL approach? What, if at all, are any internal and external barriers that high school science teachers face in the effective implementation of PBL in today's high school science classrooms? The objective of this project is to gather enough data to determine what the primary barriers these teachers face in the implementation of PBL are in order to later construct a workshop to help these teachers overcome these barriers.

**Resilient Voices from Kahnawake: Countering Modern Challenges with Cultural Revitalization (Morgan Kahentonni Phillips, Stéphane F. Dandeneau, Laurence J. Kirmayer & Melissa Pickles)**

Resilience can be defined as the ability to overcome stress and adversity. While the study of resilience in mental health is relatively new, the concept has long been present in Aboriginal thinking. This ongoing study is a community-based participatory research project offering an understanding of how the Kanien'kehaka (Mohawk) of Kahnawake perceive and communicate resilience, and on strengthening the community's resilience in the face of modern challenges. A partnership was formed with the community's local research council, and a Community Advisory Group was assembled to play the role of guiding the research project. Interviews were conducted with key informants, focus groups and individuals across different age groups. A qualitative approach was taken to analyse the results. Through the collection of multiple narratives, a collective narrative was expressed, one involving the following four themes: 1) distinct ways in which different generations view, live, and communicate resilience; 2) shared aspects of resilience across generations; 3) shift towards individualism, materialism, capitalism and loss of 'Being Mohawk'; and 4) reconnecting a 'one mindedness' -- a cultural term meaning the process of consensus building. The study is currently in its final stage involving knowledge exchange and with the community in a variety of forms. It is hoped that this knowledge can help to foster further resilience in Kahnawake.

**Let them eat cake: A lighthearted foray into community planning (Molly Johnson & Jason Prince)**

What's the first thing that comes to mind when we say: "chocolate cake"? We bet it's not "urban planning". Yet, the convergence of these terms exemplifies shifting approaches to urban planning education and has implications for the professions of urban planning and community development. This paper describes an event held at Vendome Metro in Montreal on a chilly morning in November 2011. The station and its neighbourhood, immediately adjacent the construction site of a mega-hospital, are facing strong development pressures. To encourage reflection on neighbourhood change, urban planning students, community members, passersby, and an outside 'expert' collaborated in the construction of a chocolate cake model of the neighbourhood, while residents contributed ideas on how to make the area better. We use this exercise to illustrate the more serious debates and dilemmas of contemporary theory and practice in the fields of urban planning and community development. Key questions include: where does this type of activity fit within the formal planning education program; what is the role of the outside expert(s) in education activities and community planning; is it possible to 'do no harm' with a lighthearted event that connects students with the public, and where does this approach fit in the context of urban planning and community development?

**Bollywood Centre-Sud ou l'affirmation d'une unité dans la diversité (Emanuelle Dufour)**

Bollywood Centre-Sud est un projet ayant pour objectif de rapprocher des résidents issus des différentes communautés ethnoculturelles dans une démarche d'empowerment afin de favoriser le vivre ensemble et l'affirmation d'une nouvelle entité interculturelle dans le quartier. Le concept consiste à mobiliser des résidents et des intervenants communautaires de toutes origines du quartier Centre-Sud afin de les unir autour d'un objectif commun, soit apprendre une chorégraphie bollywoodienne et la présenter sous forme de « flash-mobs » dans différents endroits appartenant à l'espace public du quartier Ville-Marie. Le projet fut réalisé par le Carrefour de ressources en interculturel durant la période estivale et a réuni une quarantaine de résidents et six intervenants qui ont suivi des ateliers de danse durant 8 semaines. Par la suite, les participants étaient invités à présenter ladite chorégraphie à travers une série de 6 « flash-mobs », ou performances spontanées, dans différents lieux publics du quartier tel que le boulevard St-Laurent, le Métro Frontenac et l'Esplanade de la Place-des-Arts. De plus, deux montages vidéos furent réalisés et diffusés sur le web (Youtube et pages personnelles et, ou corporatives) afin de prolonger les répercussions du projet et immortaliser le souvenir pour tous les participants.

Friday, March 9<sup>th</sup> - (15:20-16:50)  
Education Building, Room 233

**Workshop - Babenak Gikino'amaagewin: Integrating aboriginal perspectives to enrich math and foreign language curricula (Brent Delaine & Saba Din)**

Integrating Aboriginal perspectives into mainstream curricula can help achieve social justice in Canadian schools, and it can also enrich the learning experience for all students. Educators have made progress in bringing an Aboriginal voice to Language Arts and Social Studies curricula, though Mathematics and foreign-language classes are often considered subjects particularly resistant to indigenous content. By creating meaningful and relevant hands-on activities, students can strengthen their understanding of both these subjects, as well as indigenous cultures. Mathematics instruction can be enriched through integrating Aboriginal content. Throughout the number sense unit, students can explore topics like ratios, fractions, and percentages through various cultural activities, such as cooking, artwork, and construction. Traditional Aboriginal games can be used in the classroom to teach students about probability in engaging ways. Using indigenous artwork can also further develop students' patterning skills. There are many other ways in which Aboriginal culture can contribute to a deeper understanding of mathematics. Integrating indigenous perspectives into foreign-language curricula similarly enriches students' learning experience. Researchers such as Osborn argue that the inclusion of themes that address issues of social justice into language-learning classrooms can contribute to meaningful and engaging opportunities for target-language use. Through vocabulary and pronunciation instruction, students can gain an appreciation for dialectical differences. By engaging in reading exercises featuring indigenous voices, students can develop their language skills and come to understand the issues affecting Aboriginal people around the world.

Friday, March 9<sup>th</sup> - (15:20-16:50)  
Coach House, Room 200

Networking, a life skill, develops relationships for long-term mutual gain. This skill is critical to personal growth and career development. The EGSS Conference Committee invites you to an innovative forum that provides the opportunity to practice this skill with McGill deans, faculty, and staff. Speed Networking creates an easy spontaneous non-threatening atmosphere that circumvents the awkward approach-and-introduce phase and goes right to the heart of the matter: relationships.

Saturday, March 10<sup>th</sup>

Saturday, March 10<sup>th</sup> - (9:00-10:30)  
Education Building, Room 216

**Identity belonging and marginalisation: exploring the educational directions of youth from refugee backgrounds from a social justice perspective (Joanne MacNevin)**

This presentation presents one aspect of the results of an exploratory qualitative study which explored teaching and learning practices with and for youth from refugee backgrounds. Specifically, this presentation explores in depth the results pertaining to the importance of peer relationships on the educational experiences and identities of youth from refugee backgrounds in PEI schools. A framework of social justice education (Smyth, 2011) will be used to guide the discussion. The significance of this study exists in the challenges and joys experienced by teachers who work with refugee youth, as well as the challenges and successes experienced by these youth. Youth from refugee backgrounds often have unique learning needs that extend beyond language acquisition. Many have experienced war, violence, loss of family and friends, displacement from home and country, and interruptions in their schooling (UNHCR, 2010). As a result of traumatic past experiences, and in order to maximize their present educational experiences, youth from refugee backgrounds often require specialized teaching methods (Stewart, 2011). The methods used in this study were: interviews with teachers working with refugee youth, classroom observations, journals by youth from refugee backgrounds, and a document analysis of policies from across Canada which focus on teaching refugee youth.

**How are youth with disability represented in mainstream television? (Dana Hasson)**

The profile of disability in mainstream culture is a complex and multidimensional discourse. Looking at the following questions:

1- How do I contextualize my research in popular culture within social theory? What are the social/theoretical theories which inform my work?

2- In what contexts, genres, media, and representations does disability exist in current popular culture? How is disability defined within the context of this question?

I have set forth to bring attention to a group that is often times marginalized, misrepresented and misunderstood in the media. In order to get a more grounded perspective on disability and representations in media over the years outlining the historical growth of disability is crucial to discuss along with the changing dimensions of popular culture. Using critical hermeneutics, content analysis and a bricolage approach for my methodology, I will weave together pieces of text from different theories and frameworks as well as look more closely at the theoretical models of disability (social vs. medical) and popular culture to help ground my study.

**Perpetuating ableism through power structures in the educational system (Kara Delicata)**

This paper will attempt to argue that ableism and ableist viewpoints are grounded in abuses of structural power within the educational system. Ableism was defined as the concept that persons with disabilities are viewed as 'less than' an abled individual simply because they are different. These abuses of power that are entrenched throughout the education system (Beratan, 2006) will be presented as continuing due to socially constructed ideas of disability (critical disabilities theory). Within this theory specifically, four main themes have been identified that function to marginalize those with disabilities: "(1) language, definitions and voice; (2) contextual politics and the politics of responsibility and accountability; (3) philosophical challenges; and (4) citizenship/dis-citizenship" (Devlin & Pothier, 2006, p. 2). Further, despite certain educational policies being celebrated for their inclusionary nature (Beratan, 2006), they have in fact, worked to ensure that marginalization of persons with disabilities continues. Finally, to further illustrate abuses of structural power within the education system, ableism will be situated within frameworks of organization and power. While the struggle for equity continues within the education system for persons with disabilities, it is fundamental to examine why and how inequities continue in order to improve these areas for future generations.

**Co-Occurring emotions: Building an understanding of parallel-emotional processing and its applications to learning and education with intelligent tutoring systems (Jason Harley, François Bouchet, & Roger Azevedo)**

Currently, very little is known about co-occurring (i.e., parallel) emotional states, despite several researchers accounting for them in theories and identifying them as crucial to the cross-disciplinary understanding and measurement of emotions as well as in the programming of emotionally-adaptive intelligent tutoring systems (ITS) (Conati, 2009; Ekman & Friesen, 1971; Pekrun, 2006). This paper expands upon the traditional emotional measurement and conceptual framework in which emotions are analyzed and reported as single, discrete psychological experiences by: (1) using a novel methodological trace-data approach in which co-occurring emotions are examined using an automatic facial recognition program, FaceReader 4.0; (2) measuring state-transitions between single and co-occurring emotions (e.g., “neutral” to “happy and surprised” to “scared”); and (3) examining co-occurring emotional antecedents (e.g., pedagogical agent feedback). In the paper we discuss our findings and the theoretical conclusions we can draw from them, in particular, whether there are multiple identifiable ‘types’ of co-occurring emotions (e.g., hybrid states, transition-based, or competing or complimentary goal/stimuli-directed states?). The implications these results have for the development of emotionally adaptive ITS and their future implementation as classroom and homework teaching assistants (i.e., tutors) will be discussed.

**The impacts of ABRACADABRA in special populations (Meagan Kozakewich, Hailey Sobel & Rob Savage)**

This paper examines the effectiveness of ABRACADABRA, a web-based literacy program, in children with developmental disabilities. It explores whether two computer-based literacy interventions (a synthetic and an analytic phonics approach) produce distinct effects on the phonological abilities and reading skills of elementary-aged special population students. The intervention involved students participating in activities appropriate to their phonics groups, facilitated by the classroom teacher. Participants (n = 43) were randomly assigned to one of the two interventions. Using a pre-post experimental study design, participants received between 4.5 to 9 hours of intervention across nine weeks, resulting in a comparison between high and low levels of intervention. Significant effect size differences were found between analytic low and analytic high conditions, as well as synthetic low and synthetic high conditions. Results show a trend of enhancement in decoding skills of nonsense words within the analytic condition. Consistent with previous research, these results suggest that special population children respond more to an analytic phonetics reading program. Results also generally show that higher levels of implementation of ABRACADABRA yield larger effect sizes. Studies of this nature help practitioners and educators to understand how online learning can assist special population students with literacy difficulties.

**Designing an artificial pedagogical agent that provides instructional feedback in the context of learning with the metahistoreasoning tool (Eric Poitras, Susanne Lajoie, & Yuan-Jin Hong)**

Artificial pedagogical agents embedded in digital environments assist students in their learning by simulating effective instructional strategies. These agents gather and analyze data from the learning environment in order to make decisions in regards to what to scaffold, as well as why, how, and when to provide scaffolding. The aim of this study was to design and develop an agent that provides instructional explanations. The agent is embedded as part of the MetaHistoReasoning tool training module, a computer-based learning environment that assist students in acquiring domain-specific metacognitive strategies that are critical in learning through historical inquiry. We provide an overview of the theoretical, instructional, and empirical foundations for deriving principles and choosing elements of design for the artificial pedagogical agent. We discuss each of these design aspects in relation to evaluating the effectiveness of the agent in terms of fostering the development of metacognitive knowledge in learning about complex historical topics.

**Canadian multiculturalism within the Colombian community in Montreal (Fernanda Soler-Urzúa)**

Canada defines itself as a multicultural country. Within its borders people from varied ethnic backgrounds co-exist, making the country linguistically and culturally rich and diverse. The Canadian Multiculturalism Act is intended to ensure mutual acceptance among the different ethnocultural groups that belong to the Canadian society. According to Berry (1984, 2006), who drew on P. E. Trudeau's words, this goal is achieved as long as ethnocultural groups in society maintain and develop themselves as distinctive entities, have contact and share with other members of other ethnic groups and learn the official languages of Canada. The current study investigates the extent to which these three components of multiculturalism help achieve the policy's goal. A small sample of the Colombian community living in Canada participated in the study. Results revealed that intergroup contact and sharing was a significant predictor of mutual acceptance and tolerance. The findings of the study, together with suggestions for future research are discussed.

**Cultural identity in young children: blending theory and practice with guidance from Reggio Emilia (Sheryl Smith-Gilman)**

The heart of early childhood practice and policy has persistently focused on development of a child's positive identity. Identity foundations have been traditionally perceived according to theories of development, socialization and enculturation, with child-rearing authorities proposing comprehensive perspectives on how these can best be accomplished. However, views of contemporary identity formation within early childhood classrooms do not emphasize enough the child's unique identity at birth and how that impacts early learning at school. As children move into education, further support is necessary so as to enable the child to merge with "new" identities. Those encounters may conflict with personal cultural practices acquired during formative years. Notably, alternative views on cultural identity formation have been explored (Bowman, 2002; Goodnow & Schweder; 2006, Rogoff, 2005) where profound understandings of how the process of development, within cultural practices, matter. These findings may prove to be consequential particularly for the diversity of children commencing school. This paper will address findings of how culture and development demand deliberation and how contemporary early childhood pedagogy may merge with what has been identified. What adaptations need to be considered so as to blend teaching, learning, curriculum and culture with objectives of providing educational foundations for young children?

**Institutionalized Romanian children: Literature Review (Mariela Castellanos Prieto)**

The current proposal has as a purpose to review a series of research studies based on institutionalized Romanian children. Thousands of children were abandoned in governmental orphanages between 1966 and 1990 in Romania suffering from social and emotional deprivation. Different children's developmental areas have been explained through the different studies as being compromised due to the care conditions inside the institutions. Early life stress, deficit in nutrition and attachment disorders have been found to be some of the factors interfering institutionalized children's development in the social, emotional and cognitive areas. Foster care and adoption have been found to facilitate some recovery in previously institutionalized children. Catch up in growth and further cognitive developments have been found to be some of the major outcomes after foster care and adoption placement. Age of placement has been found to be associated to children's recovery capacity. A social and political contextualization of Romania at the time of the institutionalization of children will be discussed and linked to the diverse types of existing places for care at that time. Current situation of children who suffered from Romanian orphanages institutionalization at that time will be mentioned.

Saturday, March 10<sup>th</sup> - (9:00-10:30)  
Education Building, Room 233

***Diversity and Equity Workshop - Islamophobia in pop-culture: Reframing the discourse (Naved Bakali)***

In the decade since the 9/11 terrorist attacks there has been a significant increase in mistrust and prejudice towards Muslims (CAIR-CAN, 2008). Recent polls indicate that 68 per cent of Quebecois(es) have negative biases towards Islam, while 52 per cent of Canadians as a whole have a poor opinion of the faith (Scott, 2009). In Quebec, various mosques have been vandalized (CBC, 2009; CJC, 2008; CTV, 2006), and legislation such as Bill 94 has been put forward preventing women wearing the *niqab* (face cover worn by a minority of Muslim women) from working in the public sector or doing business with government officials (ANQ, 2010). These occurrences, along with others taking place across North American communities, reflect a growing sense of fear and suspicion towards Muslims and Islam. These negative views and biases are commonly referred to as "Islamophobia". Mohideen & Mohideen (2008) define Islamophobia as "the practice of prejudice against Islam and the demonization and dehumanization of Muslims...generally manifested in negative attitudes, discrimination, physical harassment and vilification in the media" (p. 73) My presentation will examine possible reasons for these prejudices and biases by analyzing representations of Muslims in popular cultural mediums including Hollywood films that feature Muslims as main characters, television programs which have recurring portrayals of Muslims, and print and television news media of major events involving Muslims. Thereafter, my presentation will examine possible suggestions to challenge these types of biases through pedagogical approaches consistent with the Quebec Educational Program. The intended goals of this workshop are to: (1) raise awareness about the biased and prejudicial representations of Muslims and Islam in popular cultural media; (2) present possible ways to counter these biases through an educational program within Quebec; (3) promote dialogue about racism and prejudices towards minority groups in Quebec and Canada.

Saturday, March 10<sup>th</sup> - (9:00-10:30)  
Coach House, Room 200

***Roundtable - If and how psychological distress is over-pathologized (Evgenia Milman)***

This roundtable will discuss whether the field of mental health, and particularly the Diagnostic and Statistics Manual of Mental Disorders (the main diagnostic tool in North America), over-pathologizes psychological distress. Specific topics will be shaped by participants but may include if and how such over-pathologizing affects specific demographic populations.

***Roundtable - Identifying effective elements of school-based eating disorder prevention programs (Maria Di Scala)***

By drawing on a wealth of research from both the psychological and cultural domains, the most effective elements of school-based eating disorder prevention programs will be explored through this presentation. The goal of this presentation is to identify the starting points for change in an effort to direct administrators and teachers in their quest to create safe spaces of their schools. In doing so, this presentation fosters sensitivity among school administrators, teachers, and personnel, regarding the importance of critiquing and recreating school policies, practices and curricula, in order to create safe spaces with regards to eating disorders.

***Roundtable - Why are boys falling behind in Canadian university representation? (Bruce Maxwell)***

We will discuss reasons for why boys may be falling behind girls in university places in Canada. I will support the dialogue with information from my previous research and a Quantitative study that I completed which analyzed goals between Montreal-based Independent School grade nine boys and females.

Saturday, March 10<sup>th</sup> - (10:50-12:20)  
Education Building, Room 200

**Panel - The neoliberal globalization of higher education: Policies, practices, and pedagogies across national boundaries.**

This panel explores ways in which the neoliberal globalization of higher education has forced policy changes in higher education institutions across national boundaries. The panel also examines how local constituents—faculty, students, and communities—have taken up these policy changes.

**Neoliberal globalization and higher education: The WTO and China's government policies towards overseas studies (Jie Zheng)**

A growing body of higher education research has begun to examine the impact of neoliberal globalization on higher education around the world, including in China, a recent member of the WTO and a country with an increasing magnitude of international student mobility. However, little research has been done in a Chinese context by Chinese scholars. Drawing on perspectives from research conducted both within and outside of China, Jie will explore to what extent neoliberal globalization has impacted China's higher education policies. Specifically, Jie will examine the WTO agreements on educational services, China's commitments on education, and China's recent policies towards overseas studies.

**Neoliberalism, globalization, and funding for public higher education in New York State and Québec (Ryan Deuel)**

Ryan will discuss the trend toward privatization which has spread around the globe and is affecting funding for higher education. Due to continued government cuts, public higher educational institutions in the United States and Canada rely to a greater extent on private funding, including student tuition. Over the next five years, New York State and the Province of Québec are similarly placing a greater financial burden on students with tuition hikes. Ryan will discuss how these tuition increases were presented as a solution to funding cuts in both New York and Québec and the student reaction to these tuition hikes.

**The impact of neoliberalism on innovations in university curricula (Melanie Wilson)**

Melanie will discuss the impact of the transnational policies and trends towards privatization on innovations in university curricula. Focusing on technological advancements that facilitate and also challenge the development of new knowledge cultures in HEIs, Melanie will draw from her dissertation findings and discuss how globally networked learning environments (GNLEs) have been both enabled and constrained by neoliberal policies and trends. GNLEs are often created within digitally linked shared course environments where students at different universities in different countries are co-taught by partnered faculty, and they present an alternative vision of globalization, where students and faculty actively participate from the bottom up.

Saturday, March 10<sup>th</sup> - (10:50-12:20)  
Education Building, Room 233

**Panel - Indigenous Methodologies in Research: Examples from Cree and Mi'gmaq Researchers**

**Dancing with Chikapesh: An Examination of three Generations of Cree Storytellers (Elma Moses)**

My research examines Indigenous issues in education using Indigenous methodologies. My project involves reclaiming Cree narratives of my family history. By examining the oral tradition through the lens of three generations of Iyiyuu story tellers I attempt to posit a theory of Cree storytelling of the eastern James Bay Cree. I specifically examine the trickster discourse in the sacred stories and their significance in the context of contemporary Cree society.

**Unpacking Power and Place: Examining the Institutional Structures that Shape Indigenous Students' Academic Experiences and Social Relations (Janine Metallic)**

The question of Indigenous representation and participation in higher education has been widely debated in education, with scholars arguing that there are a variety of social, cultural, and family-related barriers to success. However, these works have not adequately addressed the issue of power and place with respect to the spaces used for Indigenous education within universities. My research addresses the issue of power and place with special attention to the institutional structures that shape Indigenous students' academic experiences and social relations. In this session, I will explain my use of Indigenous methodologies and collaborative narratives to highlight the important relationship between Indigenous identity, knowledge, experience, and place.

**Restoring Balance in Education through Cultural Diversity (Mary Shem)**

The question of First Nations Studies in mainstream education has always aroused great debate whether the program should be taught in high schools, elementary schools or in higher levels of education. First Nations Studies is either feared as having too much of it or none of it at all. We live in a diverse society and yet we are learning about the dominant society. In my presentation, I will explain why it is important to learn about the First Peoples of Canada and why it is important to have an unbiased curriculum implemented into mainstream curriculum thus restoring the balance of education through a virtual medium.

Saturday, March 10<sup>th</sup> - (10:50-12:20)  
Coach House, Room 200

**Panel - Emerging understandings of professional identity: An authentic experience of the community and culture of schools**

There is a need for research on relevant, advantageous opportunities in teacher education programs and evidence of benefit of such opportunities to student teachers' understanding of their beginning teacher identity, their program of professional preparation and their sense of wellbeing. This panel presentation reports on a new first year field experience (FE1) model and its supporting Professional Seminar course (PS1) that provided student teachers a more authentic experience of the culture and community of school and the work of teachers through the participation of, and access to, the entire community of the host school during FE1. In this panel session, first year student teachers reflect on what they came to understand about the culture and community of school during FE1. Through the sharing of passages from their portfolios, they reveal insights into their beginning identities as teachers and how that understanding allowed them to make insightful links between teacher effectiveness, teacher preparation and their own professional well-being. Alongside the students, PS1 course instructors and FE1 field supervisors will share, from their perspective (university and field), some of the challenges, successes and insights gleaned from this innovative approach to FE1/PS1 and its impact on their student teachers and host schools. This session will invite discussion and interaction.

**The development of tools and training resources for *Participatory Ergonomics* interventions within a workplace (David M. Antle, Nicole Vézina & Julie N. Côté)**

Risks for work-related injuries and accidents in the workplace are often managed as part of an ergonomics program. Research has noted that workplace ergonomics programs that take on *participatory ergonomics* (PE) approaches are more likely to have positive impacts than those driven entirely by an ergonomist. However, this approach has many challenges; participatory intervention literature from community health and ergonomics has noted the difficulty in fostering participation and developing the necessary capacity, knowledge and skills of the participants. This presentation will detail work completed in two Canadian provinces that attempted to fill the need for guidance and stakeholder education within a PE project. We developed a guidebook, video and set of teaching resources for ergonomists to apply in the workplace. These tools include academic literature and approaches found in the fields of kinesiology/ergonomics and participatory-action research, and include first-hand experiences and knowledge gathered during 3 PE intervention projects. This presentation will also detail the application of these tools during a PE project at a local enterprise in Montreal, QC. We will discuss the work undertaken after completion of worker education and discuss how our approach led to comprehensive analysis and development of solutions that fit the needs of the workplace.

**Exploring psychological experiences and social contexts of body related envy (Eva Pila, Angela Stamiris, Andree Castonguay, & Catherine Sabiston)**

Social Comparison Theory (Festinger, 1954) states that individuals have a drive to compare themselves with others in order to evaluate their own attributes. Social comparison often occurs in context of the physical self. These appearance-focused upward social comparisons can be studied theoretically as emotional experiences of envy. The purpose of this research is to examine the experience, context and antecedents of *body-related* envy. Older adolescents and young adults ( $n=324$ ) reported open-ended narratives, the interpersonal contexts and phenomenological ratings of a body-related envy experience. Preliminary analyses indicate significantly higher reports of envy experiences in social contexts with same-sex individuals. Envy experiences were highly correlated with feelings of shame, and were significantly correlated to participant age. The narrative data indicates that participants experienced body-related envy in physique salient contexts and following comparisons to successes of others, which they attributed to others' physique. Participants adopted cognitive distortions to explain experiences of envy and perceived behavioural control was linked with increased motivation for behaviour change. These results support the theoretical notion that social comparisons occur with similar others, and also suggest that envy experiences are shameful and trigger cognitive defenses. Further research is required to understand envy experiences in the physical domain.

**Understanding psychosocial prevention needs of youth at risk for obesity: A proposed qualitative study with parents and kids (Gina Pinsonnault, Jennifer Brunet & Catherine Sabiston)**

Youth who live with two obese parents are ten times more likely to become overweight compared to kids who live with healthy-weight parents. This study seeks to (1) gain knowledge on how to assist obese parents in creating and fostering an environment conducive for their children to maintain a healthy and active lifestyle to prevent obesity; (2) understand children and parents' perceptions about current intervention strategies for preventing obesity. An ecological perspective will serve as a framework to explore perceptions across multiple systems (e.g., individual, family, environment, health care system, policy). Thirty families consisting of two obese parents and a normal-weight child will be recruited. Data will be collected through individual and family-based interviews. Also, parents and children will be asked to take photos of their main barriers to weight management. These photos will be used as conversation prompts during the interviews to gain in-depth knowledge of the factors that may influence obesity. A grounded theory approach will be used to develop a model that explains weight management and prevention among youth at high-risk for obesity, as well as inform current intervention strategies. This study may provide insight into health related barriers and treatment resources that would meet families' needs.

**Reflexions sur les habilités essentielles à la démocratie et sur l'apport du programme de philosophie pour enfants dans l'éducation au vivre ensemble (Anne-Marie Duclos & Natalie Fletcher)**

L'objectif principal du programme de Philosophie pour enfants de Matthew Lipman (PPE) est de développer les pensées critique et créative par le dialogue et la réflexion. Cette approche, indéniablement de nature sociale (Sharp, 1987), se veut une occasion de développer des habiletés intellectuelles dans une perspective démocratique du vivre ensemble (Daniel, 1992). Les enfants, guidés, assistés et stimulés par leurs pairs, apprennent non seulement à dialoguer et à réfléchir ensemble, mais aussi à poursuivre un but commun (Sasseville, 1999). La communauté de recherche permet aux participants d'être activement engagés avec les autres dans un processus de construction de sens. À cet effet, Nussbaum (2010) considère le programme de Lipman comme étant le modèle idéal pour promouvoir l'éducation à la sagesse (*education for wisdom*) - une approche qui développe trois habiletés démocratiques essentielles : le raisonnement critique, la citoyenneté mondiale et l'imagination sympathique (*sympathetic imagination*). Cette éducation à la sagesse encourage les jeunes à surpasser les frontières de leurs perspectives courantes afin d'atteindre une sensibilité intellectuelle qui leur permet de participer comme membre empathique, critique et actif d'une communauté égalitaire (Ibid). Les habiletés, attitudes et valeurs prônées par le programme de Lipman semblent nécessaires pour le développement du vivre ensemble.

**Democracy matters: Civic education and youth political engagement (Charlotte Sachs)**

Young people are often treated as a "problem" and much has been written about youth crime, drug use, violence etc. This paper argues that youth can be as much of a solution, as current events such as the Occupy Movement and the Arab Spring have shown. Democracy education and civic education is an important means by which to encourage political engagement, by creating a space in which knowledge of politics and political structures is encouraged. Civic education can be an important tool to get youth re-interested and, more importantly, re-invested in the democratic process. The paper explores some of the theoretical groundings for this claim, and argues that civic education is an essential component to building a strong democracy.

**Developing critical consciousness in youth through community circle practices (Cat Terleski)**

Major obstacles can be faced as educators attempt to navigate curriculum and create conditions that lend themselves to developing critical consciousness in youth. As such, teachers must remain aware of the possibilities, limitations and barriers within a classroom situation. This paper provides an example of a learning situation called the community circle. The community circle centres on establishing a mutually respectful community of learners by encouraging participatory dialogue, story sharing and collaboration in a non-formal educational context. Students engage in making observations about inequalities and injustices and offer suggestions that address issues within the classroom as well as within the greater context of the school. The intent of the community circle is to establish a space that serves as an entry point to raise consciousness about social justice issues among elementary school students at the Colegio Americano de Guayaquil in Ecuador. The work, grounded in student lives, examines questions around youth consciousness, specifically related to dialogic and collaborative activities within a community circle. The paper focuses on observations around youth awareness, responsibility and action as well as an examination of systemic and institutionalized barriers to developing critical consciousness in youth.

Saturday, March 10<sup>th</sup> - (13:30-15:00)  
Education Building, Room 211

**Les écoles privées Steiner et musulmanes de Montréal: vecteur d'isolement ou d'intégration? (Stéphanie Tremblay)**

Véritable boîte de Pandore, la question des écoles privées religieuses au Québec est souvent occultée lors des grands débats sur l'éducation, mais dans l'opinion publique, il n'est pas rare de voir ces dernières comparées à des «ghettos» ou suspectées d'endoctriner les enfants (Thiessen, 2001 ; Zine, 2008). Mais qu'en est-il en réalité? Nous proposons d'apporter une contribution empirique à cette vaste réflexion, en explorant comment s'articule la formation du citoyen dans une perspective religieuse (ou spirituelle) à l'intérieur de deux écoles privées de courants minoritaires, musulmane et Steiner. Notre démarche, d'inspiration ethnographique, s'est principalement articulée autour d'une trentaine d'entrevues auprès des directions d'écoles, d'enseignants et de parents d'élèves et à deux mois d'observation participante dans des classes primaires et secondaires de ces deux établissements. L'analyse préliminaire des résultats a révélé, malgré les différents statuts sociologiques des deux communautés étudiées, une convergence quant au type de formation du citoyen mis de l'avant. En effet, dans les deux cas, on observe une tentative de construire à travers l'école une «communauté» distincte de la société extérieure et critiquant certains de ses travers, mais en même temps un souci de transmettre aux élèves un ensemble de valeurs «universelles», puisant au même référentiel humaniste.

**Wall of Femmes: The social, educational and communicative roles of street art (Michelle Harazny & Lisa Sproull)**

Wall of Femmes is a Montreal-based collective of street artists with a mission: To resist the prevalent mainstream depictions of women as highly sexualized objects by incorporating into public spaces images of courageous and inspiring women leaders, thinkers, artists, and activists from across cultures and eras. Their street art has attracted national and international attention from feminists, bloggers, print publications, and fellow street artists. The collective's blog ([www.walloffemmes.org](http://www.walloffemmes.org)) has been viewed over 12,000 times and has followers from as far away as New Zealand and Ukraine.

As engaged citizens immersed in the urban landscape, Michelle Harazny and Lisa Sproull will explore the role of the Wall of Femmes specifically and street art in general in terms of its position in the spectrum of "art," as a non-formal educational tool, and as a forum for two-way public discourse.

Topics for discussion will include the commercialization and reclamation of public spaces, the role of street art in historical and contemporary social movements, the utilisation of the streets as a forum for education and discourse, and the concept of incidental learning through everyday aesthetic experiences.

**Mentoring in academia: A necessary component in doctoral education (Mary Cullinan & Terry Wan Jung Lin)**

Business and industries have used the principles of mentoring to attract, retain and promote employees. In the literature regarding mentoring in higher education, Nakamura & Shernoff (2009), Ehrenberg, Zuckerman Groen & Brucker (2009), Nettles & Millet (2006), it is recognized that mentoring has supported and improved the mentor's and the mentee's performance and effectiveness. As second year doctoral students in the Department of Integrated Studies in Education, we inquired into how first and second year doctoral students represent their learning experiences – both the positive and negative aspects of their journey thus far. Through interviews, group discussions, writing prompts and visual representations, we asked students to express how their journey is progressing. It is evident from our data that peer mentoring and support can indeed help doctoral students find their way on this challenging journey. As highlighted in Noonan, Ballinger & Black (2007), structured relationship-building opportunities in doctoral programs could help students mature as learners and maintain their motivation to complete their degree in a timely manner. In this presentation, we will take this opportunity to share our observations and findings.

**Reconstructing conceptions in university science: Evaluating text-based conceptual change (Gregory Trevors)**

The current experimental study sought to investigate the effectiveness of a refutation embedded within a widely used text university-level introductory text (Biology, Campbell & Reece, 2005) for conceptual change. The guiding theoretical framework was Dole and Sinatra's (1998) Cognitive Reconstruction of Knowledge Model (CRKM), which posits that moment-by-moment cognitive engagement causing conceptual change is the product of learners' personal characteristics interacting with instructional messages of varying quality. Sixty-nine undergraduate students at a large university in Canada were randomly assigned to receive either the instructional text with refutation or the original, unaltered text, both of which discuss a common misconception in evolutionary biology. Participants' real-time cognitive processes and post-reading, conceptual application essays were collected. The quantification of these qualitative verbal data (Chi, 1997) revealed that although refutational texts cause cognitive conflict during reading and increase the quantity of correct conceptual knowledge in post-reading essays, the quantity of incorrect conceptual knowledge remains unaffected. Implications are discussed for theory, research, and teaching practice.

**Disciplining DISE (Steven Peters)**

The range of goals, issues, and agendas taken up by educational researchers is ever-expanding, while the traditions they draw from, the methods they employ, and the research communities they speak to are diverse, and, more often than not, borrowed from other areas of the academy. Variety has characterized educational faculties from their inception. However, as departments like educational psychology establish their internal coherency within disciplines that lie outside of education, existential questions around what "DISE" is, as a department shorn of any disciplinary precedents, are laid all the more bare, particularly true as what counts as education becomes more and more unbounded. What I would like to do in this presentation is examine possible responses to the question: Given this diversity, what brings us together in DISE as a community of researchers? Or simply, why DISE? In particular, I want to explore the suggestion that rather than constitute itself as a discipline, the strength of DISE is its ability to transcend disciplines. I will try to argue that this leads to an untenable view of academic freedom and suggest how educational research, as a study preoccupied with knowledge in its application, might be thought of as a discipline in its own right.

Saturday, March 10<sup>th</sup> - (13:30-15:00)  
Coach House, Room 200

***Diversity and Equity Workshop - 'Black Art,' 'Africentric education,' and other post- taboos (Rosalind Hampton)***

Much of my work is situated within and geared toward Montreal's Black community, centered on the diverse and collective experiences of Black Montrealers and the potential benefits of community art/education. Current theoretical and academic discourses however, tend to discourage the use of terms and approaches such as "Black" and "Africentric" that, while popular in vernacular exchange, are often read as essentializing or exclusive in the context of academia.

What *does* "Black" mean and how does this meaning shift in different contexts? What does post-Black refer to? What are the social, cultural and political implications of words such as "Black" and "Africentric"? How can we pursue research and scholarship with/ in our specific ethno-cultural (racialized) communities while guarding against exclusive or essentializing definitions of identity? What strategies do/can we use when writing about this kind of work, that allow us to remain theoretically grounded without compromising our goals or denying our lived experiences? This workshop seeks to engage my colleagues in a discussion addressing these and other questions related to "Blackness" and academia.

### **An Effective Teacher for Me as Told by Students with Severe Behavior Disorders (Shirley Lister)**

Inclusive education is a journey that involves the transformation of schools and educators so as to be able to provide effective, affective learning experiences for all students. This presentation will describe the narratives of students with severe behavior disorders regarding their perceptions of the characteristics of effective-affective teachers, and will describe their suggestions for teachers to be effective and affective in their instruction. This researcher has sought to more effectively understand what school was like for children- at- risk (as defined by an individual being at risk of successfully completing his/her secondary school education). The documentation to be presented is the results of small group discussions and open-ended interviews with students in varied types of learning environments and cultures, including rural, urban and First Nations communities in Canada, the United States, and internationally. The stories of six students between ten and twelve years old, with identified behavior disorders, regarding their experiences of school will be highlighted in this presentation. Following this, common themes and trends within the ideas developed by the students will be discussed. The themes have been developed under the following headings: 'characteristics of an effective teacher', instructional methods, 'rules and structure', 'teacher-student relationship', and a 'sense of belonging'. This presentation will conclude with reflections regarding teacher preparation programs and professional development, based upon the feedback from those students most difficult to include- those students with severe behavior disorders.

### **In search of a Teacher Identity through Teacher Adda (Shakib Ahsan)**

This article traces the spaces and places of middle class teacher "adda", a narrative of secondary school teachers lives through the spatial *heteroglossia* of a modernizing discourse on education. A trope of colonial transitive narrative is used here by locating the discursive practices of middle class Bengali domesticity and its sweeping influences in modernizing the provincial spaces of the post-partition Bengal. The quintessentially Bengali orality of *adda*, (Chakrabarty, 1999) has been used in this paper as an anti-imperialistic meta-narrative and site of education that speaks to the tyranny of modernity by humanizing the experiences of pain, difference and inconsistencies (Kumar, 2006 & Chakrabarty, 2001) in the emergent discourse of education in Bangladesh. Although adda has been criticized as a democratic practice of bourgeoisie vitality this paper attempts to find if adda can be used as a method for post-nationalist identity construction for teachers in Bangladesh. Adda thus is presented as a continuously shifting and contested place (Said, 1979) of forgetfulness pointing to a complex sense of plurality which refuses to accept the sentence of modernity.

### **Beyond Boxes: A Teacher's Story (Amarou Yoder)**

Recounting a vivid and often conflicted teaching experience, this paper explores a teacher's recollection of the place of curriculum in her relationship with a troubled student. Jacob O'Halloran, a brilliant writer and withdrawn, sometimes aggressive student captures the attention and affection of Miss Y. He is arrested on a weapons charge. What follows is Miss Y.'s critical and sometimes painful effort to stay connected with Jacob as he navigates the juvenile justice and school systems, culminating in a contract school unit on the concept of the Sublime. While the teacher is worried about ethical question marks that might be raised concerning her work with this student, she realizes that the curriculum she designed—the only real basis for connection—is an effort, in Maxine Greene's (1975) words, "stimulate an awareness of the questionable, to aid in the identification of the thematically relevant, to beckon beyond the everyday" (315). She also recognizes that the curriculum is as much about her as it is about her student, and that while she and her student do not share similar histories, they are similar, none-the-less. Note: This is no teacher-as-savior story.

**The use of online surveys to inform us about science teaching and learning (Ken Elliott)**

Ken is conducting research on the implementation of Applied Science and Technology, a program for Secondary 3 and 4 students in Quebec. He is the process of investigating to what extent the program is being implemented in the English public school system and to what extent it is being received positively in terms of teacher and student motivation and outcomes.

Over the past 2 years he has conducted online surveys of science teachers and students. He will present the methodology of these surveys and some of the findings. He will describe how he set up the online survey instrument and recruited the participants. He will also discuss how he is interpreting the data and recognizing the surveys' limitations.

**Utilisation de la recherche en didactique des sciences pour l'actualisation des interventions pédagogiques au préscolaire (Abdeljalil Metioui)**

La majorité des curriculums propose des activités d'initiation aux phénomènes du monde physique et aux concepts des sciences physiques avec des élèves du préscolaire âgés entre 5 et 6 ans. Par exemple, dans le cas du programme de formation de l'école québécoise, on suggère dans le volet science et technologie de développer les activités suivantes : « les jeux d'expérimentation [...]; l'observation et la manipulation d'objets [...]; la recherche d'explications et de conséquences en rapport avec des matières [...], avec des éléments naturels [...] et avec des phénomènes naturels [...]. » (MEQ, 2001, p. 68). Dans cette communication, nous allons d'abord présenter la structure conceptuelle des notions reliées aux champs des sciences, des technologies et des mathématiques, prescrites dans le ledit programme. Ensuite, nous dresserons un portrait des recherches portant sur les représentations d'élèves d'âge préscolaire à l'égard des notions associées aux champs des sciences et des technologies, tel que la formation des ombres (Ravanis et al., 2005), le branchement de circuits simples (Tiberghien, 1976), la couleur, les ombres, la lumière et la formation des images (Gallegos-Càzares et al., 2009). Finalement, nous proposerons une démarche qui rend compte des résultats de la recherche dans la pratique afin de favoriser la construction de la connaissance physique des élèves du préscolaire.

**Mathematics teachers' professional development in the school context: A review of the research literature (Terry Wan Jung Lin and Annie Savard)**

There is an increasing pressure toward the pursuit of more effective, efficient, and evidence-based practices that will improve the students' success on Uniform examinations. Since 2001, Quebec has undergone a wave of professional reform focused on the development of professional competencies where continuous professional learning and sharing of expertise are central components (MEQ, 2001). Much of past efforts in professional development have been unsuccessful because teachers' existing knowledge and beliefs were not taken into account (Van Driel, Beijaard & Verloop, 2001). Practical knowledge can be defined broadly to integrate experiential knowledge, formal knowledge, and personal beliefs (Connelly, Clandinin & He, 1997). It is also evident in the literature, one-shot, pull-out and/or large-scale professional developments are often ineffective (Borko, 2004; Hawley & Valli, 1999; Webster-Wright, 2009). My interest emerged from my exploration into various forms of professional development structures with a focus on mathematics teachers' knowledge developed in the work place.

This presentation reviews the recent literature on mathematics teachers' professional development from the perspective of developing teachers' practical knowledge. The studies selected are intended to initiate discussion on issues and challenges of teacher professional development but also to highlight the prominent direction of the inquiry in this field.

Saturday, March 10<sup>th</sup> - (15:20-16:50)  
Education Building, Room 233

***Diversity and Equity Workshop - Weight-Based Discrimination: An Experiential Workshop to Identify and Challenge Stigmatization of Obese Individuals (Antoine Beauchemin)***

This workshop will begin with an exploration of the audience's attitudes toward obesity using a reflective activity. The audience will then be presented with examples of weight bias and stigma from popular culture to give them a frame of reference for the widespread disadvantages that obese individuals face. Recent research statistics on the prevalence of such discrimination and its impact on obese individuals and society as a whole will be discussed. A discussion on the myths that cause us to hold such stigma will follow. After the presentation of a video summarizing the session, the audience will be encouraged to participate in a discussion about how to challenge weight bias and stigma in our lives.

Format: This workshop will combine a short movie, discussion of myths and statistics, and reflective activities to explore weight bias and stigma.

Goals: The goals of this workshop are to sensitize the audience to the discrimination experienced by overweight and obese individuals, and to learn how to challenge weight bias in their lives.

Saturday, March 10<sup>th</sup> - (15:20-16:50)  
Coach House, Room 200

***The Changing University Landscape – A teach-in (Alex Bon-Miller)***

In our current historical moment, there is growing concern and contention regarding the changes occurring within the landscapes of our universities. Some see the direction of discourse and policy changes occurring as necessary and inevitable. Others are raising critical questions regarding trends in education and society that are playing out in universities around the world. This teach-in welcomes both standpoints and is designed to create an inclusive, welcoming and relatively non-formal space in which to explore, deconstruct and build an understanding of the complex issues (and their interrelatedness) shaping our global and local experience of university life. In our local context of McGill in 2011 alone, we have seen a major labour strike, the occupation of our university president's office, riot police deployed on campus, the Jutras report on those events and an independent student-led inquiry. These events are orbited and influenced by the Quebec government's announcement to raise university tuition, the occupy movement, the Arab spring, the financial crisis and the discursive/policy-based responses to these socio-political phenomena. This teach-in will address the intersectionality of these topics through scheduled speakers, staggered with audience participation in a non-didactic, non-formal dialectical space. Speakers will include undergraduate students, graduate students, and faculty and community members. Alex Bon-Miller, a student at McGill University, who is in the Education and Society program, will facilitate the discussion.

## Presenter Bios

**Anjali Abraham** [anjali.abraham@mail.mcgill.ca](mailto:anjali.abraham@mail.mcgill.ca) is currently an instructor and a doctoral candidate in the Department of Integrated Studies in Education. Her research examines processes of cultural reproduction in the secondary science classroom. Anjali was a secondary science and mathematics teacher in British Columbia and Québec prior to pursuing her doctoral degree at McGill.

**Shakib Ahsan** [shakib.ahsan@mail.mcgill.ca](mailto:shakib.ahsan@mail.mcgill.ca) is a doctoral student at Integrated Studies Department. Shakib Ahsan has an MA in Educational Technology from Concordia. He has been publishing at various International journals and educational conferences around the topics of eLearning, Distance Education and Capacity Development since 2007. However his main research interest lies in Subaltern studies, Postcolonialism, and Middle class identity.

**Eve Allemmand** [eve.allenmand@mail.mcgill.ca](mailto:eve.allenmand@mail.mcgill.ca) is an MA2 Counselling Psychology student who is involved in EGSS as coVP Diversity and Equity. She is originally from Lausanne, Switzerland where she undertook her undergraduate studies in Psychology. She is now following a one-year internship at CAPS and Counselling Services at McGill University.

**Sana Al Najjar** [sana.alnajjar@mail.mcgill.ca](mailto:sana.alnajjar@mail.mcgill.ca) is a current graduate student in the department of Integrated Studies in Education at McGill University. I am interested in the facilitation of multilingualism in the next generation of the Emirati people in United Arab Emirates.

**David Antle** [david.antle@mail.mcgill.ca](mailto:david.antle@mail.mcgill.ca) is a current graduate student in the Department of Kinesiology and Physical Education, within the Faculty of Education here at McGill.

**Rima Athar** [rima.athar@mail.mcgill.ca](mailto:rima.athar@mail.mcgill.ca) is studying Education & Society, and is engaged in research/action projects in the areas of gender, sexuality and human rights, both in Montreal and transnationally. Her interests include visual cultures, socio-legal literacy, working with youth, and art as pedagogy.

**Vanessa Babineau** [vanessa.babineau@mail.mcgill.ca](mailto:vanessa.babineau@mail.mcgill.ca) is a M.A. student in School/Applied Child Psychology in the Department Educational and Counseling Psychology at McGill University, Vanessa Babineau is a new researcher in the field of developmental psychopathology. Her research is focused on the development of utilizing perceptual cues in grouping and detection of shape among children with autism.

**Naved Bakali** [naved.bakali@mail.mcgill.ca](mailto:naved.bakali@mail.mcgill.ca) is a secondary Mathematics and Social Studies teacher at Heritage Regional High School, in St. Hubert. He has completed undergraduate degrees in Commerce and Education as well as an M.A. in Culture and Values in Education. He is currently pursuing his PhD in Educational studies at McGill University.

**Beverly Baker** [beverly.a.baker@mail.mcgill.ca](mailto:beverly.a.baker@mail.mcgill.ca) is a Faculty Lecturer in the Department of Integrated Studies in Education. Her research interests include evaluation, applied linguistics, and teacher training.

**Neerusha Baurhoo** [neerusha.baurhoo@mail.mcgill.ca](mailto:neerusha.baurhoo@mail.mcgill.ca) is a Ph.D. student at D.I.S.E, is interested in conducting research in science education. With a B.Sc. (Hons) in Agriscience & Technology and a Masters in Animal science, Neerusha has previously worked at John Abbott CEGEP as a professional science tutor and has also developed learning strategies for science students with learning disabilities.

**Fiona Benson** [fiona.benson@mcgill.ca](mailto:fiona.benson@mcgill.ca) is the Director of the Office of Student Teaching at McGill's Faculty of Education and co-Director of the MA in Teaching and Learning. She is responsible for the development, coordination, facilitation, monitoring and evaluation of undergraduate field placements and graduate field internships and the sustaining and evolving of critical partnerships in the field.

**Antoine Beauchemin** [antoine.beauchemin@mail.mcgill.ca](mailto:antoine.beauchemin@mail.mcgill.ca) is a doctoral student in Counselling Psychology at McGill University, where he is conducting qualitative research on doctor-patient relationships to improve skin cancer prevention. He wrote a master's thesis on how parents cope with their child's obesity and how they perceive mental health professionals' potential contribution to pediatric obesity treatment.

**Dale Boyle** [dale.boyle@mcgill.ca](mailto:dale.boyle@mcgill.ca) is a roots singer-songwriter and founder of the songwriting webzine, Song Routes. His Ph.D. research at McGill University explored the use of music as a teaching tool in an undergraduate psychology cognition course and he has taught the McGill Education music courses, "Listening for Learning" and "Music Listening for Education."

**Dr. William Brender** is the director of the Jewish General Hospital's Behavioural Psychotherapy & Research Unit, which provides cognitive behavior therapy (CBT) interventions for a range of problems. He also serves as a consultant to the Jewish General Hospital Early Childhood Disorders clinic.

**Jennifer Brunet** [jennifer.brunet@mail.mcgill.ca](mailto:jennifer.brunet@mail.mcgill.ca) is a post-doctoral fellow in the Department of Social and Preventive Medicine at the University of Montreal and the School of Nursing at McGill University. Her research interests are centered around identifying psychological and social factors that may increase physical activity levels.

**Jacob Burack** [jake.burack@mcgill.ca](mailto:jake.burack@mcgill.ca) is a professor in the Department of Educational and Counseling Psychology at McGill University, Jacob Burack is the director of the McGill Youth Study Team, conducting research on the development of attention and cognition among typically developing children, persons with autism, and persons with specific syndromes associated with intellectual disabilities.

**Rebecca Burbank** [rebecca.burbank@mail.mcgill.ca](mailto:rebecca.burbank@mail.mcgill.ca) is a second year Masters candidate in McGill University's Library and Information Studies program. While her background is in Russian and International Development she enjoys the challenges of her current position, cataloguing for McGill's Rare Books Department. Rebecca is co-chair of the Librarians Without Borders McGill Student Committee.

**Casey Burkholder** [casey.burkholder@gmail.com](mailto:casey.burkholder@gmail.com) is an M.A. candidate from the Educational Studies department at Concordia University. Ms. Burkholder holds a Bachelor of Education from Acadia University and an Honours degree in History from the University of Manitoba. Her research interests include: multiliteracies, equity, multiculturalism and critical theory inside and outside of classrooms.

**Lynn Butler-Kisber** [lynn.butlerkisber@mcgill.ca](mailto:lynn.butlerkisber@mcgill.ca) is a Professor of Education at McGill University. Her work includes qualitative methodologies, leadership, multiliteracies, and professional development. She is Director of the Centre for Educational Leadership and the Graduate Certificates in Educational Leadership, and founding and current editor of LEARNING Landscapes.

**Marco Campanelli** [marco.campanelli@mail.mcgill.ca](mailto:marco.campanelli@mail.mcgill.ca) is a first year student in elementary and kindergarten education. I finished my first stage at Michelangelo Elementary school and I look forward to working as a primary school educator either within the province or elsewhere across Canada.

**Colin Andrew Campbell** [colin.campbell2@mail.mcgill.ca](mailto:colin.campbell2@mail.mcgill.ca) is a PhD student in the McGill School Psychology program and recently completed his clinical field placement at Montreal's Jewish General Hospital Early Childhood Disorders clinic, where he worked with children 6-9 years of age with behavioural problems preventing them from succeeding in classroom settings.

**Andre Del Castilho** [louis.delcastilho@mcgill.ca](mailto:louis.delcastilho@mcgill.ca) taught math in the Montreal Catholic School Commission and the Riverside School Board for a total of 38 years. He was also Department Head of Math (cycle 1) for a number of years at Centennial Regional High School.

**Andree Castonguay** [andree.castonguay@mail.mcgill.ca](mailto:andree.castonguay@mail.mcgill.ca) is a PhD candidate at McGill University working under the guidance of Dr. Catherine Sabiston. Her doctoral research is aimed at developing and validating a self-report measure of body-related self-conscious emotions. She is interested in examining the influence of these emotions on physical activity, mental and physical health indicators.

**Ginette Clarke** [ginette.clarke@mcgill.ca](mailto:ginette.clarke@mcgill.ca) is a part-time instructor for the professional seminars at McGill University. She has a Masters in Educational Studies, has been a school principal at both the high school and elementary levels and is the author of two books for young children.

**Cora-Lee Conway** [cora-lee.conway@mail.mcgill.ca](mailto:cora-lee.conway@mail.mcgill.ca) holds a BA and MA in Political Science. Her doctoral research attempts to offer an innovative process of engaging with and collecting the narratives of girls and women in development context.

**Stefanie Corona** [s\\_corona@education.concordia.ca](mailto:s_corona@education.concordia.ca) is a graduate student in Educational Technology at Concordia University. She completed a Bachelor of Arts Specialization in Human Relations from Concordia University in 2011. The focus of her graduate research is exploring the ways in which adult learners and educators incorporate computer technology for formal learning purposes.

**David Costello** [dacostello@edu.pe.ca](mailto:dacostello@edu.pe.ca) is a PhD Candidate through the University of South Australia. His research interests are literacy studies, educational policy studies, curriculum, and early years education. His professional role as Numeracy Consultant allows him to make connections between literacy and numeracy instructional practices.

**Julie Côté** [julie.cote2@mcgill.ca](mailto:julie.cote2@mcgill.ca) is an associate professor in the Department of Kinesiology and Physical Education (McGill University) and director of the Occupational Biomechanics and Ergonomics Laboratory (CRIR Research Centre). She is also co-director of the musculoskeletal disorder axis within the Réseau de recherche en santé et en sécurité en Québec.

**Mary Cullinan** [mary.cullinan@mail.mcgill.ca](mailto:mary.cullinan@mail.mcgill.ca) is a full time elementary school resource teacher with the LBPSB and a half-time doctoral student in DISE. She holds a Masters of Education from McGill University. Through a variety of arts-based methodologies including photo-voice, narrative and digital storytelling, she would like to help give voice to late-entry women as they journey through the Academy.

**Joseph Curzi** [joseph.curzi@mcgill.ca](mailto:joseph.curzi@mcgill.ca) is a retired TESL teacher who last worked for La Commission Scolaire Marguerite Bourgeois. He taught for 33 years in a variety of fields in the Quebec public school system. He is currently working part time as a field supervisor of student teachers.

### **Stéphane Dandeneau**

**Elena Deagle** [e\\_deagle@education.concordia.ca](mailto:e_deagle@education.concordia.ca) is an MA student in the Child Study program at Concordia University. Her research interests include examining the relationship between developmentally disabled individuals, with a primary focus on individuals with Down syndrome, and literacy.

**Brent Delaine** [brent.delaine@mail.mcgill.ca](mailto:brent.delaine@mail.mcgill.ca) is a M.A. student in the Second Language Education program at McGill University. He holds bachelor's degrees in English and Education from the University of Manitoba, and has taught English and Japanese to adult and child learners in Canada and Thailand. His research interest is Aboriginal language revitalization.

**Kara Delicata** [delicat@uwindsor.ca](mailto:delicat@uwindsor.ca) graduated from the University of Michigan in 2007. Subsequently, Kara attended the University of Western Ontario and received her Bachelor of Education degree and her Master's degree from the University of Windsor. Currently, she is pursuing her PhD with research interests in gender and disabilities in education.

**Ryan Deuel** [ryan.deuel@mail.mcgill.ca](mailto:ryan.deuel@mail.mcgill.ca) is a first-year doctoral student in DISE, where he studies the impact of globalization on higher education and how campuses attempt to internationalize students and faculty through international initiatives. He is currently on leave from his job as an administrator at the State University of New York at Canton

**Saba Din** [saba.din@mail.mcgill.ca](mailto:saba.din@mail.mcgill.ca) is a Masters student in the Education and Society program at McGill University. She holds bachelor's degrees in Mathematics and Education. For six years, Saba taught mathematics in Toronto. Her passion is math education and she was involved in the Math GAINS Project with the Ministry of Ontario.

**Jesse David Dinneen** [jdinneen@gmail.com](mailto:jdinneen@gmail.com) is an MLIS student at McGill University. He holds an MA in Philosophy from King's College London (2011) and a BA in Philosophy from University of Massachusetts Boston (2010). He is particularly interested in Information Retrieval and Knowledge Management.

**Maria Di Scala** [maria.discal@mail.mcgill.ca](mailto:maria.discal@mail.mcgill.ca) is a secondary school teacher at a Montreal girls' school. She is completing her M.Ed. in Educational Psychology at McGill. Maria's research focuses upon school-based eating disorder prevention, particularly in single-sex environments; she is committed to effecting change in schools in order to make them safer spaces.

**Margaret Dobson** is a PhD student in the Department of Integrated Studies in Education at McGill University. She taught high-school French and English before assuming leadership roles in the English Montreal School Board. Her studies focus on the role of thinking (as distinct from knowing) in the reinvigoration of education.

**Anne-Marie Duclos** [annemarieduclos@hotmail.com](mailto:annemarieduclos@hotmail.com) est doctorante en psychopédagogie à l'Université de Montréal. Elle a enseigné au préscolaire et au primaire pendant huit ans et est maintenant conférencière et animatrice en Philosophie pour enfants (PPE). Elle s'intéresse aussi au lien entre les émotions et la cognition ainsi qu'au programme Éthique et culture religieuse.

**Emanuelle Dufour** [edufour@hotmail.com](mailto:edufour@hotmail.com) termine une Maîtrise interdisciplinaires en arts à l'Université Laval dans un profil alliant l'anthropologie aux arts visuels, en plus d'être à l'emploi du Carrefour de ressources en interculturel depuis novembre 2009. Au cours des dix dernières années, elle a parcouru plus d'une quarantaine de pays à travers le monde.

**Ken Elliott** [kelliott@lbpearson.com](mailto:kelliott@lbpearson.com) is a PhD candidate in science education at McGill. His interest is the implementation of Quebec Education Program science and technology curriculum. He recently retired as Director of Educational Services at the Lester B Pearson School Board. His educational career included time as a science and math teacher, science and math consultant, vice principal and principal. He is co-author of Physics – Fundamentals of Optics and Mechanics, and Mathematics Now – A Practical Approach.

**Jacqueline Farrell** [jacqueline.farrell@mcgill.ca](mailto:jacqueline.farrell@mcgill.ca) has worked for many years as an environmental educator in the informal education system, focusing primarily on marine ecosystems. She is currently working with Science Outreach at the Redpath Museum on Water is Life! — an educational exhibit and website on local and global water issues. She also teaches science outreach classes with environmental themes to local schools, and is exploring ways to get more children and their parents outside and interested in their natural environment.

**Natalie Fletcher** [nataliefletcher@gmail.com](mailto:nataliefletcher@gmail.com) est professeure de philosophie au CÉGEP John Abbott où elle enseigne des cours d'éthique. Elle anime également des ateliers créatifs de Philosophie pour enfants (PPE) par l'entremise de son organisme de bienfaisance ([www.brila.org](http://www.brila.org)). Elle s'intéresse au lien entre la créativité et la formation d'une identité morale chez les jeunes.

**Heidi Flores** [heidi.flores@mail.mcgill.ca](mailto:heidi.flores@mail.mcgill.ca) is a Ph.D. student in Human Development in the Department of Educational and Counseling Psychology, Heidi Flores' research is focused on the use of child directed speech in caregivers of children with autism and typically developing children and its relationship to language development.

**Marianne Filion** [m\\_fili@education.concordia.ca](mailto:m_fili@education.concordia.ca) is an MA candidate in Educational Studies at Concordia University. She holds a BA from McGill University in English and a graduate diploma in Community Economic Development from Concordia University. Her interests lie in citizenship education, women's studies, social and environmental justice, and science literacy.

**Roselor François** [roselor.francois@mail.mcgill.ca](mailto:roselor.francois@mail.mcgill.ca) has worked for many years as school teacher and administrator in Haiti. Today, he is a Ph. D. candidate in Educational Studies at McGill University.

**Jennifer Gilbert** [jennifer.gilbert@mail.mcgill.ca](mailto:jennifer.gilbert@mail.mcgill.ca) is a Ph.D. student in DISE with an interest in the writing and learning experiences of doctoral students with disabilities. Over the past fifteen years she has worked with writers in a variety of academic and workplace settings. She discovered her love of working with writers as an undergraduate peer tutor in a learning disabilities support program.

**Jessica Godin** [jessica.godin2@mail.mcgill.ca](mailto:jessica.godin2@mail.mcgill.ca) is a Masters of Education student at the University of McGill, has a BSc. from Bishop's University and a Certificate in Secondary Education from Deakin University. Her Masters research focuses on problem-based learning (PBL) as an effective approach to teaching science at the high school level with a focus on teachers' views of PBL and the barriers they face in effectively implementing PBL.

**Daniella Goldberg** [Daniella.goldberg@mail.mcgill.ca](mailto:Daniella.goldberg@mail.mcgill.ca) is currently pursuing her Master's degree in school and applied child psychology at McGill University. Her research interests include looking at risk and resiliency factors that determine academic failure in high schools, as well creating intervention programs to help these students reach their optimal academic potential.

**Shirley Gray** [shirleyg@staffmail.ed.ac.uk](mailto:shirleyg@staffmail.ed.ac.uk) is a Lecturer in PE at the University of Edinburgh. She is presently on leave from this post and holds the position of Affiliate Member at McGill University. Her current project is a study that aims to understand the development and implementation of the new Scottish PE curriculum.

**BatSheva Hadad** [bhadad@univ.haifa.ac.il](mailto:bhadad@univ.haifa.ac.il) is a professor in the Faculty of Education at the University of Haifa, Batsheva Hadad conducts research on the way developmental mechanisms drive changes in visual perception, how those changes are refined by visual experience, the way the visual system is able to recover from perturbation, and the limits to plasticity.

**Nathan C. Hall** [nathan.c.hall@mcgill.ca](mailto:nathan.c.hall@mcgill.ca) is an Assistant Professor in the McGill Department of Educational and Counselling Psychology. His research interests include the evaluation of achievement motivation theories and the consequences of motivational strategies and discrete emotions on long-term health, motivation, and achievement outcomes.

**Rosalind Hampton** [rosalind.hampton@mail.mcgill.ca](mailto:rosalind.hampton@mail.mcgill.ca) has a background in social services, community work, art and education. She holds a BFA in Art History, and an MA in Art Education. Rosalind's current research interests include Black learners, community art/ education, participatory action research, art based research methods

**Rodney Handelsman** [rhandelsman@gmail.com](mailto:rhandelsman@gmail.com) is a 5<sup>th</sup> year Ph.D. candidate in DISE. He has worked as a pedagogical consultant and has taught K-12 students, as well as pre-service teachers, both locally and internationally. His research is grounded in work with students placed "at-risk" who attend alternative programs within the public school system.

**Dr. Carolyn Hank** [carolyn.hank@mcgill.ca](mailto:carolyn.hank@mcgill.ca) is an Assistant Professor in the School of Information Studies at McGill University, is the Principle Investigator on the grant-funded project, “Teaching in the Age of Facebook and other Social Media.” Her research looks at the intersection of scholarly communication and social media, and implications for digital preservation.

**Allison Happ** [allison.happ@mail.mcgill.ca](mailto:allison.happ@mail.mcgill.ca) is in the final semester of the M.A. Education and Society program. Her research interests are youth creative writing projects, autobiography, and literacy awareness projects. She is currently completing her M.A. Project at a creative writing program for young students at Verdun Elementary.

**Michelle Harazny** [michelle.harazny@mail.mcgill.ca](mailto:michelle.harazny@mail.mcgill.ca) Born in Saskatchewan, Michelle completed a BA in Anthropology and Visual Arts from the University of Regina. Her current research focuses on youth and adult learning through arts-based activities such as creative writing, visual and performing arts.

**Jason Harley** [jason.harley@mail.mcgill.ca](mailto:jason.harley@mail.mcgill.ca) is a first year Ph.D. student in the Learning Sciences at McGill University. He is interested in learners’ emotional responses to pedagogical agents scaffolding strategies and in the design of emotionally adaptive intelligent tutoring systems. Jason’s research also examines co-occurring emotions, emotional regulation, and the convergence of affective data streams.

**Dana Hasson** [dana.hasson@mail.mcgill.ca](mailto:dana.hasson@mail.mcgill.ca) is in her 5<sup>th</sup> year of the PhD program in the Department of Integrated Studies in Education. She is being Co-supervised by Dr. Steve Jordan and Dr. Shirley Steinberg. The focus of her work deals primarily with looking at representations of disability in the media.

**Yuan-Jin Hong** [yuan-jin.hong@mail.mcgill.ca](mailto:yuan-jin.hong@mail.mcgill.ca) is a Ph.D. candidate in the Learning Sciences at McGill University. His area of research currently examines how self-regulated learning promotes the critical analysis skills of medical residents participating in a journal club. A related area of focus is the impact of a computer-supported collaborative learning environment on learners’ self-regulated learning processes.

**Sara Houshmand** [sara.houshmand@mail.mcgill.ca](mailto:sara.houshmand@mail.mcgill.ca) is an MA candidate in Counselling Psychology at McGill University in the Department of Educational and Counselling Psychology. Sara completed her Honours B.Sc. in Psychology at the University of Toronto in 2010. Her research interests include racism, cultural transitioning, and multicultural learning. Sara is currently examining international students’ experiences of racism throughout cultural transitioning as well as their coping responses and resilience.

**Kyle A. Hubbard** [kyle.hubbard@mail.mcgill.ca](mailto:kyle.hubbard@mail.mcgill.ca) is currently in the first year of his MA at McGill in Educational Psychology, Learning Sciences Stream. He is conducting research under the supervision of Nathan Hall on motivation, achievement emotions, and motivational intervention programs.

**Barbara Hunting** [barbara.hunting@mail.mcgill.ca](mailto:barbara.hunting@mail.mcgill.ca) PhD Student at D.I.S.E., is building a research portfolio based on HIV and AIDS awareness in Canada and Africa, AIDS fatigue, intergenerational and experiential learning projects, and gender studies. Since May of 2006, Barbara has been an instructor in the Sociology and Gender Studies department at Bishop’s University.

**Nicole Ives** [nicole.ives@mcgill.ca](mailto:nicole.ives@mcgill.ca) specializes in areas of teaching and research including refugee studies, Indigenous social and educational policies, and Indigenous social work education. Recent research projects have explored social work education in First Nations and Inuit communities and social policy in the Inuit territory of Nunavik. Dr. Ives co-teaches Aboriginal Field Studies.

**Phoebe Jackson** [mathjackson@gmail.com](mailto:mathjackson@gmail.com) is a 4th year Ph.D. candidate in DISE. She has taught in several countries at all levels from kindergarten to university. She currently teaches physics at a local CEGEP. Her thesis takes a case study approach to exploring the persistence of latecomers to a CEGEP science program.

**Molly Johnson** [molly.johnson@mail.mcgill.ca](mailto:molly.johnson@mail.mcgill.ca) is a PhD student in Policy, Planning, and Design at McGill University. Her research looks at the state of contemporary neighbourhood planning and community development. She has worked for city and provincial governments and has been committed to community engagement and education through radio shows, film and lecture events, conference planning, and public art.

**Laïa Julió** is completing the final year of her undergraduate degree in Psychology at McGill University. Her current research interests focus on motivation and achievement, particularly in higher education contexts. She hopes to have the opportunity to conduct further research in motivational psychology in the future.

**Pearl Kaplan** [Kaplan.pearl@gmail.com](mailto:Kaplan.pearl@gmail.com) is researching the estrogenic activity of steroid hormones in wastewater in the Chemical Engineering Department at McGill on a U.S. Fulbright Grant. She holds a M.S. in Environmental Science and Engineering, a B.S. in Chemistry, and enjoys sharing her knowledge of water quality with others to increase environmental awareness.

**Sheila Kavousi** [s\\_kavous@education.concordia.ca](mailto:s_kavous@education.concordia.ca) is a graduate student in Educational Technology at Concordia University. She has a Master of Arts in English Language Teaching from abroad and has several years of experience teaching English as a second language. The focus of her graduate research is studying educators' and learners' attitudes toward the use of computer technology as a tool to improve teaching and learning.

**Ja Young Kim** [jayoung.kim@mail.mcgill.ca](mailto:jayoung.kim@mail.mcgill.ca) is studying the issue of identities and heritage language of Korean Canadian children in Montreal. Having enjoyed teaching elementary school children for over 7 years in South Korea, Ja Young has a genuine interest and respect for children and their individuality. She wrote her Master's thesis entitled Effects of the Instructional Method of Using Picture Books on Children's English Language Learning.

**Moon-Jeong Kim** [moon-jeong.kim@mail.mcgill.ca](mailto:moon-jeong.kim@mail.mcgill.ca) is a graduate student in the Educational Leadership program at McGill University. She has great interest in the education system of French-speaking West African countries. Her current research involves exploring the meaning of education from the perspectives of female adolescents, as well as the challenges to which they are exposed by providing the space and time for them to 'voice' their thoughts.

#### **Laurence Kirmayer**

**Mark Kissel** [mark@mrkissel.ca](mailto:mark@mrkissel.ca) has been a full-time secondary school teacher with a public school board in the Greater Toronto Area for the past ten years and more recently a part-time PhD in Educational Studies student at Brock University. His areas of research include induction and mentorship, leadership succession and arts administration policy.

**Meagan Kozakewich** [meagan.kozakewich@mail.mcgill.ca](mailto:meagan.kozakewich@mail.mcgill.ca) is a 2nd year Master's student in the Learning Sciences program at McGill University. She is a member of the Language and Literacy team, where she is completing her thesis on the underlying cognitive processes in English and French writing skills.

**Stephanie Labelle** [stephanie.labelle@mail.mcgill.ca](mailto:stephanie.labelle@mail.mcgill.ca) is a first year undergraduate student in the Teaching English as a Second Language Education program. She is hoping to become an inspiring teacher for her future students. Her interests are children's literature, adolescent's literature, technology, geography (exploring the world and different cultures), history, dance, music and art.

**Susanne Lajoie** [susanne.lajoie@mcgill.ca](mailto:susanne.lajoie@mcgill.ca) is a professor in the Learning Sciences at McGill University. The focus of her research is on the design and evaluation of technology-rich learning environments that assist students in learning about medical diagnostic reasoning and delivering bad news to patients.

**Lerona Dana Lewis** [lerona.lewis@mail.mcgill.ca](mailto:lerona.lewis@mail.mcgill.ca) is a doctoral student in the department of Integrated studies in Education. She is interested in the educational experiences of Caribbean youth in Canada and the role of parental involvement in their educational outcomes, as well as issues of diversity and equity.

**Terry Wan Jung Lin** [terrywanjung.lin@mcgill.ca](mailto:terrywanjung.lin@mcgill.ca) is currently an educational consultant in secondary mathematics and a second year doctoral student in DISE. She holds a Master's in Administration in Education from Université de Montréal. She is interested in exploring secondary mathematics teachers' professional learning in the school context and collaborative learning activities to support teachers' professional development.

**Shirley Lister** [shirley.lister@ufv.ca](mailto:shirley.lister@ufv.ca) has her Ph.D. in Educational Psychology from the University of Alberta. Her research interests are focused on facilitating effective & affective inclusion for all individuals. She is presently working as a faculty member in Teacher Education with the University of the Fraser Valley in Abbotsford, B.C. In her spare time she enjoys trail running & cross country skiing with her dogs.

**Michael Loft** [michael.loft@mcgill.ca](mailto:michael.loft@mcgill.ca) is a program associate of the Indigenous Access McGill program, lecturer at the McGill School of Social Work, and Mentor for Aboriginal students. He is an enrolled member of the Mohawk community at Kahnawake near Montreal and is a proud grandfather of four.

**Pierre Lubin** [pierre.lubin@mail.mcgill.ca](mailto:pierre.lubin@mail.mcgill.ca) is a McGill University doctoral student in the Department of Integrated Studies in Education. He completed his B.A. at New York University and holds an M.A. in Comparative Education with specialization in Curriculum and Teaching and an Ed.M. in International Educational Development with specialization in Organizational Psychology from Teachers College, Columbia University.

**Sarah Macintyre** [sarah.macintyre@mail.mcgill.ca](mailto:sarah.macintyre@mail.mcgill.ca) is in her final year of Librarianship in McGill's MLIS program, and holds a B.A. from Concordia University. Her research interests focus on the library as a physical space. Upon graduating, Sarah looks forward to applying this research in an academic library environment.

**Joanne MacNevin** [jmacnevin@gmail.com](mailto:jmacnevin@gmail.com) is currently a teacher with the PEI Department of Education and Early Childhood Development. At UPEI in November, 2011, she successfully defended her Master of Education thesis entitled "*Feeling Our Way in the Dark*": *Educational Directions for Students from Refugee Backgrounds*.

**Bruce Maxwell** [maxwellb@selwyn.ca](mailto:maxwellb@selwyn.ca) is a second year Ph.D. in Education student, specializing in Education Studies (Gender Studies in particular), at Concordia University. My previous academic credentials include a B.A. from Mount Allison University majoring in History and English, a M. Sc. Education from Niagara University, and M.A. in History from York University. I have also been an Independent School teacher for the past 14 years currently teaching at Selwyn House School.

**Emily McHugh** [emily.mchugh@mail.mcgill.ca](mailto:emily.mchugh@mail.mcgill.ca) is a second year Masters candidate of McGill University's Library and Information Sciences program. With a specialization in Knowledge Management, Emily hopes to move on to the non-profit sector of disaster relief efforts upon graduation. Emily is also a proud co-chair of Librarians Without Borders McGill Student Committee.

**Janine Metallic** [janine.metallic@mail.mcgill.ca](mailto:janine.metallic@mail.mcgill.ca) is a Mi'gmaq from the Listuguj Mi'gmaq Nation and a PhD candidate in McGill's Department of Integrated Studies in Education. Janine's research interests are oriented toward Indigenous language, knowledge, and education. Her current research uses Indigenous methodologies and focuses on Indigenous students' academic experiences and social relations in university settings.

**Abdeljalil Métioui** [metioui.abdeljalil@uqam.ca](mailto:metioui.abdeljalil@uqam.ca) est professeur à l'UQAM. Il a publié plusieurs articles et a présenté plusieurs communications aux plans national et international. Actuellement, ses préoccupations portent sur l'histoire des sciences et la conception de stratégies didactiques tenant compte à la fois des représentations des apprenants et celles construites par des scientifiques à travers l'histoire.

**Evgenia Milman** [evgenia.milman@mail.mcgill.ca](mailto:evgenia.milman@mail.mcgill.ca) is a PhD student in Counselling Psychology at McGill University. Her research interest lies in understanding and facilitating resilient coping in the context of significant life change. Currently, she is exploring how factors predicting grief severity can be employed in the development of grief interventions.

**Lisa Alice Mitchell** [lisa.mitchell@queensu.ca](mailto:lisa.mitchell@queensu.ca) is a PhD candidate in Curriculum Studies and Cultural & Policy Studies in the Faculty of Education at Queen's University. Under the supervision of Dr. Rebecca Luce-Kapler, Lisa's doctoral research uses narrative inquiry to investigate the relationship between internationalization and music education in a Canadian international school.

**Marlena Legault Monton** [marlena.legaultmonton@mail.mcgill.ca](mailto:marlena.legaultmonton@mail.mcgill.ca) is currently enrolled in the B.Ed. (Secondary English) Program at McGill. She is particularly interested in how to incorporate various under appreciated genres of novels in the classroom (such as Fantasy), as well as the inclusion of Sexual Education, Art, and Cooking in the curriculum. She is also a part of *Education Beyond Borders*, wishing to help those who are under privileged around the world, and is a strong supporter of racially, ethnically, and sexually diverse classrooms.

**Courtney Montour** [courtney.montour@mcgill.ca](mailto:courtney.montour@mcgill.ca) is a Mohawk from Kahnawake. She assists in organizing McGill's Aboriginal Field Studies course, which introduces students to Native issues, values and ways of life through hands-on activities and workshops led by Kahnawake community facilitators. She also works in the new media field exploring issues of Native identity.

**Chérie Moody** [cherie.moody@mail.mcgill.ca](mailto:cherie.moody@mail.mcgill.ca) completed her B.A. in Psychology at Concordia University in 2006 and decided to pursue graduate studies in Counselling Psychology at McGill University in 2009. She is presently completing the first year of her PhD under the supervision of Dr. Nathan Smith. Her research interests include minority stress as it pertains to sexual and gender minorities, as well as suicidality, resilience, and coping in different LGBTQ communities.

**Joy Morgan** [joy.morgan@mail.mcgill.ca](mailto:joy.morgan@mail.mcgill.ca) is a second year M.A. student at McGill University in the Second Language Education program. She has four years of K-12 teaching experience under her belt. Her current research focuses on the integration of content and the balance of content & language in the foreign language classroom.

**Elma Moses** [elma.moses@mail.mcgill.ca](mailto:elma.moses@mail.mcgill.ca) is a member of the Cree Nation of Eastmain and a PhD Candidate, McGill University, Department of Integrated Studies in Education. Elma's research interests are in the oral traditions, Indigenous knowledge, First Peoples' Literature and education. Her current research focuses on reclaiming Cree family history through storytelling.

**Lisa Nelson** [lisa.nelson2@mail.mcgill.ca](mailto:lisa.nelson2@mail.mcgill.ca) (M.A. McGill) is a Ph.D. student in the Department of Integrated Studies in Education at McGill University. A former Child and Youth Care Practitioner, her work concerns how mental illness is constructed discursively and the impact of social stigma on people labeled that way.

**Amanda Oliver** [amanda.oliver@mail.mcgill.ca](mailto:amanda.oliver@mail.mcgill.ca) is a second year Masters candidate in McGill University's Library and Information Studies program. She specializes in archival studies and hopes to work in a literary archive after graduation. Amanda is the treasurer of Librarians Without Borders McGill Student Committee.

**Dr. Kristine Onishi** is an Associate Professor at McGill University in the department of Psychology. Her research explores cognitive development and language acquisition in infants and adults; learning about sound structures; and infants understanding of others' actions.

**Ciara O'Shea** [ciara.oshea@mail.mcgill.ca](mailto:ciara.oshea@mail.mcgill.ca) is in her final year of her Masters of Library and Information Studies at McGill. She also has a Master of Arts in English from Queen's University. Her main research interests include the future of library space, and the accessibility of scholarly communications.

**Stephen Peters** [stephen.peters@mail.mcgill.ca](mailto:stephen.peters@mail.mcgill.ca) is a second year PhD student at McGill. He's interested in ways of thinking about how people make meaning and how new meanings come about. He works as Managing Editor of the McGill Journal of Education.

**Morgan Kahentonni Phillips** [kahentonni@yahoo.ca](mailto:kahentonni@yahoo.ca) is a Kanien'kehá:ka (Mohawk) from the community of Kahnawake and a citizen of the Haudenosaunee/Six Nations Iroquois Confederacy. Morgan holds a BA Honours in Anthropology and an MA in Social & Cultural Anthropology from Concordia University and currently is a PhD student in the Department of Integrated Studies in Education (DISE) at McGill University.

**Heather Phipps** [heather.phipps@mail.mcgill.ca](mailto:heather.phipps@mail.mcgill.ca) is a doctoral student in the Department of Integrated Studies in Education at McGill and President of the Education Graduate Students' Society. Her research interests include multicultural children's literature, identity, imagination, and community in culturally and linguistically diverse classrooms.

#### **Melissa Pickles**

**Eva Pila** [eva.pila@mail.mcgill.ca](mailto:eva.pila@mail.mcgill.ca) is a M.A. candidate in Kinesiology at McGill University, working under the supervision of Dr. Catherine Sabiston. Her research focuses on exploring body-related self-conscious emotions. She is particularly interested in the relationships these emotions have to physical health and psychological wellbeing, in adolescents and young adults.

**Gina Pinsonnault** [gina.pinsonnaultbilodeau@mail.mcgill.ca](mailto:gina.pinsonnaultbilodeau@mail.mcgill.ca) is a first year Master's student in the Health Behaviour & Emotion (HBE) lab in the Department of Kinesiology and Physical Education and a 2011 graduate of Physical and Health Education. Her thesis is focused on better understanding the family environment and it's in preventing obesity in youth.

**Eric Poitras** [eric.poitras@mail.mcgill.ca](mailto:eric.poitras@mail.mcgill.ca) is a first year Ph.D. student in the Learning Sciences at McGill University. His area of research includes the design of technology-rich learning environments as metacognitive tools to enhance learning of complex and challenging historical topics.

**Nancy Posel** (N, M.Ed., Ph.D., McGill) is a nurse, Associate Director of the McGill Molson Project and founding member of the MUHC Education Portfolio. Her work addresses healthcare education and best practices in patient education. Current research focuses on the impact of informatics-based teaching on patient understanding and clinical collaboration.

**Gauthamie Poolokasingham** [gauthamie.poolokasingham@mail.mcgill.ca](mailto:gauthamie.poolokasingham@mail.mcgill.ca) is currently in her first year of the M.A. Counselling Psychology Program under the supervision of Dr. Lisa B. Spanierman. She is a director for Sri Lankans Without Borders a not-for-profit organization based out of Toronto. Her research interests include multicultural and diversity issues.

**Mariela Castellanos Prieto** [mariela.castellanosprieto@mail.mcgill.ca](mailto:mariela.castellanosprieto@mail.mcgill.ca) is an M.A candidate in Educational Psychology, Human Development stream at McGill University. Mariela has worked with diverse cultural populations in the community, clinical and research areas. Her main interests are in research on siblings of children with developmental disabilities and socio-cultural factors affecting children development.

**Jason Prince** [jason.prince@mail.mcgill.ca](mailto:jason.prince@mail.mcgill.ca) has been working in the cooperative and non-profit business movement since the early 1990s, when he and other students established a student housing coop in Montreal. After spending years in Cape Breton and the Arctic, he worked on Benny Farm project and as a social economy development agent in the same neighbourhood. An urban planner, Jason has been coordinating an action research project at McGill's School of Urban Planning since 2008.

**Dr. David Reid** is an esteemed professor with York University's Graduate Program in Psychology. His research and professional focus is on the interplay of each partner's 'intrapersonal' cognitive/emotional processing and their joint 'interpersonal' dynamics. He has been studying South Asian marriages in depth and is developing a therapy that is especially efficacious for South Asian marriages that is highly appropriate to their values, traditions and reality here in Canada.

**Jason L. Ringo** [jason.ringo@mail.mcgill.ca](mailto:jason.ringo@mail.mcgill.ca) is a Master's student in Educational Psychology at McGill. His areas of interest include achievement motivation and emotions and its impact on academic success. His research is being conducted under the supervision of Dr. Nathan Hall of the McGill Department of Educational and Counselling Psychology.

**Ian Robertson** [ian.roberton@mail.mcgill.ca](mailto:ian.roberton@mail.mcgill.ca) is a student at McGill University's School of Information Studies where he is pursuing his MLIS with a specialization in Knowledge Management. He has extensive work experience in video production, and this informs his research interests in media theory, communication technologies, and data visualization.

**Stephanie Sabbagh** [smsabbagh@gmail.com](mailto:smsabbagh@gmail.com) is currently in the second year of MSc. in the Department of Natural Resource Science at the Macdonald Campus of McGill University, working under the supervision of Dr. Gordon Hickey. She is a Smithsonian Tropical Research Institute fellow and conducts her project in Latin America on coral reef species management and policies. More precisely she is working with stakeholders in Belize to identify social factors regarding shark conservation and management on the Mesoamerican Barrier Reef, the second largest reef system in the world.

**Catherine Sabiston** [catherine.sabiston@mcgill.ca](mailto:catherine.sabiston@mcgill.ca) is the director of the Health Behaviour and Emotion Lab at McGill University. Her research interests are focused primarily on the link between indicators of emotional wellbeing and physical activity motivation and behaviour. Her studies target individuals who are most at-risk for low levels of physical activity.

**Charlotte Sachs** [charlotte.sachs@mail.mcgill.ca](mailto:charlotte.sachs@mail.mcgill.ca) is a first year MA student. Previously, she completed her BA(hons) in International Development Studies at Dalhousie University, where she wrote her honours thesis on civic education in South Africa. She continues to be interested in role that civic education can play in the democratic system, especially in new democracies. She also worked with EGSS as the budget manager for this conference.

**Laura Sanders** [laura.sanders@mail.mcgill.ca](mailto:laura.sanders@mail.mcgill.ca) taught English Literature and Drama to secondary students at Gyeonggi Suwon International School in Suwon, South Korea from 2008 to 2011. There, she developed an interest in how information literacy instruction can cross socioeconomic, cultural, and language barriers. Laura is currently completing her Master of Library and Information Science degree at McGill University and hopes to become a teacher-librarian.

**Rob Savage** [robert.savage@mcgill.ca](mailto:robert.savage@mcgill.ca) is an Associate professor at McGill University. He obtained his degrees from Oxford and Cambridge Universities and his Ph. D from the University of London in 1998. He has published over 50 research articles in international journals on children's early reading and spelling strategies in normal development. He has recently published research on school-based assessment and preventative early intervention projects for reading and spelling problems.

**Annie Savard** [annie.savard@mcgill.ca](mailto:annie.savard@mcgill.ca) is an assistant professor at McGill University. Her research interests are focused on the contribution of mathematics in elementary school to the development of citizenship competencies in the students such as decision-making and critical thinking toward gambling.

**Christine Saykaly** is completing a PhD. in School and Applied Child Psychology program at McGill. She completed her Master's thesis in 2009, which focused on the influence of multiple interviews on true and fabricated reports of children. Her current research will continue to investigate eye-witness testimony in children.

**Joshua Schwab-Cartas** [joshua.schwab@mail.mcgill.ca](mailto:joshua.schwab@mail.mcgill.ca) is currently completing a PhD in the Faculty of Education at McGill University. He has co-directed two short documentaries with a media collective in his grandfather's community of Rancho Gubiña, Mexico. His dissertation will address the use of video as an educational tool to link classroom to community.

**Gale Seiler** [gale.seiler@mcgill.ca](mailto:gale.seiler@mcgill.ca) was a high school science teacher for 16 years and is currently an Associate Professor at McGill University. Her research examines how curricula and classrooms can be restructured to provide access to science participation for groups traditionally excluded from science.

**Moksha Serrano** [moksha.serrano@mail.mcgill.ca](mailto:moksha.serrano@mail.mcgill.ca) is a first year Masters student in the Education and Society Program at McGill University's Department of Integrated Studies in Education, in the Faculty of Education. She holds the office of Vice-President Academic on the McGill Education Graduate Students' Society. From 2008 – 2011, she worked for the Toronto District School Board as a certified teacher in the secondary panel.

**Mary Shem** [mary.shem@mail.mcgill.ca](mailto:mary.shem@mail.mcgill.ca) is a Cree from Whapmagoostui, Quebec who is currently a student in the Faculty of Social Work. Her interests lie in curriculum foundations of education and curriculum integration in teaching First Nations Studies to all students in the schools across Canada.

**Jacob Siefring** [m.siefring@gmail.com](mailto:m.siefring@gmail.com) is a student in Knowledge Management in the MLIS program of McGill. He holds a BA in French and English literature from George Washington University and a master's degree in English from McGill. He has taught high-school French in Virginia and courses in film and British literature at McGill.

**Sheryl Smith-Gilman** [sheryl.smithgilman@mcgill.ca](mailto:sheryl.smithgilman@mcgill.ca) has been involved early childhood education for the past 30 years. She teaches at McGill and Concordia University and at Vanier College. Sheryl is an early childhood consultant, specializing in the Reggio Emilia Approach. She is presently pursuing her doctoral research in the field of First Nations culture and learning.

**Hailey Sobel** [hailey.sobel@mail.mcgill.ca](mailto:hailey.sobel@mail.mcgill.ca) is a 3rd year doctoral student in the School/Applied Child Psychology program at McGill University. Her current research interests include investigating teacher training and the promotion of skills within students to enable autonomy and community involvement upon school completion.

**Fernanda Soler-Urzúa** [fernanda.solerurzua@mail.mcgill.ca](mailto:fernanda.solerurzua@mail.mcgill.ca) recently obtained her Master's degree in Applied Linguistics at Concordia University. She is currently a PhD student in Educational Studies at McGill University. Her research interests include the acquisition of second language phonology in instructional settings, and sociolinguistics and language variation.

**Lisa Sproull** [lisa.sproull@gmail.com](mailto:lisa.sproull@gmail.com) After earning a BSc in Psychology from the University of New Brunswick, Lisa moved to Montreal to study fashion design. Her interests include culture jamming, DIY, and street art, and their roles in documenting and driving social movements.

**Angela Stamiris** [angela.stamiris@mail.mcgill.ca](mailto:angela.stamiris@mail.mcgill.ca) is currently in the last semester of her undergraduate Honours Bachelor of Science in Kinesiology at McGill University. She is doing a senior research project in the Health Behaviour and Emotion lab with Dr. Catherine Sabiston. Her research interests include self-conscious emotions and individuals' motivation to exercise.

**Doreen Starke-Meyerring** [doreen.starke-meyerring@mcgill.ca](mailto:doreen.starke-meyerring@mcgill.ca) is an Associate Professor in the Department of Integrated Studies in Education. Her research focuses on writing as an epistemic practice in higher education, especially in doctoral education, as well as on writing in digital and globalizing environments, with a particular interest in forms of pedagogical activism in globalizing higher education, such as Globally Networked Learning Environments.

**Mark Stewart** [mark.stewart@mail.mcgill.ca](mailto:mark.stewart@mail.mcgill.ca) has a BFA specializing in poetry and painting from York University. He spent the past eight years working in the silviculture industry as a tree planter, camp cook, and foreman. During that time he travelled throughout Canada and internationally while continuing to pursue his writing. He is currently enrolled in the MLIS program at McGill University.

**Mary Stewart** (B.Ed., M.Ed., Ph.D., McGill). Mary's background as an elementary and high school teacher and her experiences with school research projects have contributed to a keen interest in classroom research, literacy learning, education and the arts and the role of collaboration in learning and leadership. Since 2007 she has worked at LEARN, where she is Managing Editor of the online journal LEARNing Landscapes.

**Jillian Sudayan** [jillian.sudayan@mail.mcgill.ca](mailto:jillian.sudayan@mail.mcgill.ca) is a U4 Music Education Undergraduate at McGill University. Her experiences as a second-generation Filipina born in Montreal, Quebec helped shape her career endeavors and her artistic expressions. What began as a question of her historical roots grew to her active involvements with social justice, education and politics.

**Dr. Victoria Talwar** is an Associate Professor at McGill University in the department of Education and Counselling Psychology. She is a leading researcher in the area of children's lie telling. In addition, she has investigated issues related to child witness testimony including child witness credibility and competence, lie detection and jury decision making.

**Cat Terleski** [cathryn.terleski@mail.mcgill.ca](mailto:cathryn.terleski@mail.mcgill.ca) is a graduate student attending McGill University in Montreal working on a Master of Arts in Education & Society. She has worked in formal and non-formal educational contexts in Saskatchewan, Mexico and Ecuador. Her research interests include youth critical consciousness and the corresponding intersections of gender, race and class.

**Dana Tessier** [dana.tessier@mail.mcgill.ca](mailto:dana.tessier@mail.mcgill.ca) is currently enrolled in the MLIS program at McGill. She completed her Bachelor of Arts at Concordia University in Literature and Professional Writing. She currently works as a Knowledge Manager in the payment processing industry.

**Justine Thacker** [justine.thacker@mail.mcgill.ca](mailto:justine.thacker@mail.mcgill.ca) is a fourth year undergraduate student at McGill University, majoring in Psychology with minors in Behavioural Science and Sociology. She is currently conducting research for her undergraduate research project with the Talwar Child Development Lab at McGill. Her thesis explores undergraduates' abilities to detect deception in childhood behaviours.

**Nina Thurlow** [nina.thurlow@mail.mcgill.ca](mailto:nina.thurlow@mail.mcgill.ca) earned History degree from the University of Saskatchewan. She's an active member of McGill's Library and Information Studies Student Association (MLISSA) and Librarians without Borders. She plans to pursue a career in academic librarianship following completion of her MLIS at the School of Information Studies in Spring 2012.

**Caitlin Tino** [8ct22@queensu.ca](mailto:8ct22@queensu.ca) is a M.Ed. student at Queen's University. She is interested in researching the motivation behind girls' enrollment in elective physical education and the need for female specific physical education curriculum design. Caitlin completed her B.Ed. intermediate-senior, in physical education and science at Queen's University, and her B.P.H.E at Laurentian University in Sport and Physical Education.

**David Tkach** [david.tkach@mail.mcgill.ca](mailto:david.tkach@mail.mcgill.ca) is a first-year MLIS student in the School of Information Studies, McGill University. He received his PhD in Philosophy from the University of Ottawa, completing a dissertation on the thought of Martin Heidegger and Leo Strauss.

**Stéphanie Tremblay** [stephanie.tremblay.5@umontreal.ca](mailto:stephanie.tremblay.5@umontreal.ca) Après avoir complété une maîtrise en sociologie et publié l'ouvrage *École et religions* (Fides, 2010), l'auteure poursuit actuellement un doctorat en éducation à l'Université de Montréal, portant sur la traduction de la dimension religieuse ou spirituelle d'écoles de groupes minoritaires (juives, musulmanes, Steiner) dans les différentes dimensions du curriculum scolaire.

**Greg Trevors** [gregory.trevors@mail.mcgill.ca](mailto:gregory.trevors@mail.mcgill.ca) is a first year Ph.D. student in the Learning Sciences at McGill University. He is interested in students' beliefs about scientific knowledge and the cognitive, metacognitive, and motivational processes involved in changing these beliefs.

**Kathleen Usher** [kathleen.usher@mail.mcgill.ca](mailto:kathleen.usher@mail.mcgill.ca) has worked in environmental education in Montreal for over fifteen years. Her work has involved teacher training, leadership retreats and student workshops both in and outside the classroom. She has worked extensively with schoolground greening and gardening initiatives and is committed to reconnecting Quebec youth to Nature. Her doctoral research looks at how to better equip teachers in training with experiences, approaches and tools that will encourage the integration of outdoor, experiential, environmental education in their everyday practice.

**Nicole Vézina** [vezina.nicole@uqam.ca](mailto:vezina.nicole@uqam.ca) is an associate professor and director of the professional master's in ergonomics at the Département de kinanthropologie (Université du Québec à Montréal). She is also a member of the Interdisciplinary Research Centre on Biology, Health, Society and Environment (CINBIOSE) (Université du Québec à Montréal).

**Qorvette Wafford** [qorvette.wafford@mail.mcgill.ca](mailto:qorvette.wafford@mail.mcgill.ca) is a first year student working towards a Masters of Library and Information Studies degree. She has a bachelor's in History, Secondary Education from Western Illinois University and a Masters of Historical Research from the University of Oxford. Her interests range from digital preservation to educational outreach.

**Yina Wang** [yina.wang@queensu.ca](mailto:yina.wang@queensu.ca) is a third-year Ph.D Candidate in the Faculty of Education at Queen's University. Her research interests include resilience, adaptation and cross-cultural issues. She also undertakes several roles as a leader and facilitator of different multicultural group settings.

**Dr. Ashley Wazana** is a psychiatrist and is the director of the Jewish General Hospital Early Childhood Disorders III-IV clinic. In addition to his clinical duties, Dr. Wazana is currently the Principal Investigator for the psychiatric outcomes of the Maternal Adversity, Vulnerability and Neurodevelopment (MAVAN) project.

**Melanie Wilson** [melanie.wilson@mail.mcgill.ca](mailto:melanie.wilson@mail.mcgill.ca) is a PhD Candidate in DISE at McGill University. Her dissertation research focuses on the impact of institutional strategies on faculty negotiation in globally networked learning environments (GNLEs). Melanie brings 10+ years of experience in higher education and has published on the impact of globalization on GNLEs in higher education.

**Amarou Yoder** [amarou.yoder@mail.mcgill.ca](mailto:amarou.yoder@mail.mcgill.ca) comes to McGill after teaching and coaching for eight years at an urban high school in Seattle, Washington. She taught language arts and communications. Her previous education includes B.A.'s in Art History and English (McGill, 1999, Portland State University, 2003) and an M.Ed. (2003, Portland State University).

**Jie Zheng** [jie.zheng2@mail.mcgill.ca](mailto:jie.zheng2@mail.mcgill.ca) is a doctoral student at McGill University. She is currently exploring the impact of globalization on higher education and internationalization of higher education in two countries for her doctoral research. Jie has publications in neoliberal globalization, higher education policies and international student flows, and cultural studies in education.

# Please join us for the 11<sup>th</sup> Annual EGSS Conference Wine and Cheese

March 10<sup>th</sup> @ 18:30  
Thomson House Ballroom  
3650 McTavish

Door prizes! Live music performance!

## **Presentation of the Master's and PhD EGSS Conference Proposal Awards**

with plaques sponsored by the Department of Educational and Counselling Psychology. Congratulations to the recipients of this year's awards!

### **Masters Conference Proposal Award**

Nina Thurlow (School of Information Studies)

*There are birds in the library*

### **Doctoral Conference Proposal Award**

Sheryl Smith-Gilman (Department of Integrated Studies in Education)

*Cultural identity in young children: blending theory and practice with guidance from Reggio Emilia*

## **Building Locations**

<b>Education Building</b>	<b>Thomson House</b>	<b>School of Information Studies</b>	<b>Coach House</b>
3700 McTavish Events: Keynote addresses, most paper sessions, lunches and snacks	3650 McTavish Events: Wine and Cheese reception Room number: Thomson House Ballroom Directions: Exit Education Building from the first floor exit. Walk down the hill to Thomson House.	3661 Peel Events: Some paper presentations Directions: Exit Education Building from the second floor exit. Walk to Peel Street. Walk down the hill to the School of Information Studies.	3715 Peel Events: Some panel discussions Directions: Exit Education Building from the second floor exit. Walk to the building facing you.



**The Canadian Society for the Study of Education  
La Société canadienne pour l'étude de l'éducation**

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We would like to thank the CSSE for its generous contribution.

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**The EGSS is seeking energetic, creative, and dedicated students for next year's executive council.  
What are the different positions in EGSS?**

EGSS President  
Vice-President Academic  
Vice-President Finance  
Vice-President Student Life  
Vice-President Diversity and Equity  
Vice-President Information & Technology  
Secretary  
Departmental Representative (DISE)  
Departmental Representative (ECP)  
Departmental Representative (KPE)  
Departmental Representative (SIS)  
MATL Representative (DISE)  
Conference Coordinators (four positions)  
PGSS Councilors (DISE, ECP, KPE)

If you are interested in becoming a member of the EGSS team next year, please come to our Annual General Assembly on March 21st in the Thomson House Ballroom at 2:30-4:30 pm, or you can write to us at any time to request more information and/or a time to meet.

In order to put your name forward for a position, please download and complete the nomination form from our website. See our website for a description of all the positions: <http://www.education.mcgill.ca/egss>

Please don't hesitate to email our current council members any questions regarding the EGSS!