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Adam Davies

OISE / IEPO

Queer Madness and the Biopolitics of Homonationality

This paper takes as a starting point that our perceptions of the world and the stories we tell shape our conceptions of "reality". Starting with interdisciplinary disability studies scholarship in mad studies (Menzie, LeFrancois, Reaume, 2013), feminist theory (Kafar, 2013), postcolonial theory (Tity & Aubrecht, 2015), and queer theory (McRuer, 2010), this paper interrogates discourses of "rationality" propagated by Western Enlightenment logics, and mind/body dualisms within the lived experiences of queer men. Thus, this paper sees the appearances and disappearances of madness within the lives of queer men as a moment to begin to analyze conceptions of normalcy and rationality. Thus, within this paper, I analyze through a phenomenological and interpretive sociological lens specific appearances and disappearances of madness within my own life as a mad queer man. Developing from Lisa Duggan’s (2003) conception of homonormativty, and Jasbir Puar’s (2007) theorization of homonationalism, this paper proposes the theory of "homonationality", or the privileging and normalization of neoliberal Western, Enlightenement, and individualistic logics within queer male communities, and the pathologization and construction of anxiety as a "problem". Through this paper, an exploration into the cultural construction and pathologization of anxiety in queer male communities will be engaged with to disrupt seemingly commonsensical notions of who is imagined to be on the borderlines of humanness and community (Titchkosky, 2012, p. 86). This paper offers an interdisciplinary perspective to disability studies that theorizes the relationship between seemingly nationalist and masculinist conceptions of "rationality", the cultural construction of mental disability and queerness, and the forms of humanity deemed fit for community and national inclusion.

Adam Kaszuba

OISE / IEPO

Is Immersion-based Teacher Education for FSL Teachers better than Course-based?

In recent years, there has been a push towards the development of teacher education programs which place an emphasis on both content and language. In the Ontario context, the need for more qualified French teachers has spurred the creation of immersion-based teacher education programs, where fostering the advancement of the language proficiency of its candidates is concomitant to the goal of developing their pedagogical knowledge and skills. These programs stand in contrast to the course-based model which focuses primarily on language teaching methods. This small-scale study provides a comparison of French-stream teacher experiences between these two types of programs. The participants included one recent graduate from the Concurrent French teacher education program at Glendon College, York University, and two teacher candidates from the Master of Teaching program at the Ontario Institute for Studies in Education. Interviews were conducted, transcribed, and coded and then thematic networks were established. The analysis supports that the immersion-based program significantly contributes more to the development of language proficiency. Moreover, participants in this type of program demonstrate more knowledge regarding the integration of content and language in their pedagogy.

Alaa Ahmed

OISE / IEPO

Who am I in a Trump-ism era

Assimilation and acculturation in a Trump-ism era do not differ much from centuries ago when immigrants, newcomers, and/or refugees were treated as aliens and were not welcomed into new nations. Valuing immigrant's identities is important in the education system because it provides them with a sense of belonging. How do we address the meanings of multiculturalism and diverse student identities within classrooms, schools, and communities, or are we still living within a colonial system? Through an autobiographical approach and drawing on the various culturally relevant pedagogical literature, I will reflect on the notion of storytelling and the impact it has on primary school children's learning and self-development, including the bridging of knowledge and language when shared among other diverse groups of individuals. Furthermore, I examine the importance of multilingual education as a requirement within mainstream curricula. Multilingualism is an asset in the 21st century for reconstructing a knowledgeable society that advocates for equity and equality in a globalized era.

Ardavan Eizadirad

OISE / IEPO

Effects of the Grade 3 EQAO Standardized Testing Ontario: Voices of Children and Parents

This paper examines the effects of standardized testing on subjective experiences of grade 3 students and their parent(s) in the context of Toronto, Canada. Standardized testing as a tool for measuring accountability in schools was introduced in Ontario in 1996 by the Education Quality and Accountability Office (EQAO) which is an arm's length agency of the Ministry of Education. Each year EQAO assesses students in publicly funded schools in grades 3, 6, 9, and 10 focusing on numeracy and literacy using standardized tests as a means of providing an independent gauge of students' learning and achievement. Although there has been research on EQAO testing, majority of it has been conducted at the secondary level. For this paper, data was collected and analyzed for themes, via video recorded semi-structured interviews, with eight grade 3 students and their parent(s). Insights from the interviews attempts fill in the gap in the research by focusing specifically towards the primary level EQAO testing and how it uniquely impacts students and parents, whose voices are often silenced within educational settings due to various systemic barriers. The interviews provided various opportunities for students and parents to express the extent to which EQAO preparation and administration impacts their identities and experiences in and with school. This exploratory study paper seeks to further validate and/or challenge the use of standardized testing with elementary school children; an area where more data is needed in order to get schools to serve the best interests and needs of students in a context-specific manner.

Barthelemy Ndongo

OISE / IEPO

Les déterminants de la motivation scolaire des peuples à forte imprégnation culturelle

Notre recherche se situe dans le domaine de l'éducation, où l'un des défis majeurs reste celui de la représentation égalitaire de tous les peuples à tous les niveaux scolaires. Le siècle actuel de la mondialisation va de pair avec le concept de Démocratisation de l'éducation. En termes clairs, on ne saurait parler d'une mondialisation efficace tant qu'il n'y aura pas un égal accès pour tous les peuples à l'éducation. Mais il s'avère que l'atteinte d'un tel idéal reste encore hors de portée. J'en veux pour preuve le cas des Inuits, des Métsis ou des Premières Nations du Canada ou encore des peuples Pygmées du Cameroun qui sont encore sous représentés à divers cycles scolaires. Ces peuples ont tous une caractéristique commune : le fort ancrage culturel de leurs membres, facteur important à la base de leur démotivation scolaire.

Objectifs :
1. Comprendre et expliquer les causes de la réticence des peuples à forte imprégnation culturelle quant à leur adhésion à l'éducation moderne;
2. Explorer les voies et moyens susceptibles de les amener à changer d'avis et donc, à renverser cette tendance.

Intérêt :
1. intérêt général : contribuer à la démocratisation de l'éducation, c'est-à-dire, l'accès de tous à l'éducation moderne;
2. intérêt spécifique : désamorcer la tension sociale entre ces peuples et leurs gouvernements fédéral et provinciaux respectifs.

Ce sera une recherche de type qualitatif avec questionnaire enquête au Canada et au Cameroun et nous utiliserons outils de la statistique descriptive, notamment le käh carré, pour l'analyse et l'interprétation de nos résultats.
Education is the cornerstone to our future citizens, it not only builds who they are, but it helps prepare them for the rest of their lives. In order for our future citizens to partake in the TRC’s goal, students must understand not only the what, but the how’s and why’s of healing. The Truth and Reconciliation Commission of Canada’s 2015 final report called for joint efforts between both aboriginal and non-aboriginal Canadians. But are our students learning about truth, and preparing to enable reconciliation? In this paper I seek to tackle the transparency of the Ontario curriculum. I will ask, does the Ontario Curriculum provide an accurate historical truth, and respectful representation of the aboriginal communities? Do our students know enough about both the historic events and current conditions of these communities? How can non-aboriginal Canadians participate in the “Reconciliation”? Truth is a vital component of the reconciliation process between the aboriginal and non-aboriginal communities of Canada that requires complete transparency in the Ontario curriculum. With my research, I will argue that this is not happening.

The literature on race in science education has focused on the experience and treatment of racialized students in science education. However, much of this research ignores the racial biases that are inherent in science as a discipline. By definition, Western science theory and Whiteness in education, this analysis proposes Whiteness as a possible foundation for the inherent racial biases in science education. This paper will address ways in which Whiteness in science and science education can act as a barrier that prevents racialized students from accessing science, technology, engineering and mathematics (STEM) education can be better understood and practical methods for removing these barriers can be developed and implemented. In addition to proposing the impact of Whiteness on racialized students in science education, this paper provides recommendations for teachers to mitigate objectivity and inherent power dynamics in science classrooms.

Safety is the top priority in physical and health education where first-aid is an essential component. Normally performed by laypeople, first-aid, the urgent/initial assistance, is given to anyone suffering a sudden illness or injury such as choking, wound or poisons at home, in schools and communities. Although first-aid enhances safety awareness, reduces accidents, and saves lives that having the knowledge and skills is deemed a life-skill, research reveals that many people are unable to appropriately respond to illness and injuries. Evidence in school-based first-aid programs iterate that training can be successfully implemented for all ages in schools. In fact, students are required to learn basic first-aid in many countries such as Norway, Wales, and most states in the U.S. In Canada, however, first-aid education appears to be unessential in curricula notwithstanding the undoubted importance of safety as a vital element in physical and health education, and school policy. Also, there is no current research on first-aid as physical and health literacies. To fill this gap, I propose that students should systematically learn basic first-aid techniques and procedures as core knowledge of physical and health literacies as a lifelong skill. For this end, first-aid should be introduced in the Comprehensive School Health framework of Physical and/or health education. This study will discuss why, what, and how educators teach the knowledge and skills of first-aid to K-12 students and examine the challenges and suggestions in the implementation of first-aid education. 

Experiential learning outside classrooms, e.g. field trips, has been known to increase interest in science and environmental issues, reinforce scientific concepts and improve understanding of biodiversity, provide opportunities to connect to nature and allow the students to apply the skills they have developed in the classroom to real-life activities. Zoos, museums, and conservation centres offer numerous experiential learning opportunities for students, while many strands of the Science and Biology curricula in Grades 9-12 correlate with the activities offered by those organizations. The literature shows there are barriers to a wider implementation of experiential learning opportunities by science teachers, e.g., time constraints and large class sizes.

This paper explores the views of White Canadian university students at the University of British Columbia and their current opinions about Chinese students. Since the 1960’s, the stereotype of Asian North Americans as a “model minority” has ascribed intelligence, determination, and social ambition to those who appear visibly Asian. Recent debate has surfaced in Canada about whether this positive view persists, or whether increased enrollment of Asian students has caused a shift in this view. This research will be grounded in critical Whiteness studies and Foucauldian discourse analysis to explore how and why discourses about Chinese students may have shifted. To explore this topic, I conducted four interviews with White domestic students at the University of British Columbia to assess their experiences at the university and their views of Chinese students. I will analyze the results using critical discourse analysis to assess the role of power and hegemony in these views.

This work is especially pertinent as Canada experiences a continual increase of Chinese immigration. The results of this research therefore can help to understand the significance of this immigration in higher education institutions, and provide insights as to how the presence of Chinese students have shaped the views of White students. Additionally, this research will contribute to the field of critical Whiteness studies as it can provide insight into the complex mechanisms used to maintain White hegemony in a ‘multicultural’ setting.
Emma Ghosn
OISE / IEPO
A cry for justice: The case of teacher contractors in Lebanon and its relation to neoliberalism

Ghazala Ahmed
Brock University
English Language Acquisition, Immigrant Women and Gender Role Shift

Gowsiga Thirunavukkarasu
OISE / IEPO
Fostering Safer Schools for LGBTIQ Students

Hafeeza Patel
OISE / IEPO
Racialized Teachers’ Experiences with Social Justice Activism in Secondary Schools

Hamidreza Moeiniasl
OISE / IEPO
Teaching ESL Speaking: Discrepancies between Teachers' Stated Beliefs and Actual Practices

Hassina Alizai
University of Western Ontario
Impact of Islamophobia on Post-Secondary Muslim Students Attending Ontario Universities

Non-standard work arrangements such as part-time work, temporary work, temporary agency work, and independent contractual work have increased in the last two decades in many developed and developing countries. The reliance of employers on alternative work arrangements is due to lower labour cost because these employees are usually paid less than full-timers, rarely receive benefits, lack job security and opportunities for career advancement, and are given little to no professional development (Edwards and Robinson, 2001; Segal & Sullivan, 1997). This research study builds on an unpublished master’s thesis that was conducted in 2016 on teacher unions in which I interviewed 17 union leaders, 12 active union teachers, and 9 inactive union teachers from various public schools in Lebanon. Out of these, 1 active and 3 inactive members were contractual teachers. Quotes from these contractors are included. Then, I use the critical policy analysis approach presented by Diem and Young (2015) to highlight factors affecting contractual work in Lebanon and how these impact the neoliberalism. The policy implications are that policies related to contractors were considered but later became uncomprehensive and contradictory. Also, analysis showed that recruitment decisions were based on sectarian interest and clientelism. The study highlights misuse of resources and lack of accountability that is causing corruption in the public sector in Lebanon.

In this paper we review the literature in the areas of language socialization, identity, and gender role shift from feminist poststructuralist perspectives. We particularly have focused on the literature that uses poststructuralist approaches to look at immigrant women’s English language learning experiences. We believe that the latter approach is useful because it takes women’s experiences into account and looks at social power through the theory of subjectivity. We noted that majority of studies conducted in Canada within the last two decades have mostly focused on how acquiring English language resources can increase the learner’s cultural and social capital (Darvin & Norton, 2015; Norton, 1995); however, few studies attempted to explore the role few relations of power play in learners’ evolving and shifting identities; particularly within the patriarchal family structure. Based on our analysis of the literature reviewed we conclude that immigrant women's English language learning experiences should be understood through the construct of 'subjectivity' and relations of power, where immigrant women’s subject position (power/powerlessness) changes according to time and place. We anticipate that the use of feminist poststructuralist approaches to language socialization will contribute to the literature in the field Applied Linguistics; especially for scholars interested in gender and identity in the area of Second Language Acquisition (SLA) within the Canadian sociopolitical contexts.

Through the lens of a pre-service teacher, this paper explores how educators can create positive classroom climates and safe spaces for LGBTIQ students. Through a literature review, this paper critically analyses “Ontario’s Well-Being Strategy for Education” and questions whether in-service educators are prepared to implement the initiatives outlined. While the strategy initiatives seek to promote four key areas (positive mental health, safe and accepting schools, healthy schools, and equitable and inclusive education), several questions remain around culturally responsive strategies that meet the needs of all students. In order to outline potential positive and negative implications of this strategy for educators and LGBTIQ adolescent, this paper explores various tools educators utilize for the promotion of safer school spaces.

Given the political climate we find ourselves in 2018, social justice education is becoming increasingly valuable in helping students understand privilege, power, oppression, and state-sponsored violence. In reviewing the literature about experiences of teacher activists who are teaching in Ontario, I noticed a gap in literature about the unique experiences of activist educators colour. We know that people of colour experience barriers and pushback in a way that white people do not. The same difference in experience also applies in the sphere of education in which teachers of colour face barriers different from and unlike those of their white colleagues. In this paper I explore what these barriers and barriers experience activists of colour, how these barriers impact their mental health and wellbeing, and why despite all of the pain and racial trauma, they continue to do this work. Data for this paper was collected through hour long semi-structured interviews with three teacher activists of colour who have taught in Ontario secondary schools for 10+ years.

Given the paucity of research on EFL teachers’ beliefs about teaching speaking, it is felt that there is a strong need to conduct a study to explore the stated beliefs and actual practices of EFL teachers with respect to teaching speaking. Informed by teacher cognition theory, the present study selected five teachers working at a private English school in Iran, each being observed for eight whole sessions. Different instruments such as field notes and semi-structured interviews were employed to triangulate the findings. The ethnographic nature of the study allowed for the teachers’ recurrent themes in teaching practices to surface. Then, the teachers were asked to express the rationale for their specific actions. To provide a thick description of teachers’ beliefs, a questionnaire based on the observed recurrent themes was also developed and administered after the stimulated recall interviews to cross check the consistency between the teachers’ beliefs in actions and their beliefs in general about teaching speaking. The findings revealed that a wide range of factors accounted for discrepancies between teachers’ beliefs and their practices in action such as time constraints, a rigid curriculum, or their wrong suppositions. It was also indicated that EFL teachers with varying experiences had different perceptions and classroom practices. This study can help teacher educators, policy makers, and other ESL/EFL specialists grasp a more thorough picture of perceptions that shape teachers’ practices to develop educational policies, teacher education programs that are more effective and sensitive to local contexts.

This study investigated the experiences of Muslim Canadian students attending Ontario universities in the context of increasing Islamophobia. The study critically explored whether and, if so, the magnitude of how Islamophobia has been existent in Canadian higher education institutions (HEI) and how these Muslim students reside at the nexus of religious oppression and confronting Islamophobia in society at large. This study utilized qualitative case study methodology to investigate the following questions: (1) What are the experiences of Muslim Canadians attending institutions of higher education in the current context of Islamophobia? (2) How does the rising anti-Muslim sentiment impacting the academic performance of Muslim students? (3) How do Muslim students negotiate or navigate their identities subsequent to recent national and international tragic events (i.e. Paris Attacks, San Bernardino and other terrorist atrocities)? The students’ responses resulted in three major themes that included: (a) Islamophobia on Campus; (b) Strong religious identity, and Resisting and challenging Islamophobic sentiments; (c) Gendered Islamophobia. The findings of this research indicate that Muslim students have more attachment to their religious identity, and are at the forefront of advocating for Muslims and actively challenging to demystify Islamophobic notions. The findings of this study have significant implications for policy makers at the higher education level, by informing university authorities and policy makers about the challenges that this marginalized group faces in Canadian universities.
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Research on language learning has advocated the use of learners’ home languages in the classroom through translanguaging, that is, the process by which multilingual learners draw on all their available linguistic resources simultaneously to make meaning and gain knowledge. Many researchers now argue for the importance of translanguaging as a pedagogical practice because of its cognitive, social, and affective benefits. Despite this research, English-only ideas still permeate many English as a Second Language (ESL) classrooms, premised on the idea that international students come to Canada to learn English, and, therefore, should only speak English in class. Thus, the purpose of this qualitative study was to identify ESL instructors’ beliefs about the role of students’ home languages in the English language acquisition process in their teaching practices and explore possible reasons why instructors may have these beliefs. Specifically, this study set out to answer three questions: 1) What are ESL instructors’ attitudes towards the use of languages other than English in the classroom? 2) In what ways do ESL instructors incorporate students’ home languages in their classroom practices? 3) How do the instructors’ linguistic backgrounds play a role in their attitudes and practices? Qualitative data for the study was gathered through semi-structured in-depth interviews with five ESL instructors at a major university in Canada. Using Critical Discourse Analysis (CDA), we analyzed the interview data to identify discourse patterns that uncovered issues related to language, power, and ideology. The findings of this study offer implications for instructors in considering classroom language policies.

Jennifer Burton & Shakina Rajendram  
OISE / IEPO  
Instructors’ Attitudes Towards Linguistic Diversity in the University Classroom

In school markets, as defined by Felouzis, Maroy & van Zanten (2013), school choice is based on quality judgments of what parents consider a “good school” (Karpik 2007, Felouzis & Perroton 2007) for their children. Through an exploratory analysis of semi-structured research interviews, conducted with seven parents in Montreal’s quasi-market, we will examine the constraints, motivations and determinants related to the choice of high school from the parental point of view in several boroughs of Montreal. The paper will study the spatial, personal and family trajectories of these parents and try to understand how educational quality judgments of a “good school” (Felouzis & Perroton 2007) are developed. It aims to examine the cognitive and normative categories structuring parental expectations in education, in particular the impact of instrumental and expressive dimensions related to schooling as well as their relation to “others” (van Zanten 2009) and how this is involved in school choice. Impersonal or personal judgment devices (Karpik 2007) such as personal networks, school marketing and promotion (Draelants & Dumay 2011) will be analyzed in relation to the social, economic and cultural resources and backgrounds of the parents. This project then hopes to investigate if the school market in Montreal is in progression and whether the city is presenting conditions for increasing inequalities in school access and, by extension, if segregation can be observed between boroughs. This presentation is part of a doctoral thesis that aims to focus on school choice and how it is elaborated on a larger scale.

Justine Castonguay-Payant  
Université de Montréal  
Quality Judgments and School Choices in the Montreal (Canada) School Market

Haiti faces extreme challenges in its education system, including barriers of access to schools, limited teacher training, and poor student retention. Other nations in the global South have used technology-enabled learning to build capacity and improve student outcomes, but there is limited research around Haitian teachers’ perceptions of technology and how this impacts adoption. This exploratory study used a qualitative research methodology to examine how over 100 Haitian educators and approximately 20 university students participating in intensive professional development courses perceived the purpose of technology in the classroom and its barriers to implementation. An inductive approach was used to perform content analysis of the data, which was analyzed on both descriptive and interpretive levels: 1) to understand what was said by participants and 2) to group data by common themes. Participants primarily viewed technology as an individual tool for personal learning, while valuing its potential to modernize the education system in Haiti. Participants also demonstrated strong motivation to use technology, despite numerous external and internal barriers. This study provides a deeper understanding of the reality of technology use in Haitian schools and the practical implications for educators.

Kassia Kukurudza  
Wilfrid Laurier University  
Haitian Teachers’ Perceptions of Technology, its Purpose, and Barriers to Implementation

Social interactionist models of language development and Vygotsky’s concept of scaffolding suggest that parents can effectively support children’s language during everyday interactions. In this study, we taught seven mothers of preschool-age children how to use language support strategies (e.g., asking open-ended questions, expanding on the child’s words) in the context of storybook reading or reminiscing about past events. We then asked the mothers to use the strategies with their child over a six-week period. Before teaching and after the six weeks had elapsed, we examined (a) mothers’ use of the language support strategies while reading a storybook and reminiscing with their child and (b) children’s narrative and vocabulary skills. We also explored mothers’ perspectives about using the strategies via an interview.

Katie Boodhoo  
Concordia University  
The Effects of Parental Language Support Strategies on Children’s Language Skills

The findings indicated that a brief intervention for mothers focused on language support strategies had positive effects on certain aspects of children’s language and narrative skills. The novel interview data further demonstrated that mothers’ enjoyed using the strategies and found them beneficial for their child’s language, as well as their behaviour and social interactions.
In 2010, the Ontario government implemented a play-based kindergarten program utilizing an educator team consisting of one classroom teacher and one early childhood educator (ECE). In this model, ECEs enhance classroom practice by providing expertise in play-based educational approaches and complement the classroom teacher’s knowledge of mandated academic expectations. While previous research identifies difficulties the educators experience in adapting to the unfamiliar program, this study looks specifically at the ECEs conceptualizations of play-based learning in kindergarten. Researchers conducted semi-structured interviews with 11 ECEs working in kindergarten classrooms from urban and suburban schools in Ontario. ECEs were asked: how children learn best, the types of play occurring in their classrooms, how play enhances learning, what influences their instructional decisions, and how to support learning during play. The interview transcripts were then open coded and analyzed thematically to determine consistencies in the ECEs conceptualization of play-based learning in kindergarten. Results showed that while ECEs described play as supporting developmental learning, they had difficulty in describing how play enhances academic learning such as mathematics and literacy. Results suggest that ECEs require a broader definition of the types of play that support academic learning and a deeper understanding of how to adapt play-based practices to support students in meeting learning outcomes. This research will provide important insights to extend the current knowledge of play-based instruction in kindergarten, define the gaps in perspectives of play based learning within the context of a kindergarten environment, and outline areas for professional development to bridge these gaps.

Despite the known cognitive and career benefits of bilingualism, less than 3% of Ontario students continue their studies of core French to grade 12, with the largest enrollment drop being after grade 9. Among the 97% of students who choose to discontinue FSL before the end of high school, the majority are male. While teachers are aware of this lack of retention in FSL, they face many external and internal barriers. A possible solution to ensure continuation is to make FSL mandatory until the end of high school; however, this would not fix the root issue of making FSL class an environment where male learners want to participate. The existing research states that teachers must make learning meaningful and create positive attitudes, yet clear approaches are not provided. The purpose of this study was to identify more concrete, diverse teaching strategies and resources that FSL teachers can use in their classrooms to overcome barriers and engage male students. Three secondary FSL teachers were interviewed to learn about the strategies they use in engaging male students and promoting continuation beyond grade 9. Participants retain their male learners by showcasing student work and success, integrating games and social elements, relating to boys’ interests and to tasks they complete in English, developing cross-curricular content, and giving students responsibility and choice. Despite participants’ success in engaging and retaining their male students, they identified the urgent need for more constructive planning time, practical premade resources, professional development with opportunities for knowledge sharing, and reliable technology.

This paper discusses the impact of volunteer abroad programs on the ways in which volunteers understand and practice international development. Volunteer abroad programs, in which young people from Canada travel to ‘developing’ countries to volunteer, are often perceived by volunteers as a way to explore and/or launch a career in international development. In this sense, these programs can act as formative learning experiences that shape young professionals’ continued engagement with international development. In the context of an ongoing failure to meaningfully address longstanding critiques of international development, it is crucial to understand whether the learning that occurs during volunteer abroad programs can lead to critical engagement that creates possibilities for change within the field, or whether it reproduces existing hegemonic and ideological practices. To explore this question, this paper draws on data collected through semi-structured interviews with former volunteers and a review of the grey literature associated with the volunteer abroad programs in which they participated. The volunteers interviewed for this study spent a minimum of four months volunteering abroad in a ‘developing’ country through a Canadian-based program. The paper is informed by critical adult education and an anti-racist, Marxist-feminist framework.

Mental health is a topic that has affected thousands of children and adolescents worldwide. A national survey of 10,123 US adolescents found that nearly 31.9% of participants showed symptoms of anxiety disorders and 14.3% showed symptoms of mood disorders, such as depression. Moreover, nearly 40% of participants demonstrated comorbidity of lifetime mental health disorders. This is particularly troubling because ages of onset for most psychotic mental disorders is between 15 and 17 years and being able to recognize symptoms could be life-saving. But adolescents struggle in silence, afraid to seek help for their mental health issues due to public and self-stigmatizing attitudes as well a number of other barriers that adolescents perceive. Therefore, the research question that I will be answering in this study is, in what ways does Ministry produced Health and Physical Education curriculum address the key barriers to adolescent help-seeking behaviour? This research was completed through a method of qualitative study and is a document analysis of the Ontario Health and Physical Education curriculum for Grades 9-12. This study found that the Ministry produced document perpetuates certain barriers to adolescent help-seeking behaviour, promotes independence, portrays help-seeking only as a last resort and focuses strongly on the physical aspects of health by promoting help-seeking for physical ailments over mental health.
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<tr>
<td>Liujia Tian</td>
<td>OISE / IEPO</td>
<td>Apply ESL/EFL Standards in the Classroom</td>
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<td>Marela Sambe</td>
<td>OISE / IEPO</td>
<td>The Experience of Female Engineering Students at the University of São Paulo, Brazil</td>
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<td>Magdalena Martinez</td>
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<td>Marie McLeod</td>
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<td>Masoumeh Zaare</td>
<td>OISE / IEPO</td>
<td>Impact of Teacher’s Major on Perceived Ability to Apply ESL/EFL Standards in the Classroom</td>
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**The corporate transnationalization has profoundly affected the political, economic and social structures in the South, leading to a spawning impoverishment among workers, farmers and women who are the most vulnerable in this neoliberal globalization process. PRC (People’s Republic of China), by siding with the communist party, does not escape from this trend after the ‘reform and open-up’, in fact, development. As part of my Master’s Thesis in social anthropology at Concordia University, I conducted a four-month ethnographic study at the University of São Paulo in São Carlos, Brazil, including in-depth interviews and participant observation with female engineering students and colleagues. Based on the data collected, I ask: What are the processes through which the visibility and invisibility of female engineering students are performed and established? I attempt to show, on the one hand, the ritualization of gender roles on campus, and, on the other hand, female students’ negotiations of gender roles. I situate my study in the literature of “gender in engineering,” a term coined by Wendy Faulkner (2011). Such framing recognizes that gender norms in engineering (the “man engineer”) have influenced the experience of women. Through the concept of the (in)visibility paradox, Faulkner argues that while women are highly visible as women, they are also invisible as engineers. In this presentation, I analyze classroom dynamics among students and between students and professors using data gathered through in-depth interviews. I observe how these dynamics make women visible as objects and invisible as engineers. Moreover, I look at ways women negotiate their visibility in the classroom, showing agency in attempting to reach their goals, either to remain safe, to be recognized academically, or to be accepted into the group. Even though many students are able to navigate successfully through the expectations they receive and their own desires, others remain dissatisfied. In fact, while women can achieve many of their professional objectives, they continue to be dismissed, attacked, and pressured to change their identity.

**In problematizing resistance, epistemology is often overlooked. Historizing and intelligibility examining the ethics of epistemological thought about the politics of knowledge reveal that society as a whole relies on and privileges the institutions of science to direct and produce knowledge. This reductive equation of knowledge with science is an epistemist concept, practice, and within educational domain delegitimizes the many ontologies and epistemologies from around the world that conceive knowing outside Western epistemologies and their extension, the capitalist paradigm. For example, Vivian May notes that as early as 1892, Anna Julia Cooper highlighted the denial Of Black women as knowers through asymmetries in cognitive authority (May, 2014, p. 97). Also, writing within a post-colonial context, Gayatri Chakravorty Spivak speaks of oppression at the epistemological level through the use of epistemic practices and institutions. Spivak identifies ‘epistemic violence’ in knowledge formulation which precludes subaltern persons from speaking for themselves. My intent, by interrogating knowledge in this manner, is to draw attention to (for those interested in the understanding of particular educational situations), the silences and negotiations that routinely undermine which is not centered.e.g. neo-liberal inclusive education, the reduction of sociology and equity themes that issues of race and class, the reduction of sociology and equity themes that undergird education to a topic of the day(Dei, 2014). Operating from a decolonial theoretical framework and using critical discourse analysis, my focus is to create paradigms of liberatory epistemology to craft more just worlds. Epistemological analysis of knowledge practices can benefit from attention to a more theoretically, socially engaged epistemic focus.

**The purpose of this study is to explore whether differences in teachers’ academic disciplines can be related to the quality of teaching. This study aims to explore whether Iranian high school teachers majoring in TEFL feel that they are able to apply ESL/EFL standards than teachers majoring in other relevant disciplines. This study took place in iranian language high schools among 57 Iranian teachers (female=39) between 25 and 50 years old. Of these teachers, 38 majored in TEFL and 19 others in other relevant disciplines including English Translation (n=6), English Literature (n=5), and Linguistics (n=8). Participants filled out one questionnaire containing 32 questions about the application of ESL/EFL standards. Participants answered questions on a five-point Likert scale ranging from never to always. I conducted independent t-tests to determine differences between TEFL teachers’ and other discipline teachers’ perceptions of their ability to apply ESL/EFL standards. Results indicated no significant difference (p>0.05), suggesting that the teachers in both groups believed they apply the ESL/EFL standards reasonably consistently. Findings may assist administrators in the hiring process, specifically in outlining teacher qualification criteria, as well as in determining the type of support to provide to teachers who are not TEFL trained. In turn, this will contribute to the improvement of the quality of ESL/EFL teaching and learning experience. In future studies, teachers’ actual application and its quality could be assessed (e.g., via observation). In addition, researchers may explore if and how EFL/ESL teachers are affected by the institutional environment and/or influenced by administrators.
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<td>Mayo Kawaguchi &amp;</td>
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<td>Thinking through research: The project of Heritage Languages Program in Ontario</td>
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<td>Jennifer Burton</td>
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<td>Melanie Lawrence</td>
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<td>Accountability in Higher Education: A Case Study on the Historical Project in Canada</td>
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<td>Meng Xiao</td>
<td>OISE / IEPO</td>
<td>How can Social Justice Education and Technology cooperate to address environmental and socio-economic issues in the Three-Gorges Project?</td>
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<td>Michael Koslowski</td>
<td>OISE / IEPO</td>
<td>Deconstructing the English-Only Question</td>
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This presentation provides discussions for the application of research methods to conduct a historical investigation in relation to language education policy. This presentation builds on the collaborative research efforts that have occurred over the past 2.5 years to understand the history of Ontario’s Heritage Languages Program (HLP) - specifically how language education policy regulates inequalities in multilingual contexts. While the HLP has provided an opportunity for children’s heritage language (HL) learning in Ontario, the policy of HL education in public schools has remained restrictive in practical, structural, and ideological ways. Limited research has examined the policy through the development of the HLP and its practices in school boards, yet the policy remains relatively under-researched.

This research starts from data collection of archival documents. The large quantity of historical data has provided challenges for data management, but the use of software (Zotero) has aided in managing the data and sharing preliminary analyses in the group project. Parallel to the data collection, we have generated sub-research projects in which we examined methodologies to explore the process of policy creation and appropriation. Based on two graduate researchers’ experiences with the project, this presentation will address concerns and challenges with research on the HLP, which includes making choices pertaining to data collection and organization, generating sub-research projects, asking researchable questions, and bridging boundaries between disciplines. This presentation is aimed at anyone with an interest in language education and policy and those making decisions on methodological choices pertaining to research framing.

This research proposes to explore the professional experiences of faculty members and administrators in higher education during an era of increasing accountability and quality assurance policies. Globally, many nations have now developed and implemented methods of quality assurance to measure and indicate if their universities are productive in regard to student learning outcomes and the research generated by such institutions. Thus, with renewed neoliberal interest in higher education, governments are seeking policy advice from international organizations such as the Organization for Economic Cooperation and Development (OECD). The purpose of this advice is to assess and provide insight on standards for quality assurance in higher education believing that such organizations afford a high-level of expertise, legitimacy, and non-partisanship in education. Although a growing body of research on higher education reform, policy development, and implementation exists, there has been limited empirical research regarding policy enactment. Thus, drawing from the theoretical framework of policy sociology, policy enactment theory and neoliberal globalization as informed by the research of several scholars situated in critical social theory my research seeks to explore and examine the experiences of faculty members and administrators in the Canadian context of the increasing neoliberal rationality of quality assurance policies that are introduced and implemented by national governments and international organizations.

The Three-Gorges Project in China is famous for producing electricity in order to meet the nationwide demand, reducing the potential for floods downstream, and increasing the Yangtze River’s shipping capacity. The Chinese government regards this project as a historical success in the growth of the social-economic structure of China. However, because of the negative environmental and social effects of this project, the Three-Gorges Project has been a historically and politically controversial issue not only in China but all over the world. From the political, social, and environmental perspectives, this paper first addresses the determining factors that lead to the TGP decision-making in 1992 made by the Chinese government, reflecting a combination of the social-economic, political, and historical situations in the country, including such aspects as Chinese neoliberalism, Communism, and globalization. Through the use of cost-benefit analysis as the environmental decision-making tool, the Chinese central government is working within a system whereby the main stakeholders have shared common rules, values, interests, and information based on Chinese neoliberalism. Second, this paper examines three significant environmental and socio-economic impacts of the Three-Gorges Project; they are geological hazards, biodiversity conservation, and displacement of around 1.3 million people. One main goal of this paper is to understand how Social Justice Education and technology can be used as effective approaches to address environmental and socio-economic issues in the Three-Gorges Project. Finally, this paper outlines three main suggestions of using environmental impact assessment with the aid of new technology in the Three-Gorges Project, advocating for the social justice education to the TGRA residents, and reconstructing an Indigenous worldview about ecological justice and social justice that brings nature and people back.

Using Derrida’s notions of deconstruction and the valuation of difference, Foucault’s critique of systems of power, and Spivak’s discussion of the subaltern, this paper will analyze the monolingual disposition of English Language Teaching (ELT) which manifests in ‘English-Only’ classroom policies and a devaluing of learners’ first/home languages (L1). This can be seen as a metanarrative of linguistic imperialism that directs learning trajectories towards a static, ideal native speaker, preventing a classroom ecology in which learners can employ their various languages and linguistic identities toward the acquisition of new ones. In this paper, I will begin by seeking a synthesis between the poststructural concepts outlined above and critical perspectives in applied linguistics, emphasizing the need to promote linguistic diversity and combat exclusionary binaries in the ELT field. This is followed by a literature review and findings on the benefits of multiple languages in the classroom. Finally, the analysis turns to ways forward in terms of a plurilingual paradigm shift where languages are not banned or separated but can be learned in comparison. Unfortunately at present, the plurilingual turn in language education has largely passed the ELT field by, and exclusionary monolingual practices persist. Will the teaching and learning of English always be caught up in imperialist discourses? And as the dominant global language, how can teachers and learners mitigate its dominating effects and move toward a pedagogy that values multiplicity and inclusion?
When teachers collaborate across subject disciplines to create opportunities for students to experience integrated curricula, there is vast potential for making the curriculum more relevant and meaningful. However, structural barriers including time, subject knowledge, school support, and logistics can make collaboration between teachers difficult. The purpose of the present study was to investigate the factors affecting productive teacher collaboration in developing meaningful and practical integrated curricula. The primary research question was: How are school leaders in Ontario facilitating teacher collaboration in the area of curriculum integration? The study involved semi-structured interviews with three school leaders in Ontario; thematic analysis was used to analyze the data collected. School leaders in the study described their beliefs regarding the benefits that students received when teachers worked together on curriculum integration, especially in the areas of student engagement, teaching global competencies, and conflict resolution modelling. They identified curiosity as a key personality trait in teachers willing to collaborate. In addition, opportunities to network across subject areas were important triggers to begin the collaboration process, but the physical barrier of department isolation made contact between teachers difficult. Of particular interest was that while school leaders noted that administrators acknowledged and supported the need for time to participate in integrated curriculum initiatives, participants reported that release time was problematic because it often resulted in additional work associated with planning for substitute teachers and re-establishing classroom routines. Implications and recommendations for teachers, administrators, and school boards are identified and discussed.

Michelle Delflippis, OISE / IEPO
Perspectives of Secondary Teachers Collaborating on Integrated Subject Curriculum

During 2015 – 2016, thousands of Syrian refugees arrived in Canadian cities, many of them hoping to find permanent settlement and new life opportunities. In the coming years, these refugees will form communities as they settle in Canada, and develop their own understandings of citizenship and belonging. Using an acculturation framework, that views schooling as a primary shaper of resettlement experiences, this qualitative study draws on narrative methodology to explore the overarching question: What are the schooling experiences of recently arrived Syrian refugee within the Ottawa public school system? Refugee narratives describe hopes and concerns for the future, and provide insights for school administrators, educators, and policy makers into the previous experiences of refugees, and current challenges. Findings suggest Syrians arrive to Canada with a determination to succeed, and have positive initial schooling experiences, but often face challenges such as: lack of information, change in family roles, and language barriers.

Mozynah Nofal, OISE / IEPO
For Our Children: A research study on Syrian refugees’ schooling experiences in Ottawa

Many educators attribute a large role in learning to textbooks. While textbook analysis is commonly discussed worldwide, little textbook research has been done in Canada. This lack of research can be detrimental to the improvement of the present science education system. Science often comprises abstract concepts and complex theories and is, therefore, difficult to teach. During the past two decades, achievements in the field of educational psychology have provided a wealth of knowledge about human cognitive development and learning processes. Re-evaluating current science textbooks from the perspective of educational psychology is critical to addressing the vital question – do science textbooks attend to learners’ needs?

In the present study, the graphic content of the science textbooks for Grade 9 currently approved by the Ontario Ministry of Education is analysed. The research data show that the majority of illustrations are decorative by nature, i.e. they mostly serve an ornamental function. Across the textbooks used in this study, decorative illustrations comprise 70-76% of total graphics and have a cognitive score of 2/7. By contrast, explanatory illustrations, which serve to reinforce textual information, provide an organisational framework for the text, or clarify abstract concepts, have significantly higher cognitive scores, 5-6/7, although rarely reach the maximum. Statistical analysis shows no difference between Academic and Applied streams and the publisher's approach to illustrations. The implications of this research for students, science educators, and textbook publishers are further examined.

Natalia Arbuzova, OISE / IEPO
Grade 9 science textbooks: analysis of graphics from the perspective of cognitive psychology

This paper considers how the meaning of innovation has changed over time and argues that contemporary conceptions of innovation are problematic for education. The popularity of the overhead projector in schools during the 1960s is used as a case study to show how educational innovation relies on a novel new product for the classroom and a belief by adopters that the tool will radically change education. Recent movements that call on education to promote innovation are challenged because innovation masquerades consumerism as pedagogy. Current Canadian examples of innovation are examined to show how innovation has become a trendy buzzword. Innovation has connections to consumerism, which challenges the popular assumption that innovation is the target that education must strive to achieve. Education must place effective pedagogy first and foremost and cannot get distracted in the race to become innovative.

Nigel Crosscombe, Brock University
Lessons from the history of innovation: A keywords essay from the Brock University Keywords for Education Project

This study explored Grade 10 students’ perception of their learning in the science classroom and the pedagogy used by teachers to deliver the science curriculum, and learners’ use of science in their everyday life in negotiating peace and resolving conflicts in Bangladesh, followed by a radical theory of pedagogy that includes Tagore’s models of learning and Miller’s pedagogy framework. The four key research questions explore students’ preferred approaches to learning science, their experiences in the science classroom in religious and secular streams, the socio-cultural factors affecting peace and conflict resolution, and teachers’ delivery of the science curriculum to support peace and conflict resolution. The sample was 24 Grade 10 science students, 6 science teachers and 2 school Head teachers from two secondary schools in Bangladesh, one from the secular and the other from the religious streams. The sample was selected using the purposive sampling procedure as the criteria for selection is specifically Grade 10 students who are taking science subjects in the secular and religious streams, and their science teachers. This study adopted a qualitative approach using ethnography methods of data collection and analysis. The findings of this study provide valuable insights on Bangladesh learners’ experience of the science curriculum, possible improvement of the science pedagogy and designing of a more effective science curriculum informs science teachers on the use of more engaging pedagogy in the science classes which can contribute to local and international understanding of peace building and conflict resolutions through science education.

Pamela Khaled, OISE / IEPO
Peace and Conflict Resolution through Science Pedagogy
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<td>Invisible Work and Hidden Labour in Ontario: A Decolonizing Institutional Ethnography of Mothering and Teaching in the Greater Toronto Area</td>
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<td>Suleyman Demi</td>
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<td>Critical Reflection on the African Food Systems</td>
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<tr>
<td>Nurul Hartung</td>
<td>OISE / IEPO</td>
<td>Food as a Part of African Culture that has been Developed over a Long Period of Time through the Environment, Cultural Contact and Migration, Barter, and Trade. However, Discussions Regarding Food Systems in Africa in Classrooms are Saddled with Contestations. While Some Authors Argue Terms Lack Promising Food Crops in Global Terms, a Condition Which Has Necessitated Adoption of Foreign Crops, Others Have Revealed Great Diversity and Contribution of Africa Foods to the Global Food Systems. This Paper, therefore, Seeks to Explore Some of the Reasons Behind the Introduction of Foreign Crops into Africa and How the Indigenous People of Africa Received the Introduced Crops. The Paper is Anchored in an Anticolonial Theoretical Framework and Uses a Qualitative Research Method of Document Analysis to Support the Key Arguments. The Paper Argues That Several Factors Including: An Attempt to Obtain a Cheap Source of Energy to Feed Slave Captives, to Trade and Exploit Human and Material Resources, and to Lay Foundation for Neoliberal Agricultural Policies Account for Present Nutritional Transition. The Paper Highlights Silent Voices in the Discussion of Food Systems in Africa and Uses Empirical Data to Support the Key Arguments.</td>
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Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010) asserts that when "parents are engaged and involved, everyone - students, parents and families, teachers, schools and communities - benefits, and our schools become increasingly rich and powerful in teaching, learning and growing." (p.5). Considerable scholarly research highlights the importance of and the need for parental engagement (Epstein, 2013) and systemic barriers to parental involvement (Brantlinger, 2003; Homby & Lafiene, 2011). Research studies suggest ways to engage parents, both inside and outside schools (Tveit, 2009) as well as discuss the value attributed to parental involvement due to various social factors like language, race and socioeconomic status (Deloit, 2008, Lareau, 2003). Parental involvement is an umbrella term that encompases the gendered work done by women. Griffith and Smith (2005) name this work as mothering. They classify mothering as work as it is intentional, takes time and effort and is expected to produce results. It is the everyday work of packing lunches, helping with homework, and so on. Mothering, say Griffith and Smith (1991), is more than just a biological relationship between a mother and a child. Mothering work done for schools is therefore the life line of the education system. Yet its intention and impact are often ignored and it is rendered invisible (Griffith & Smith, 1991, 2005). Teachers are also core contributors to student learning. According to Bascia (2010, 2014) their labour and working conditions need to be examined, understood and supported/
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<tr>
<td>Katie Brubacher</td>
<td>OISE / IEPO</td>
<td>An Exploration into Academic Reading at the Graduate Level</td>
<td>Strong reading skills are essential for students interested in pursuing higher education, particularly at the graduate level, as reading is embedded in all academic activities. Everything from teaching, researching, writing, serving on administrative committees, and presenting at conferences, is centered on a person’s scholarly ability to critically appraise a broad compendium of literary resources. Although it is widely recognized that reading proficiency is correlated with student academic achievement, there is a paucity of research that examines how graduate students’ read for academic success. Building on Hutchings (2000) call to expand the field of scholarly inquiry in higher education by investigating “what is”, this paper describes the social, cultural, and political discourse surrounding academic reading by two doctoral candidates enrolled in an online postgraduate education studies course. Through content analysis, textual data from online course reading discussions was retrospectively categorized into themes. Themes centered on: 1) the value of critical discourse in textual interpretation, 2) critical reflection as a catalyst for further academic reading, and 3) scholarly identity transition paralleling the depth and breadth of student engagement in textual dialogue. Creating possibilities for change in higher education, this paper illustrates how faculty can support and encourage graduate students in their scholarly growth, by facilitating critical discourse related to academic reading and selecting / recommending culturally diverse texts that are relevant to students’ life experiences, prior knowledge, and future academic trajectories. References Hutchings, P. (2000). Opening Lines: Approaches to the Scholarship of Teaching and Learning. CA: Carnegie Publications.</td>
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<td>Tiffany Bayliss</td>
<td>OISE / IEPO</td>
<td>School-based Mindfulness Interventions: A Promising Start</td>
<td>Since the introduction of mindfulness-based interventions (MBIs) to clinical settings in the late 1970s they have steadily gained popularity, with a proliferation of research and treatment applications. Today, MBIs are offered in healthcare facilities, educational institutions, corporate workplaces, correctional facilities, and more. Due to increased attention to child and adolescent mental health, school-based MBIs have become a topic of special interest. Researchers write of the need for school-based interventions to mitigate the stress effects of poverty and high levels of violence in low-SES communities, to counteract high rates of depression and anxiety in teens in general, and to provide alternatives to medication for adolescents with ADHD. It is difficult, however, to make pronouncements about whether mindfulness training can meet all of these urgent needs. Although some promising research exists, it is limited in quantity and generalisability. As the author of an earlier review states, “enthusiasm about the integration of MBIs in schools (currently) surpasses evidence” (Zennner et al., 2014). The present review will attempt to explain the concept of mindfulness as it is applied in MBIs, describe a range of school-based MBIs that have been attempted and studied, analyse the strengths and limitations of the research to date, and offer some recommendations for future directions.</td>
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<td>Utlish Ganesh</td>
<td>OISE / IEPO</td>
<td>Inter-Century Anthems Based off Inner-City Tantrums: Systemic Barriers That Have Historically Affected Urban Students</td>
<td>This research study examines how a sample of urban educators in Toronto secondary schools perceive equity policies being operationalized and not operationalized in the schools they serve. The study also investigates how participants internalized their own cultural identities and reveals how their experience informs their understanding of equity in theory and in practice. Semi-structured (one-on-one) interviews were conducted with 3 urban educators with various roles serving Toronto’s inner-city, secondary schools who have demonstrated the educators’ commitment and leadership in equity education. Further discussed are implications of the findings for school leaders, including students, teachers, administrators, and community-service workers who are striving to create more equitable school cultures. The findings conclude that the educators interviewed perceive that there is a disconnect between how equity policies are enacted and enforced in Toronto’s urban secondary schools.</td>
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<td>Wales Wong</td>
<td>OISE / IEPO</td>
<td>Chinese plurilingual students’ perceptions of code-switching in written narratives</td>
<td>This study explores the experiences and intentions for code-switching with Chinese adult students in Ontario who attended an ESL or English language course in a continuing education program. Three participants were given the task of writing a short story with the option to incorporate an experimental pedagogical strategy of code-switching. Using a qualitative method, data was collected from their written narratives, followed by semi-structured interviews to discuss their experiences with code-switching. The data provides a deeper understanding of code-switching’s role in language acquisition and identity (re)shaping of adults. The findings suggest that the participants’ rationalizations for code-switching in the development of their writing skills are influenced by the teacher as an authority figure, by an active engagement in learning, and by the desire for conciseness and efficiency. Furthermore, code-switching in written narratives supports identity (re)shaping of adults, reflexivity in memories, and accommodation for the reader.</td>
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<td>Wales Wong, Shakina Rajendram, Mama Nii Owusu, Katie Brubacher</td>
<td>OISE / IEPO</td>
<td>Graduate Research Assistants’ Learning Experiences in a Large-scale Policy Ethnography</td>
<td>In this session, we discuss our involvement as research assistants in the SSHRC-funded study - More than “Just Good Teaching”: Mainstream Teacher Education for Supporting English Language Learners. Led by Dr. Jeff Bale, Dr. Antoinette Gagné and Dr. Julie Kerakes, the study is a policy ethnography exploring how the Ontario teacher education policy is operationalized at various levels, and is informed by the collection of ethnographies of language education policy. The study has many dimensions including but not limited to classroom observations both in schools and at OISE, linguistic profiles of English Learners and interviews. The objectives of the study are to: (1) to determine whether Ontario’s teacher education policy is consistent with the diversity, strengths, and needs of English learners; and (2) to identify teacher candidates, teacher educators, and community-service workers who are striving to create more equitable school cultures. The findings conclude that the educators interviewed perceive that there is a disconnect between how equity policies are enacted and enforced in Toronto’s urban secondary schools.</td>
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The Ontario Ministry of Education mandates that students in English-language schools participate in a French as a second language (FSL) program from grades 4–8, followed by a grade 9 FSL credit. After meeting these requirements, students can choose to continue or end their FSL education. During this period of mandatory FSL schooling, students are expected to receive, at minimum, 600 hours of French instruction. This study explored the question of how FSL students may come to identify with French language and cultures despite learning within an English-dominated context and the various factors that may affect this process. After analyzing the limited bank of literature addressing this topic, I conducted a study examining teacher conceptualizations and facilitation of what I call French Second-Language Identity (FSLI). Drawing upon Julie Byrd Clark (2010)’s sociocultural perspective and poststructuralist understanding of identity, as well as Bourdieau (2012)’s notions of symbolic capital and Otherness concerning language, I engaged in semi-structured interviews with three FSL educators teaching in English-dominated regions of Toronto. Through thematic analysis and coding, this study found that teachers conceptualized FSLI as the ability for students to see themselves as capable French speakers. The interviews brought to light the linguistic relations and discourses with which students engage daily that ultimately shape their FSLI formation. While teachers facilitated FSLI formation by using purposeful practices and resources to promote FSLI, all teacher participants strongly and repeatedly revealed inherent and significant flaws regarding the structure of FSLI programming in Ontario that hinder FSLI development.

The purpose of this study is to assess the contributions that Chinese international visiting scholars have made toward China’s goal of developing world-class universities. The main research question guiding this study is “How has the Chinese international visiting scholar project made an impact on the process of internationalization of higher education in China?” China invests much resources to support university professors to gain overseas experiences through visiting scholar projects within a larger effort to internationalize its higher education. (Huang, et al., 2016). These scholars go abroad with national, provincial and institutional scholarships for a period from six months to up to two years. As a result, China has been the top sending country of international scholars in the world (Shimmii, 2014). Despite the continued increase in short-term mobility of Chinese scholars and the possible benefits they bring to their home and host institutions, there has been little literature found that focuses on the important population especially on the assessment and the impact of the Chinese international visiting scholar project. This paper is a proposal for a PhD thesis that will include a literature review and the plan for the study. The framework of internationalization of higher education, centre periphery theories in higher education, concepts of brain gain and brain circulation will be examined to develop a lens that supports the understanding of the topic. The study will adopt mixed research method including qualitative interviews and surveys, as well as bibliometrics and analysis of related statistical data.

White Canada prides itself on its diversity, there remains a deeply rooted history of discrimination that dates back to the assimilation of First Nations Canadians. Unfortunately, discrimination is still present in Canada even after its 150th “birthday” (Government of Ontario, 2017). Schools are a valuable place to confront and challenge discrimination because education offers the opportunity to transform attitudes and beliefs. This idea is supported by the Ontario Curriculum Grades 9 and 10 Science (2008), which reveals that antidiscrimination principles influence every aspect of education and in doing so promotes a school climate that encourages fairness and invites learners to think critically about themselves and others in the world. While textbooks are only one aspect of a student’s experience in the classroom, they are an important contributor to their ideas about a subject and can provide subtle messages about which perspectives are valid. This research will be discussing possible steps towards a more anti-discriminatory and inclusive science education by examining textbooks on the Trillium List against the “Antidiscrimination Education and Science” header found in the front matter text of the Ontario Curriculum Grades 9 and 10 Science (2008).
Alana Iannuzziello  
**OISE / IEPO**  
Using ‘What if’ scenarios to promote children to engage in proper scientific reasoning

Scientific inquiry skills are essential for scientific advancement and emphasized in science curricula. One of the most critical of these skills is the ability to control variables (CVS). However, children of all ages do not tend to engage in CVS without instructional scaffolding (Gottfried, 2016). In a novel intervention, we assessed whether engaging children (7- to 10-year-olds) in counterfactual reasoning (CFR, “what if?” thinking) would foster their ability to effectively control variables in the context of a physical science problem. Theoretical parallels have been proposed between CVS and CFR (Rafterseeder & Perrner, 2014; Pearl, 2000; Wenzlheumer, 2009), however this link has not yet been empirically tested. Participants were given two identical ramps that could be varied on two binary dimensions. At pre- and similar post-test children were asked to conduct an experiment to determine how one variable affects the outcome (e.g. show that ball size matters for distance). During the intervention, children watched two short videos of an experimenter using the ramps and were asked a counterfactual or control question after each. In a transfer post-test, children were shown two new binary variables that could be manipulated and were asked to determine how each of the new variables affected the outcome. Both groups showed improved performance from pre- to post-test, Zs > 2.74, ps <.007. However, participants in the counterfactual condition performed marginally better than controls at the similar post-test, Z = 1.82, p = .069, and significantly better at transfer, Z = 2.36, p = .018.

Alicia Hepburn  
**OISE / IEPO**  
Film as a Potential Tool for Teaching Global Citizenship Education: A Review of the Literature

It is impossible to deny that the world has become, and is becoming increasingly globalized and technologized. As such, there has been increased attention on ways to incorporate global citizenship education into curricula and schooling more generally. Furthermore, PISA and OECD have recently announced their decision to assess students’ global competencies in their tests. A review of the literature was conducted to better understand what GCE is, how it is being implemented, and how film might be used as a resource towards the end of developing global competencies. The review, as will be presented on the poster, discusses the variety of ways in which GCE is understood. The multiplicity of conceptions of GCE creates a gap between how GCE is defined and how teachers understand it and, consequently, implement it. It also discusses how teachers struggle to implement GCE even when they have the drive to do so. Reasons for this include: lack of time, lack of resources and lack of confidence due to the complexity of the topic of global issues. Lastly, it presents findings from empirical studies involving the use of film as a resource for teaching about global issues and for the development of skills which are intrinsic to GCE such as critical thinking. To conclude, the poster suggests that further research be conducted to better understand how film might help teachers successfully and explicitly implement GCE in the classroom.

Aryan Arvandi  
**OISE / IEPO**  
Link between first year student athletes and academia: Can an intensive performance schedule (training, diet, travel) enhance an individual’s academic results?

American discourse on the relationship between athletics and academic achievement yield varying results, dependent on which division athletes are examined. Based on the comparative model of Division 3 athletes and athletes in Canada, one can draw the conclusion that they have similar goals and achievements when it comes to being a student. Division 3 athletes prioritize academics and use athletics as a way to supplement their education. This has yielded success in academics and respectable, yet not professional, result in athletics. The same discourse can be applied to Canadian student athletes. Thus, one must analyze possibilities that contribute to the positive correlation between athletics and academics in Canada. I propose that it is the power of routine that makes student athletes prioritize their time and goal set to deal with any stresses pertaining from sport or school. I believe that the power of routine for an athlete is essential for them to balance a busy lifestyle consisting of studies, sport and travel. I plan on conducting a mixed methods approach focusing on student athletes from the University of Toronto and analyzing their first year averages compared to their previous high school grades. I am interested in seeing if there are improvements in grades once entering university and the possible variables that have initiated these results. This is a key issue to research, as many student athletes do not receive the recognition they deserve from professors, observers and potential employers.

Asmita Bhutani Vij  
**OISE / IEPO**  
Rising Sexual Violence in India: From Conventional Mindsets to a Neoliberal Conspiracy?

An average of 92 women are raped every day in India as per the National Crime Records Bureau (2015) report. In the capital New Delhi alone, number of rapes more than tripled in the last five years. Meanwhile, the popular discourse in the media, literature and social circles attributes ‘conventional-patriarchal mind-set’ of Indian society and the lack of dense punishments for perpetrators as the root of this evil. As a result, much of the youth activism and legal reform revolve around confronting the orthodox thoughts that Indian men hold, and devising strict consequences against sexually violent acts. In this paper I argue that sexual violence towards women is a ramifications of the neoliberal agenda. I believe that this kind of a war on women has not only developed side by side with the advent of economic liberalization in the early 1990’s; it is also embedded within, and fueled by the restructuring of social relations that neoliberalism has advanced. The paper attempts to establish parallels amongst the brutal act of rape and the fundamental tools of development in a neoliberal economy. Finally, I contemplate on what could be the possible sites of public pedagogy to rattle the foundations of this nexus.

Bailey Frid  
**University of Western Ontario**  
Intrinsic Motivation and Reading Ability in French Immersion Students

Intrinsic motivation (IM) has been shown to affect reading ability: Particularly, individuals with high IM for reading complete the activity because they genuinely enjoy doing so. It is possible that IM changes over time. Children who fail to adequately understand what they read are likely to be less motivated to read for leisure than children with better comprehension skills. Without adequate support, poor comprehenders will likely have reduced growth in their literacy skills and fewer opportunities to extend their vocabulary knowledge than better comprehenders. IM has been shown to predict one’s attitudes towards language learning, strategy use, and reading proficiency. Reading within one’s first language (L1) can be difficult if the individual has low IM, let alone reading in one’s second language (L2). The current study investigated whether IM can predict reading comprehension success and strategy selection in French Immersion (FI) students. 52 fourth-fifth-grade FI students read short stories in English and French while performing a think-aloud, where they described what they were thinking as they read. Following each story, they answered RC questions (e.g., literal and inferential questions). Students also completed tasks that assessed vocabulary knowledge and reading fluency in each language. IM was assessed with a Parental Questionnaire. Results will be discussed with respect to whether students who are more motivated use complex strategies (e.g., elaborate inferencing, predicting) and experience greater comprehension success. The knowledge gained from this study may influence educators to teach specific reading skills with the hopes of improving students’ IM.
Increasingly, the gap between higher education and the labor market has resulted in a growing effort for post-secondary institutions to address the issue of graduate employability. This poster examines the current focus on work-integrated learning (WIL) in the Canadian higher education system, using Paulo Freire’s notions of critical pedagogy and emancipatory education as its conceptual framework. I will discuss the emergence of the dominant discourse on WIL and provide a brief textual analysis of the Ministry of Advanced Education and Skills Development (MAESD)’s Guiding Principles of WIL. Then, I will critically examine its assumptions and implications in four aspects: (a) the changing purpose of post-secondary education; (b) the individualized and decontextualized perspective that overlooks issues of power and politics; (c) the erosion of autonomy and agency for students; and (d) the false dichotomy between theory and practice. Specifically, a critical perspective to WIL questions how it facilitates or inhibits progress toward the goal of social change through education. A question has been asked to what extent does WIL allow for the cultivation of critical consciousness and leave room for problem-posing such that existing hegemonies can be challenged? Finally, I will introduce community-engaged learning (CEL) as a type of WIL that offers opportunities for students to gain employable skills for their future, and to make meaningful contributions to society during their studies and after graduation. As such, it is a hopeful compromise in balancing the tensions between the dominant and critical perspectives on WIL.

Dominant vs. Critical Perspectives on Work-Integrated-Learning (WIL)

Cherrie Kwok
OISE / IEPO

Cross curricular connections of first aid education and physical/health literacies for K-12 students

Daniel Cursio & Jaime Barratt
Brock University

Le transfert inter-langue dans le programme d’immersion française : la conscience syntaxique

Diana Burchell, Dr. Catherine Mifflau, Dr. Hélène Deacon, & Dr. Xi Chen
OISE / IEPO

Children’s drawings: A measure of academic skill in kindergarten?

Hanna Wickstrom
OISE / IEPO

How Mentoring Programs at School Benefit Adolescent Wellbeing

Heather Clark
OISE / IEPO

First-aid enhances safety awareness, reduces accidents, and saves lives. Research reveals that many people are unable to appropriately respond to situations requiring first-aid. This can lead to deteriorating illness or injuries, disabilities, or even death. Although some people would deem first-aid as a life-skill, most students never learn it in schools. Evidence for school-based first-aid programs iterate that relevant training can be implemented successfully for all ages in schools. In fact, literature review shows that students are required to learn basic first-aid techniques in many countries (e.g., Norway, France, and most states in the U.S.). In Canada, first-aid appears to have limited importance in the curricula. However, safety is undoubtedly recognized as a vital element in the curriculum (e.g., physical education) and in school policies. This presentation will discuss the why, what, and how of teaching the systematic knowledge and skills of first-aid to K-12 students, and examining the challenges and solutions of implementing first-aid education in schools through Constructivist and problem-based learning approaches.


Contemporary kindergarten classrooms are experiencing dynamic change. A growing focus on academic skill is emerging alongside kindergarten programs that employ standards-based academic curricular expectations. Accordingly, researchers and educators must maintain developmentally appropriate academic expectations for kindergarten children, and in doing so, must also engage in developmentally appropriate forms of assessment. Therefore, the goal of the present theoretical study is to understand how children’s drawings could be used as a measure of academic skill in kindergarten. This study originates from an overarching project that examines the impact and implementation of Ontario’s new full-day kindergarten program. The current study adheres to a theoretical framework suggesting that children’s drawings and their emergent writing abilities are functionally similar, as both operate as a system of symbolic communication. Based on this theoretical framework, it will be shown how analysis of well-established print and drawing tasks could be applied to practical settings to help early years educators assess young children’s drawings as a measure of academic skill. Rooted in Ontario’s new kindergarten curriculum, this study exemplifies how theory can inform practice by gaining a deeper understanding of assessment practices in contemporary kindergarten classrooms.

Despite the 2015 update to the health and physical education curriculum, it is still only mandated that Ontario secondary students take one course in this subject before graduating. The current program results in adolescents receiving limited exposure to important health information during a period that is characterized by many health, academic and social challenges. One way that some schools are supplementing the health and physical education curriculum at the secondary level is through school-based mentorship programs in which teachers are matched with groups of multi-level students throughout their secondary school experience. Unfortunately, little information is available about the use of these programs in Ontario secondary schools and more information is needed to determine what the best practices are for implementing and structuring these programs in order to have a positive impact on student wellbeing. To gain this information, interviews were conducted with five Ontario secondary school teachers with more than two consecutive years’ experience acting as teacher-mentors. Based on recurring themes among the interviews, it was determined that mentor programs are already being used in independent schools that promote the development of the whole child, the success of mentor programs depend on participant involvement and a lack of structure, and that mentor programs are especially supportive of adolescent mental health.
Hetal Patel OISE / IEPO The Practice and Strategies of Streaming in the Secondary Mathematics Classroom

The purpose of the study was to examine French language learners’ (FLL) and English language learners’ (ELL) knowledge of orthographic patterns in English and French, the relationship of orthographic knowledge to word reading, and the strategies participants used to distinguish the patterns. I hypothesized that FLL would score higher than ELL on a measure of orthographic knowledge of French and English (combined), but that orthographic knowledge would predict word reading in both groups. The analysis of strategy use was exploratory, given the lack of research in this area. Forty-eight first and second graders (31 FLL, 17 ELL) were asked to (a) complete measures of word reading; (b) classify pseudowords as French or English to assess orthographic pattern knowledge; and (c) identify their strategies for classifying pseudowords. Children’s responses were then coded as phonological, orthographic, or no strategy. Their use of strategy types (n = 48), both groups used orthographic strategies more frequently than phonological strategies, but FLL used significantly more orthographic strategies. Orthographic processing predicted word reading in both languages for FLL, and in English for ELL. For both groups, the FLL group showed the largest orthographic and phonological knowledge, and the ELL group showed the largest phonological knowledge. The results suggest that orthographic processing contributes to English and French word reading.

Kayla Edwards University of Western Ontario Social Exclusion in Children with Attention-Deficit/Hyperactivity Disorder

The practice and strategies of streaming in the secondary mathematics classroom indicate there are shared policies between countries that were backed by inadequate or no research. There are positive and negative effects of streaming dependent on variables such as perceived ability and teacher efficacy. Despite these variabilities, there are strategies, such as ongoing assessment, that could reduce the negative effects of streaming and destreaming within the mathematics classroom. Further research needs to be conducted on strategies implemented in Ontario that can lead to the success of desstreamed mathematics classrooms.

Krystina Raymond Concordia University English or French? How second-language learners discriminate between the two languages

The study also provides insight into the types of strategies L2 children use to discriminate languages with a shared alphabet. Strategy types (n = 48), both groups used orthographic strategies more frequently than phonological strategies, but FLL used significantly more orthographic strategies. Orthographic processing predicted word reading in both languages for FLL, and in English for ELL. For both groups, the FLL group showed the largest orthographic and phonological knowledge, and the ELL group showed the largest phonological knowledge. The results suggest that orthographic processing contributes to English and French word reading.

Lakshmee Devi Ramoo & Micheline-Joanne Durand Université de Montréal Évaluation des compétences langagières des candidats aux ordres professionnels du Québec

Canadian literature continues to flourish and bring multifarious voices and identities to the foray. However, researchers have found that reading lists in Canadian secondary classrooms have tended toward a stagnant list of mostly canonical British and American works and lack Canadian content. The homogenized nature of English studies has been challenged by contemporary scholars and research has begun responding to the growing need for diverse educational practices through literary studies. With the Multicultural Act of 1971, Canada was designated a “cultural mosaic” in which cultural difference would be respected. It has therefore been the duty of Canadian schools to critically engage in the ongoing dialogue around multiculturalism. As such, educational researchers posit that Canadian literature, with its myriad offerings of diverse voices, can act as a vessel through which to rectify diverse and inclusive classrooms in Canada. This poster, which will be based on a review article, will take up three critical questions: What have researchers defined as Canadian literature and what is its place on secondary reading lists? What have scholars found to be some of the barriers to implementing changes in reading materials? What has relevant literature found about how secondary English teachers are using pedagogical strategies to enact diversity through Canadian literature?
Lexi Ewing, Chloe A. Hamza, & Teena Willoughby  
**OISE / IEPO**  
A Longitudinal Examination of University Stressors and Nonsuicidal Self-Injury

Non-suicidal self-injury (NSSI) is a widespread and burgeoning mental health concern among students on university campuses (Swannell et al., 2014). According to Nock’s (2010) theory on the development of NSSI, experiencing stressful life events may undermine an individual’s ability to cope with distress, leading to NSSI as a form of emotion coping behavior. Despite increasing evidence that stressful life events are associated with NSSI engagement concurrently, researchers have yet to examine this association longitudinally or explore the mechanism through which stressful life events may heighten risk for NSSI. In the present study, we examined longitudinal data collected annually from 1132 undergraduate students (70% female, Mage = 19.11 at Time 1) to test Nock’s mediation model. Participants reported on daily stressors (including academic stressors), difficulties in emotion regulation, and NSSI each year for three consecutive years. Consistent with Nock’s theory, path analysis in MPlus revealed that there was a significant indirect effect from daily hassles to NSSI through emotion dysregulation (B = .003, SE = .001, p = .029). Interestingly, this association was bidirectional; greater frequency of NSSI also predicted increased risk for daily stressors through emotion dysregulation (B = .008, SE = .003, p = .004). Our findings provide support for the mediation model proposed by Nock, and suggest emotion regulation may be a key mechanism linking stressful life events and NSSI. Our findings underscore that equipping students with healthier emotion regulation strategies to cope with stressful experiences occurring in university may help to circumvent NSSI.

Louise Lesser  
**Brock University**  
Exceptionalities in ECE: Educators’ perceptions on their preparedness

Men and women’s problems are construed through the masculine construct and affect all forms of relationships, professional and intimate, with men and women, young and old. The oppression of women remains important but many of their problems relate to the male gender construct not the female construct. Much is said how women can defend, denounce or discourage male misconduct but this works to burden women with their hardships. My research provides a link between men and women’s problems and how they link to the masculine construct. I address masculinity and demonstrate how hurtful and oppressive it is for women, children and men. I claim boys initially are victims of the construct they are policed into upholding, reproducing and defending. Boys internalize at a great cost the male gender construct which prepares them to be oppressed and to oppress. Until a majority of men break free from this oppressive box, those who gain power from such masculine stereotypes will continue to oppress women, men and children alike. Equality goes further then reducing the wage gap. Wages need to reflect the value of the work women do in its most diverse expressions which the male gender construct is framed to avoid.

Murray Knuttila and Steven Garlick provide the gender construct framework. I use sources of statistics, quantitative and qualitative research concerning boys’ problems within the K-12 setting, demonstrate their relationship to each part of the “Man Box” and their destructive impacts in their lives as boys and men.

Marie Noël  
**Concordia University**  
Men, Oppressed???

During my time working in Japan I participated in a science focused university-school partnership. This experience inspired me to explore the literature surrounding science outreach programs and science focused university-school partnerships. The three main guiding questions for my literature review were: What kinds of partnerships and programs exist? How do they develop? And, what affects do these collaborations have on all stakeholders: K-12 students, teachers, faculty members, and university students? Results of the literature review show that these programs are a great benefit to the multiple stakeholders. These programs are especially important for the development of 21st century competencies in K-12 students, such as collaboration and critical thinking. In this poster presentation I will talk about the kinds of partnerships in the literature, how they developed, barriers to development, and their impacts.

Oba Powis  
**OISE / IEPO**  
Science Outreach and University-school Partnerships: A Literature Review

Due to the sensitive nature of the occupation, self-care may be of particular importance in the training of counsellors. Without self-care, counsellors can face consequences such as burnout and secondary traumatic stress (STS) (Everall & Paulson, 2004). More than harming themselves, when counsellors neglect self-care, they have been shown to heighten the risk of harming their clients (Thompson, Frick, & Trice-Black, 2011). Though counsellor education programs address the ethical concerns in their practice, it is also ethically important to include self-care training in counselling programs as well. In order to do so, it is important to examine the perspective of experienced counsellors as a way of informing future practice and better suiting the needs of the profession. Therefore, the proposed study seeks to answer the question: How do experienced therapists engage in professional self-care? Thematic Analysis (TA) will be used to interpret meaning from common experiences across in-depth, semi-structured interviews with 7-10 participants with 10 or more years of counselling experience. Through this research, counselling education programs may be better informed of the needs of the profession, and thus better prepare students for the field. By doing so, students may be able to integrate self-care into their lives from the beginning, in turn reducing negative therapist outcomes and reducing the harm to clients as a result of burnout or STS.

Rachel Hammerton & Nicola Gazzola  
**University of Ottawa**  
Experienced Therapists’ Perceptions and Use of Self-Care

This study focuses on Early Childhood Education (ECE) students in a post-secondary setting in Ontario, and their perceptions on preparedness in terms of teaching children with exceptionalities in a daycare or kindergarten classroom. This research is important as it shows how new ECE graduates feel about entering the workforce with children, many of whom have exceptionalities. The issue seen throughout this study is that ECE students believe they are ill-prepared to teach children with exceptionalities based on their post-secondary education. ECE students believe that there is a disconnect between what they learn in a classroom setting and what they learn through real-life experiences. A mixed-methods survey was distributed to ECE students through online posts in various facebook groups. Ten open ended and yes/no questions were included in the survey, and there was a total of 10 questions. Data was collected by means of an online survey website and coded based on answers provided. Findings from 21 participants demonstrated that over 65% of participants had taken two or less classes on inclusion and exceptionalities in children, and that ECE students believe that the gap between classroom teaching and real-life experience is present. Participants mentioned that they felt uncertain about teaching children with exceptionalities and lacked information about how to restrict and discipline those children. While participants stated their uncertainties, 81% noted that they had already personally worked with children with exceptionalities. A self-assessment was also conducted on participants, which found that 22% did not feel well prepared to teach children with exceptionalities.
### Understanding Counsellors' Experiences With Countertransference to Improve Education

**Name**: Amelia Libertucci, Aamir Taiyeb
**Affiliation**: OISE / IEPO
**University**: Ottawa

**Title of Presentation / Titre de la présentation**: Understanding Counsellors’ Experiences With Countertransference to Improve Education

**Abstract / Résumé**:

Countertransference (CT) is a prominent concept in the counselling literature and is commonly defined as the conscious or unconscious reactions counsellors have to their clients, based on their own unresolved conflicts or a client’s maladaptive behaviours. These reactions are repressed and may find expression in counsellors' thoughts, behaviours, or feelings towards the client. While some CT reactions are perceived as positive (e.g., being overly supportive of the client), they still shift focus to counsellors’ concerns rather than those of their clients. This defeats the purpose of therapy. As such, this study reveals counsellors’ experiences with CT to refocus counselling education and practice on client-centered treatment. Since experiences with CT are subjective and specific to individuals, based on their personal experiences and theoretical orientations, I will use a constructivist approach in this study to respect all participants’ perspectives. Thematic analyses (TA) by Braun and Clarke (2012) will shape this study’s methodology. I will seek to answer 3 research questions: 1) What types of CT reactions occur during psychotherapy? 2) Within what contexts do CT reactions occur? 3) How are CT reactions perceived by the therapist (e.g., faulty, beneficial)? I will answer these questions by conducting semi-structured interviews with 9 registered psychotherapists who have practiced psychotherapy for at least 5 years. I expect data will highlight when psychotherapists are susceptible to experiencing diverse CT reactions, which can inform counsellor education, training, and supervision, leading to more ethical practice.

### Inclusion of Culturally and Linguistically Diverse Learners in French Immersion

**Name**: Shelina Adatia
**Affiliation**: University of Ottawa

**Title of Presentation / Titre de la présentation**: Inclusion of Culturally and Linguistically Diverse Learners in French Immersion

**Abstract / Résumé**: Historically, Culturally and Linguistically Diverse (CLD) learners have been excluded from participating in French Immersion (FI) out of concern for their English language development. Although research has disproven this concern, FI teachers still struggle with addressing learner diversity in the classroom. My study explores the experiences of CLD students in FI and concrete ways in which learner diversity is included. This study is informed by Cummins’ theoretical framework for the empowerment of minority students, in which he argues that to empower students of diverse backgrounds, teachers must shift their attitudes and actions in four areas: (1) inclusion of diverse cultures and languages in the classroom, (2) community involvement, (3) pedagogy promoting language as a means of constructing knowledge, and (4) fair assessment practices. Using a purposeful sampling strategy, I will conduct a multi-case study to understand how learner diversity is included across various grades and schools. Two to four CLD learners will be recruited from each class, along with their FI teachers and principal. Methods will include semi-structured interviews, classroom observations, and a reflective researcher journal. Recently, the Ontario Ministry of Education outlined its vision of the CLD learner in French as a second language classes; to achieve this vision, FI teachers must transform both their attitudes towards CLD learners and their teaching practices. After all, shouldn’t all learners feel valued and included in the FI classroom?

### Understanding External Policy Influences in Pakistani Higher Education

**Name**: Shainoor Kara & Nicola Gazzola
**Affiliation**: University of Ottawa

**Title of Presentation / Titre de la présentation**: Understanding External Policy Influences in Pakistani Higher Education

**Abstract / Résumé**: The role of external actors (such as the World Bank, UNESCO, Asian Development Bank) in shaping domestic policy has been widely recognized as an important dimension to studying and understanding policy processes and outcomes. This has especially been the case in lower income, aid-dependent countries such as Pakistan. However, in the case of education aid (including technical assistance) to Pakistan, what has hitherto been missing is an understanding of how external actors have influenced the governance dimension of the Pakistani higher education system. Indeed, ineffective governance and management structures and processes have been identified as a key issue in achieving the overall reform needs in the Pakistani higher education system (Presidential Taskforce on the Improvement of Higher Education in Pakistan, 2002). This presentation will showcase the findings of the author’s original doctoral research in the Pakistani higher education context. From August-December 2017, the researcher conducted 43 in-person interviews (as well as administered an online questionnaire on governance indicators with senior university administrators (Vice-Chancellors/Deans), as well as with government and non-governmental organization representatives in various cities across Pakistan in an effort to shed light on a significant aspect of Pakistan’s higher education system its governance. The main research question is as follows: “How have external actors influenced and affected governance-related reforms within Pakistan’s higher education system?” This presentation at the OISE Graduate Student Research Conference 2018 will showcase preliminary research findings from the data collection phase of the research and will actively seek feedback and advice from peers and colleagues.

### How are ELLs supported in secondary schools? Policy, Power and Practice.

**Name**: Amelia Libertucci
**Affiliation**: OISE / IEPO

**Title of Presentation / Titre de la présentation**: How are ELLs supported in secondary schools? Policy, Power and Practice.

**Abstract / Résumé**: There is a significant increase in new comers to the GTA, specifically in Toronto secondary schools and many of them refugees who have gaps in their education. My proposal is to study how educators work together to support ELLs in GTA Secondary schools. The question is: Are English Language Learners’ needs being met in secondary schools? Policy: Ministry and district/local school policy, specifically Ministry ELL policy in secondary schools and how school districts use the MOE ELL policy to support ELLs.

Power: the influence of power by those stakeholders who hold privilege and access. Those of power and privilege in the education system are those who speak English as their first language who have the knowledge and understanding on how to navigate the education system. Practice: the how in the teaching profession to support ELLs from diverse backgrounds and education experiences

Critical race theory asks questions and raises issues about mainstream society, the dominant group in society, as well as society’s ideals and values that are all socially constructed. This theory has been used increasingly in the field of education. This will be a critical qualitative research study, as it will analyze societal constructs of ELLs as well as educators’ actions based on their constructed knowledge of ELLs. Critical analysis discourse can be used as the approach, or the lens to view how secondary teachers meet the needs of ELLs in the mainstream classroom and how secondary teachers and administrators work together to achieve this goal.
Between 2010 and 2014 the provincial government implemented Full-Day Kindergarten in Ontario. The intent of the program was to provide young children with the best outcomes for early learning through a co-educating model, combining the skills of an Ontario certified early childhood educator (RECE) and an early childhood educator (ECE). Full-Day Kindergarten (FDK) programs have benefited from having two educators responding to students’ learning needs, many teams have experienced challenges from a hierarchal framework created due to differences in professional backgrounds. This qualitative research project examines the perspectives of two RECEs and an Ontario certified teacher currently practicing in the FDK program to understand their conceptualization and perceptions about their co-educating practice and professional relationship and its impact on student learning. Interview results highlight that kindergarten students’ social and emotional needs are being met in the FDK program. However, results also suggest that there is a high level of inconsistency in partnership, undefined roles for the RECE, and unequal practice in relation to professional development and preparation time, which are disruptive to professional relationships. Themes arising from the data include the importance for relationship building, maintaining partnerships, providing adequate planning time, and equitable school policies. Findings from this research serves to offer recommendations to other educators, pre-service teacher programs, administrators, and policy makers emphasizing that in order to provide young children with the best outcomes for early learning, educators need to feel respected and valued in their professional relationships and supported by equitable school practices and policies.

**Angelia Vincent**

OISE / IEPO

The Impact of OCTs and DECEs Relationships and Co-educating Practices on Student Learning

Mental health has proven to be a pressing concern as 16.5% of Ontario students self-identified to have fair or poor mental health (Boak et al., 2016). Due to the marginalization of some students experiencing mental health issues, current discourses on inclusive education have grown to investigate how to support students with psychiatric disabilities (Specht, 2013). However, little research investigates how students living with early psychosis are included, accommodated, and managed in secondary school communities. This, thus, proposed study aims to investigate how Ontario students living with early psychosis are supported and experience mental health practices in educational documents and policy. Educational policy and documents on mental health will be collected from up to 75 different Ontario school boards. Cross sectional quantitative surveys will also be distributed to both mental health professionals, as well as secondary students seeking treatment in local early psychosis intervention programs. Data will be analyzed through a discourse document and comparative analysis. This study aims to provide educators, administrators and policy makers with a more inclusive dialogue on how to include and support students who experience early psychosis.

**Christina Luzius-Vanin**

Queen's University

Including and supporting students living with early psychosis in Ontario secondary schools

I will examine the contentious and highly debated issue of gender-neutral washrooms in public schools across Ontario. I will look at the way online mainstream media presents this issue to the Canadian public in terms of discourses of accommodation when discussing gender-neutral bathrooms in school. I want to know where the discussion is surrounding the inclusion of transgender and gender non-conforming people when seeking safe spaces in school, such as a gender-neutral bathroom. I have only analyzed free online mainstream news media because I want to make sure that it is media that is accessible to everyone. The reason I have chosen to look at online mainstream media is because it is one of the most common ways Canadians in the 21st century engage with news.

**Dan Ovidiu Gal**

OISE / IEPO

Gender-Neutral Bathrooms in Ontario Schools

Recent efforts to reform the history curricula in various Canadian provinces have placed an emphasis on the new pedagogical approach of Historical Thinking based on the work of Peter Seixas (1996) and others (most notably Lee and Ashby, 1987 & 2000). This recently completed research project explores the methodology, preliminary insights and recommendations derived from a classroom study designed to focus on teachers’ cognitive frameworks by means of assessing their application of historical thinking in the classroom. Historical thinking also has the additional potential to positively impact teachers’ and students’ understanding of critical thinking, present in the Ministry’s initiatives of 21st century learning competencies and STEM/STEAM education. This study utilized four case studies (secondary history teachers) within an interpretive/constructivist paradigm, employing a multilayer collection of data including semi-structured interviews, participant-observations, field notes, and document analysis of lesson plans and relevant assessments (Creswell, 2003). This research project was guided by the following questions:

1. How do teachers understand historical thinking in history education?
2. How do they use historical thinking in their classrooms?
3. Do they draw on Historical Thinking Concepts (HTCs) specifically to do so? And if so, how do they evaluate students’ mastery of HTCs?

**David Bussell**

OISE / IEPO

Curriculum change in the classroom: Historical Thinking in Ontario history classrooms

Teachers require good content knowledge to teach mathematics. The need for content knowledge is greater for those teaching grade 7 and 8 mathematics as they teach other subjects as well. For example, a grade 8 teacher may teach math, history, music and physical education. Teachers’ teaching assignments may change every year depending on the needs of the school. It is also common to hear students and teachers saying that “I am not a math person”. Some teachers have high math anxiety and the idea of having to teach grade 7 and 8 math may lead them to plan everything beforehand and to just deliver during class time. This approach to teaching reduces the risk of teachers finding themselves in an awkward situation either because they do not know the answer, or due to a mistake made while responding to a ‘hard’ math-related question or other reasons. In this round table, we will explore what strategies teachers are using in their classroom for effectively teaching mathematics to grade 7 and 8 students. Particular emphasis will be on their use of communication in the classroom.

**David Hung Cheong Lan**

OISE / IEPO

Investigating teacher practices that promote student learning in mathematics

The Impact of OCTs and DECEs Relationships and Co-educating Practices on Student Learning
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<tr>
<th>Name</th>
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<tr>
<td>Helen Liu</td>
<td>Brock University</td>
<td>The Impact of Video Games on Gender Socialization and Identity in Adolescence</td>
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<tr>
<td>Haerin Park</td>
<td>Boston College</td>
<td>Curriculum Design for Pre-service Teachers' Knowledge and Expertise in Inclusive Education</td>
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<tr>
<td>Fatema Rehana Hossain</td>
<td>OISE / IEPO</td>
<td>Mobilizing Knowledge: Exploring the roles and experiences of graduate students</td>
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Using an inductive design, twenty children from a private elementary school, between the ages of three and four, will be interviewed to understand their experience of yoga and perspectives on learning. All children will participate in a weekly yoga session where they will practice yoga poses, meditation, visualization activities and breathing techniques. The researcher will teach the yoga classes and spend time in the preschool classroom as a participant observer. The yoga class will be videotaped for the purposes of observation after the class is complete. During and after the yoga session children will be asked to share their experience of the yoga class using different interview techniques including a Pupil’s Views Template (PVT) and an Illustrated Narrative Journal (INJ). Students will have the opportunity to draw about their experience participating in the yoga class as a nonverbal way of describing their experience. The drawings will be used as a tool for listening to children’s narratives and interpretations. Through an interpretive hermeneutic based analysis, themes will be explored in the children’s experience participating in the yoga program, understanding of the learning process, and ways in which they view themselves and their experience. This study takes the perspective that children are persons of value and emphasizes a sense of present value in childhood. In this context the nature of children’s experiential life becomes of central interest. This study importantly amplifies children’s voices within the study of yoga.

Due to the growth in the number of students from diverse backgrounds in U.S. classrooms, it is imperative for teacher education programs to prepare pre-service teachers to learn how to better meet the needs of their students. To this end, the focus of this study is on the design of a 10-week curriculum for Quality Conversations (QCs) to develop pre-service teachers’ knowledge and expertise in inclusive education. QCs are on-site weekly group discussions that pre-service teachers at a private college in Massachusetts must participate in to reflect on and share their field experiences, led by their program supervisor. However, QCs do not have a systematic structure that facilitates the learning of pre-service teachers; thus, the format and quality of a program supervisor. Since QCs are the only opportunities to build pre-service teachers’ co-constructed knowledge and expertise as a collaborative learning community, I designed a 10-week curriculum based on Learning Science theories, communities of practice, scaffolding, and situated learning. This curriculum will be implemented with a group of pre-service teachers working in the same public school. Also, the curriculum will be further revised through an iterative process in design-based research methodology. Implementing and refining this QC curriculum will help pre-service teachers have collaborative learning opportunities and improve their inclusive teaching practices in real classroom contexts.

My research study aims to explore the perception and attitudes towards gender representation in video games, investigating whether adolescents identify with specific video game characters and the degree to which these relations may influence their notions of gender and identity. The study’s theoretical framework comprises of social cognitive theory, gender schema theory, and cultivation theory. The applied theories examine symbolically derived cognitive mechanisms (Bandura, 2001), retention of stereotypical gender notions observed in youth while forming knowledge structures (Bussey & Bandura, 1999), and media’s ability to alter or selectively reinforce understandings of social reality (Fox & Polokk, 2016). Interview data will be collected from 16 students from grade 7 and 8 classrooms. The method of data extraction will consist of 30-minute semi-structured interviews per student. The first interview component will consist of questions that establish an understanding of video game habits, patterns, and behaviours. Following this will be more open-ended inquiries to heighten comprehension of participants’ perceptions of gender and identity. The final component of the interview will utilize cover images of best-selling video games from 2017, with questions focusing on how the characters are depicted. It is important that educators maintain awareness regarding the types of games accessible to students, their subject matter, and their possible impact on student attitudes and behaviours in order to recognize proactive learning opportunities. Educators equipped with media literacy curricula could play a crucial role in mitigating the power media may possess to negatively manipulate cultural cornerstones.
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<tr>
<td>James Miles</td>
<td>OISE / IEPO</td>
<td>The Benefits and Limitations of Inquiry Based Learning in the History Classroom</td>
<td>This presentation examines the benefits and limitations of conducting historical inquiry in K-12 classrooms and proposes a model for scaffolding the historical inquiry process. Analysis of existing theoretical and empirical research on inquiry learning in history education and science education was undertaken to identify the essential features of inquiry-based learning. Further, semi-structured interviews with ‘expert’ history teachers and history educators were conducted to better understand the benefits and challenges of conducting historical inquiries. The analysis of the literature and the interviews identified many benefits for conducting historical inquiry such as increased student interest in history, improved historical knowledge and historical thinking, and the development of literacy, communication, and research skills. Likewise, significant challenges exist that restrict the use and efficacy of inquiry in history classrooms including lack of teacher understanding of the process and methods of historical inquiry, difficulties developing authentic historical questions, and challenges finding appropriate and relevant evidence. By offering a scaffolded model of historical inquiry with multiple entry points this article hopes to support teachers in designing and implementing engaging and effective historical inquiries in their classrooms.</td>
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<td>Jillian Stagg</td>
<td>OISE / IEPO</td>
<td>Queering Inclusion and the Role of Gay-Straight Alliances in Schools</td>
<td>This proposed research involves the collaborative development of a set of arts-based curriculum tools that use songs to teach about issues related to gender and sexual diversity. The curriculum tools will be developed by a team of secondary school students, a secondary classroom teacher, and an artist-educator (the researcher) to accompany “Queer Across Canada” (QAC, Reid, 2013), a collection of professionally recorded songs based on interviews conducted with LGBTQ families (<a href="http://www.katereid.net/queer_across_canada_2013">www.katereid.net/queer_across_canada_2013</a>). This project involves four stages: 1) the classroom teacher and I will deliver a set of lessons to students based on the QAC songs; 2) students will be invited to respond to the QAC songs by composing their own song, story, or spoken word piece in relation to their own experiences of gender and sexuality; 3) the classroom teacher, students, and I will develop a workshop for teacher candidates at OISE to present research findings and showcase students’ creative responses to the QAC songs; 4) the QAC songs, lessons, and student responses will be made available online in digital format for teachers. Data collection will include recorded classroom sessions, student-teacher conversations, reflective researcher journals, and samples of student classwork and creative responses. Scholarship in affect theory, curriculum and bodies, queer pedagogies, and critical pedagogy will provide the theoretical lens for this research. Participants in this round table discussion will hear short samples of the QAC songs, and will be invited to offer feedback and ideas for the project and participate in a discussion about arts-based pedagogies and research.</td>
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<td>Kate Reid</td>
<td>OISE / IEPO</td>
<td>Queer Across Canada: A Collaborative Arts-Based Curriculum Project</td>
<td>Western education has shifted towards career goals opportunities, and the notion of citizenship education has been downplayed in the educational curriculum. What is the purpose of education today, and how is it manifested in the educational system? The changing nature of education in the secular world will be examined and compared with the purpose of education and the shifts in faith based schools. Using a lens of Jewish Ultra-Orthodox Schools, this presentation draws upon qualitative research conducted at OISE on faith based schools in the Greater Toronto Area, plus an analysis of the cutting edge research in this field.</td>
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<td>Leib Irons</td>
<td>OISE / IEPO</td>
<td>The Changing Purpose of Education: A Case Study of Jewish Ultra-Orthodox Schools</td>
<td>In 2013, Ontario revised the grades 9 and 10 World Studies curriculum, and later in 2015 revised the grades 11 and 12 World Studies curriculum. The new documents organize curriculum expectations into distinct strands: strands B-E focus on geography and history, while strands B-C cover Civics and Citizenship. Strand A however, is inquiry, and it is expected to be interwoven into all other strands. While some teachers understand inquiry, how to incorporate, and how to guide students through the inquiry process, others are at a loss. Using a model focussed on collaboration, trial-and-error, and reflection, the present study describes the collaborative learning process for 12 teachers from five Catholic high schools in Hamilton, Ontario. Teachers met three times between February and May 2018, where they engaged in discussion and explored activities, led by a facilitator at the Hamilton-Wentworth District School Board (HWCDSB). Teachers implemented discussed activities and plans in their classrooms, reflected on their outcomes, and brought back student work to share how the activities went. Using interviews and field notes from meetings, the teachers’ processes on understanding and implementing inquiry in world history courses is documented in the present study.</td>
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<td>Marina Sadik</td>
<td>OISE / IEPO</td>
<td>Understanding and implementing inquiry in the world issues curriculum</td>
<td>In 2013, Ontario revised the grades 9 and 10 World Studies curriculum, and later in 2015 revised the grades 11 and 12 World Studies curriculum. The new documents organize curriculum expectations into distinct strands: strands B-E focus on geography and history, while strands B-C cover Civics and Citizenship. Strand A however, is inquiry, and it is expected to be interwoven into all other strands. While some teachers understand inquiry, how to incorporate, and how to guide students through the inquiry process, others are at a loss. Using a model focussed on collaboration, trial-and-error, and reflection, the present study describes the collaborative learning process for 12 teachers from five Catholic high schools in Hamilton, Ontario. Teachers met three times between February and May 2018, where they engaged in discussion and explored activities, led by a facilitator at the Hamilton-Wentworth District School Board (HWCDSB). Teachers implemented discussed activities and plans in their classrooms, reflected on their outcomes, and brought back student work to share how the activities went. Using interviews and field notes from meetings, the teachers’ processes on understanding and implementing inquiry in world history courses is documented in the present study.</td>
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<td>Maryam Amirrad</td>
<td>University of Ottawa</td>
<td>How does Self-Regulated Learning (SRL) influence medical students’ achievement of their clinical learning goals?</td>
<td>Objective: This mixed methods study will address the role of SRL in achieving clinical learning goals. Method: A “triangulation mixed methods” design, in which different but complementary data is collected on the same topic, will be used. The data in this study will be collected from surveys that are filled out by medical students. The participants will be divided randomly into two groups, one group will have been taught SRL strategies before starting the attachment, and one that has not, which will be the control group. These surveys will test if SRL will positively influence the achievement of clinical learning goals for fourth year medical students in two pediatric departments at two general hospitals in Toronto. Concurrent with this data collection, qualitative in-depth interviews will be held with the medical students to explore the achievement of the clinical learning goals. Intended results: By collecting both quantitative and qualitative data, I will bring together the strengths of both forms of research to compare and validate the results, and answer whether or not SRL influences medical students’ achievement of their clinical learning goals.</td>
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Mozynah Nofal
OISE / IEPO
School leadership practices for ethical tensions in Toronto’s Islamic Schools
In his work Educational leadership: key challenges and ethical tensions (2006) Patrick Duignan argues leaders who are faced with difficult decisions in tensed situation require more than management skills and knowledge. They require "creative, intuitive frameworks based on an in-depth understanding of human nature and of the values, ethics and moral dimensions inherent in human interaction and choice" (10). Educational leaders are often faced with tension situations. In religious schools specifically, the complexity of explicit moral codes and religious ethos add another dimension to the tension situations. As such, this research will explore the leadership approaches to tensed situations in Islamic schools in Toronto, through in depth semi structured interviews with four school leaders. Specifically, this research will take Duignan’s view of reflective practice that yields authentic leaders, to study and understand how Islamic school leaders in Toronto use reflective practice. What are the results of using reflective practice? Furthermore, are their implications of using reflective practices on helping resolve tension situations?

Rafaela Lopez-Cobar
University of Western Ontario
Student’s Experiences in Supervised Alternative Learning Programs: A Narrative Study
In many countries such as the USA, UK and Australia, Alternative Education Programs have been offered as an ideal option, to be used, as a substitute learning setting for those students that are deemed to be at risk of not completing high school. In Ontario, the Ministry of Education, also decided to use Alternative Education Programs. These programs are being utilized under the name of Supervised Alternative Learning Programs (SALP). My research intends to offer substantial insights on the lives of the students that use Supervised Alternative Education programs. As by researching their experiences any myths and uncertainties associated with Alternative Education programs can be identified and interrogated. Thereby allowing us, to attain a closer look, at the state of the Alternative Education System in Ontario, when it comes to comprehending, how the students involved in the Alternative Education system, may experience such programs.

Takako Nomura & Jade Kim
OISE / IEPO
Expressing cultural and linguistic diversity through multimodality
Today, we live in a diverse world in which differing cultures and languages come in contact in various settings. Conceptualizing each individual as having fluid and dynamic cultural and linguistic resources seems to more accurately reflect the complexity of individuals. Reflecting this reality, scholars continue to investigate various ways of expressing culturally and linguistically diverse (CLD) identities, in contrast to the traditional native speaker ideal. In line with this trend, this presentation addresses intersecting identities of CLD individuals and introduce ways of visualizing plurilingual selves using an arts-based collaborative autoethnography. We draw on conceptual parameters including multimodality (Stille & Prasad, 2015), intersectionality (Crenshaw,1989), and plurilingualism (Piccardo, 2013) and employ fictional characters to reflect identities. Our creative representations show how diversity within individual identities can be visualized explicitly as valuable resources. This process also helps plurilingual individuals to reflect on and further understand their own competencies to view them in a positive light. In this way, we highlight diversity existing within each individual which may not always be visible and challenge the monolingual ideal by showing that CLD individuals have rich linguistic and cultural repertoires as resources.

Tasha Dianne Richardson
OISE / IEPO
Using video games in physics class: an exploration of the impact on students’ attitudes and interests
This study explores the impact of using digital video games (DVGs) in an educational context on the attitudes and interests of the player towards physics and physics education. In secondary education, senior physics is the least selected, but often considered a gatekeeper to post-secondary programs. Those students who opt out of further physics education - often due to perceived difficulty, math reliance, and elitism - are opting out of multiple programs later on. The increasing interest and discussion of gamification and entertainment, as well as the investment school boards are currently making in technology, warrant research into how DVGs can be used in an educational environment. I have conducted a pilot study, which used pre-post survey and student reflections regarding their attitudes and interests towards physics and physics education. During this roundtable discussion, I will share the analysis of pilot data, and hope to generate a discussion surrounding how these results contribute to our understanding of the utility of DVGs in education and teacher education programs.

umar umangay
OISE / IEPO
Anti-colonial storytelling of a Higher Education Instructor and Researcher
"How may intersectional approaches focused on the self, antiracism and anti-colonialism produce new knowledge about teacher education?" I will summarize my work in the form of storytelling framed in Pacific Islander epistemology. Our conversations will be based on my work experience as an instructor in the area of Indigenous education, and critiques professional and ethical practices of research methodology in teacher education. I would like participants to have conversations around the challenges of what constitutes professional knowledge, and the pedagogical activities needed to be reviewed and analyzed from an Indigenous conceptual framework. I will also outline the self-study of teacher education practice (S-STEP), and action research used at faculty of education courses may not engage the premise that schooling has colonial/racist agendas. I would argue that to engage in decolonization, the critical aspects of education research and teacher education as colonizing enterprises need to be exposed. As a researcher in an Indigenous community and employing personalized storytelling, we will discuss the idea that the solutions lay within the community’s own methodology and this a point of view supports a form of knowledge capital that is anti-colonial.
Along with globalization, cultural diversity has increased in the modern workplace and English has become a bridge connecting employees from diverse countries. In this context, English learning has been regarded as one of the most critical components in education and career preparation. Despite improvements in English education, students from non-native English-speaking countries have struggled to achieve proficiency in English. Although ongoing improvements in English education have helped more non-native speakers achieve expected proficiency at earlier ages, they encounter new communication problems. In professional work environments, these problems include uncomfortable communication experiences despite high language proficiency, misunderstanding of employee relationships, and difficulties transitioning from a student to employee. One explanation is that the one-way hierarchical communication style adopted in popular English proficiency tests (such as IELTS) shapes learners' understanding of communication in English-speaking workplaces. While celebrating diversity and progress achieved in English education, we should notice a huge gap between communication and proficiency, which necessitates a reflection on current learning patterns. This presentation is based on personal experience in school and in the corporate world as a researcher to illustrate gaps between communication and language proficiency and to explore possibilities to include "communication comfort" in language assessment, which follows sociocultural theory (SCT) derived from Vygotsky. This will help English learners to better prepare for work, to acquire happiness in their future lives through comfortable communication.

**Workshop / Atelier**

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<tr>
<td>Wenyangzi Shi</td>
<td>OISE / IEPO</td>
<td>Language Proficiency versus &quot;communication comfort&quot; among ESL students in the workplace</td>
<td>Despite social justice and field placement being core tenets of social work, there is a lack of literature specific to antiracism and anti-oppression principles in social work field placement within the United States context. This study aims to answer the following question: How do pre-service social workers who receive anti-oppressive and antiracist trainings during their fieldwork placement, respond to these trainings? To address this gap, this study constructs and tests a pedagogical approach to train pre-service social workers for work with and among marginalized and racialized communities. This study has two purposes: 1) To evaluate the quality of four anti-oppressive and antiracist trainings among pre-service social workers during their fieldwork placement using post-training questionnaires and 2) to gain insights and incorporate pre-service social workers' feedback and voice in future anti-oppressive and antiracist trainings through focus group interviews. Based on qualitative methods, 10-12 pre-service social workers will be recruited to participate in two focus groups during the winter of 2018. These focus groups will develop understanding of best practices and effective approaches to anti-oppression professional training in the field of social work. This study research not only gives voice to pre-service social workers, but it also seeks to address and promote an understanding and awareness of institutional and systemic racism as well as oppression within the United States context.</td>
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<tr>
<td>Zolia Del-Viliar</td>
<td>OISE / IEPO</td>
<td>Incorporating anti-oppressive and antiracist trainings during field placement</td>
<td>How do pre-service social workers who receive anti-oppressive and antiracist trainings during their fieldwork placement, respond to these trainings? To address this gap, this study constructs and tests a pedagogical approach to train pre-service social workers for work with and among marginalized and racialized communities. This study has two purposes: 1) To evaluate the quality of four anti-oppressive and antiracist trainings among pre-service social workers during their fieldwork placement using post-training questionnaires and 2) to gain insights and incorporate pre-service social workers' feedback and voice in future anti-oppressive and antiracist trainings through focus group interviews. Based on qualitative methods, 10-12 pre-service social workers will be recruited to participate in two focus groups during the winter of 2018. These focus groups will develop understanding of best practices and effective approaches to anti-oppression professional training in the field of social work. This study research not only gives voice to pre-service social workers, but it also seeks to address and promote an understanding and awareness of institutional and systemic racism as well as oppression within the United States context.</td>
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<td>Baani Kaur Bhathal</td>
<td>OISE / IEPO</td>
<td>Educator opinions on the efficacy of Sikh &amp; Asian Heritage Month in creating equity in schools</td>
<td>Our world is becoming increasingly interdependent. We need to learn how to live together peacefully so that we can tackle problems such as climate change and improve the quality of life for more people. As educators, how do we prepare youth to participate positively in this connected environment? One way is to model the building of strong and dynamic communities in secondary school classrooms. Mindfulness practices can be used to bring attention to our interconnectedness and increase awareness about the importance of fostering collaboration. Dialogue can be facilitated in ways to build understanding together. By infusing a classroom with mindfulness and dialogue, educators create the conditions for a group that learns together and relies on each other, rather than a group of individuals competing for individual grades. This workshop will model how to weave mindfulness practices and dialogue into secondary school classrooms, although the practices can be modified to suit any audience. Sample mindfulness practices and dialogue include centering exercises at the beginning of class, moments of pause throughout class to consider the impact of one's actions, and small group discussions for deepening exploration on a given topic. Participants can expect to engage in these activities and reflect upon what the practices may look like in their own classrooms. Anyone interested in improving the quality of their classroom community will benefit from attending this workshop.</td>
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<td>Julie Kim</td>
<td>Boston College</td>
<td>Mindfulness and Dialogue to Build Community in the Secondary Classroom</td>
<td>This research is concerned with the stereotyping and tokenizing of Sikh and Punjabi culture in Ontario schools through Sikh Heritage Month and Asian Heritage Month. This study aims to draw attention to surface-level celebrations of culture and ways in which it inhibits students and teachers from participating in and celebrating multiculturalism meaningfully. The research participants are Punjabi-Sikhs, who commented on whether cultural heritage celebrations during Sikh Heritage Month and Asian Heritage Month were superficial or meaningful. They also commented on how to establish equity amongst teachers and students. The interviews were conducted with teachers who work, and have worked, in the Peel District School Board because of its high concentration of South Asians. The teachers also attended school in the GTA at a time when they were visible minorities in their classrooms. Their unique insights were helpful in understanding the role of heritage celebrations and equity. This small sample of Ontario educators showed that Sikh Heritage Month and Asian Heritage Month have the ability to tokenize the Sikh religion and Punjabi culture, despite having the potential for genuine inclusivity through community building.</td>
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<td>Marina Sadik</td>
<td>OISE / IEPO</td>
<td>How to give an effective presentation</td>
<td>In an age of multimedia, powerpoint has become one of the most common modes of presentation. As academics, we create presentations, often struggling to hold an audience's attention. Likewise, we sit through presentations wondering when it will get interesting, or end. But what makes a presentation effective? Why does an audience walk away from one presentation remembering everything, and walk away from another having wasted an hour? We can use principles from cognitive psychology, memory, attention, and learning, to create the most effective presentations for an audience. Optimizing learning through multimedia design is a growing field in cognitive psychology, but has not quite reached education yet. Everyone has an important message, this workshop will teach you how to deliver that message effectively. Please bring your presentation on your device, as we will be working on it in this workshop.</td>
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<td>Said Sidani</td>
<td>OISE / IEPO</td>
<td>Let's tech about it: Approaches to integrating digital technology in your teaching</td>
<td>This interactive workshop aims to support FSL elementary teachers in fostering a culturally responsive classroom environment. Teachers will have the opportunity to explore how promoting plurilingualism in the FSL classroom has the potential to empower all students. In addition, teachers will be given practical tools to help them start their journey towards FSL programming that reflects the linguistic and cultural diversity of their learners. By the end of this workshop, teachers will be able to: understand the role of culturally responsive pedagogy in FSL education, identify practical strategies that they could apply in their teaching practice to build confidence among FSL students, particularly English language learners. Discussions will center around an FSL teacher’s resource, authored by the presenters, which supports culturally responsive pedagogy that links a multilingual children’s book, “The Best of All Worlds/Le meilleur monde imaginable,” to expectations in the Ontario FSL curriculum. This easy-to-follow resource supports teachers in creating a plurilingual classroom that reinforces positive transfer between languages. Teachers will learn how to use this resource in order to facilitate language learning and promote respect for the linguistic and cultural diversity that students bring to the classroom. Although this workshop is geared towards FSL teachers, all teachers interested in supporting their students through culturally responsive pedagogy are welcome.</td>
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<td>Serena Quintal &amp; Karen Devonish-Mazzotta</td>
<td>OISE / IEPO</td>
<td>Le meilleur monde imaginable: Celebrating FSL Students’ Linguistic and Cultural Diversity</td>
<td>The literature review I will present consists of a combination of 208 peer reviewed journal articles, books, dissertations, and magazine articles used to examine recent historical thought on persistence factors found in graduating bachelor STEM (science, technology, engineering, and mathematics) degrees. I will discuss my methodology, extrapolate and isolate evidence of key replicable persistence factors found among this demographic. Although all the authors in my study agree on the importance of identifying and reinforcing critical attributes identified in successful matriculation at the university level, many disagree about their intrinsic versus extrinsic nature. I briefly engage, then, the age-old argument of nature versus nurture, but provide full discussion and workshop on documented evidence proving beneficial effects of college preparatory programs offering training and support around key elements that have been proven to replicate successful matriculation and graduation, specifically among FGUS STEM students. I will discuss potential solutions to historically low graduation rates among FGUS STEM students, and will summarize my theoretical framework. I will engage a dialog around contemporary issues with problematic, high attrition rates, then describes retention patterns discovered in my research. I will engage documented cases proving effective academic preparation, the importance of pre-college character development, the impact of socioeconomic factors, parental education background, and student faculty relationships, as critical to student success factors leading to graduation. I will discuss my research findings and the limitations of my study, and will enumerate implications for future research in this compelling area of educational leadership from the standpoint of student support.</td>
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<td>Veronique W. Merritt</td>
<td>OISE / IEPO</td>
<td>Applications for Persistence Factors Found in Graduating STEM Bachelor Degree Earners to First Generation STEM Students</td>
<td>Recent shifts in Ontario secondary history education from teleological/linear approaches to more nuanced discussions of grand historical narratives and their problems suggest the need for a rethinking of pedagogical strategies and approaches to teaching history. Despite changes in Ontario history curricula to incorporate historical and critical thinking concepts, many teachers still remain unsure of how to address the contested nature of historical narratives while also achieving high levels of student engagement (and thereby promoting student success). Duo/poly-ethnography is a qualitative research method where the researcher is also one of the research subjects in a critical discourse with a small number of other researchers/research subjects. This method, applied to secondary level history education, could posit a way to promote a more nuanced understanding of history while increasing student engagement. This method also holds promise for shifting the power dynamic in the classroom, as it facilitates the co-construction of educational experiences between with and students and teachers. This workshop will provide attendees with an overview of duo/poly-ethnography as a qualitative research method, as well as a preliminary framework for applying such an approach to secondary history education. The workshop will include a small interactive component where the group will explore the process of analyzing a duo/poly-ethnographic conversation transcript for [historical] significance.</td>
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<td>Victoria Grace Marsh</td>
<td>OISE / IEPO</td>
<td>Historical Narrative (De)construction through Poly-ethnographic Dialogue</td>
<td>The role of digital technology in the classroom cannot be underestimated. It continues to rapidly evolve as a meaning-making tool that contributes to digitally-mediated relationship-building among students and teachers. The potential affordances of technology require educators to examine their attitudes toward and competencies using various tools with different goals in mind (e.g. presenting information, assessing students, building community). An understanding of frameworks such as TPACK and ISTE Essential Conditions that inform digital technology use in the classroom represents a necessary first step in helping us become more aware of our areas of strength and avenues for improvement in pursuit of a pedagogical approach that intentionally employs the use of technology for specific purposes. Workshop participants will have the opportunity to reflect on their experiences with digital technology use while highlighting challenges and successes that can better inform their practice. It is intended for any educator (e.g. teacher candidates, in-service teachers) with an interest in digital technology integration, regardless of level of experience. The completion of a placemat activity and interaction with select digital tools will help participants interrogate their dispositions and unlock the pedagogical possibilities afforded by technology use. Most importantly, a roundtable discussion will be facilitated to unpack emerging trends and subjects based on participant interest, thereby emphasizing the collaborative nature of continued professional learning and its power to contribute to meaningful changes in teaching practice. Access to a device (e.g. cellphone) is strongly recommended.</td>
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Motivational Interviewing: A powerful way to engage youth with climate change

We know climate change is happening due to a vast amount of scientific research. Yet, most educators have experienced difficulty engaging students to take on new environmentally-friendly behaviours. Environmentum, a Project of Tides Canada, has developed innovative new communication strategies based on decades of behaviour change research from the health sciences. At the core of Environmentum’s approach, and this workshop, is the well-researched and supported technique of Motivational interviewing (MI). Motivational Interviewing is a leading clinical practice to help people change “sticky” behaviours including smoking, drinking, drugs and more. Environmentum has translated and applied MI to address the “stickiness” of fossil fuels in our classroom-based Climate Conversations workshop.

This workshop will include:
• A brief review of motivational interviewing principles
• A brief discussion of Environmentum’s application of motivational interviewing in classroom settings
• An engaging, experiential learning activity where each attendee will try out motivational interviewing skills taught in the session
• A Q&A discussion to explore opportunities for collaboration, research, and innovative approaches to make climate education more engaging & less confrontational

Three ways to define what is MI:
1) A collaborative, person-centered form of guiding to elicit and strengthen motivation for change.
2) One of the best (if not the best) ways to cultivate sustained behaviour change in people.
3) A scientifically rigorous set of principles that govern my behaviour in order to maximize the likelihood that someone else will choose change.