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*Please note!*

This year's conference coordinating committee has decided to take a green initiative by only printing presentation synopses (and not detailed abstracts). This has reduced the amount of printed material distributed to each participant by half. This version of the conference program includes synopses of all presentations. The version containing all detailed abstracts is only available online (<http://www.mcgill.ca/education/egss>). Thank you for your understanding and cooperation in this matter!



McGill

# **Making Education Count: Bridging Educational Research and Practice**

The 7<sup>th</sup> Annual EGSS Conference  
Friday, March 14<sup>th</sup> and Saturday, March 15<sup>th</sup>, 2008

We welcome you on behalf of:

## **The Education Graduate Student Society (EGSS)**

Faculty of Education  
McGill University

## **Office of the Dean**

Faculty of Education  
McGill University

## **The Paulo and Nita Freire International Project for Critical Pedagogy**

Faculty of Education  
McGill University

## **Eastman Custom Publishing**

1010, Sherbrooke Street W. Suite 612  
Montreal, Quebec

## **A Message from your Conference Coordinating Committee**

We would like to take this opportunity to thank all the graduate students who volunteered and helped us along the way. We could not have done it without you! We would also like to thank all of the Faculty and staff who made this day a possibility:

Dean Jamshid Beheshti  
Joyce Gaul  
Jennifer Coutlee

Shirley Steinberg  
Carole Grossman  
Jim Harris

It has been a very interesting and challenging endeavor to coordinate the 7<sup>th</sup> Annual Education Graduate Student Society Conference here at McGill. We hope you enjoy it as much as we enjoyed planning it!

**Sarah-Jane Renaud**

**Elizabeth Roberts**

**Melanie Wilson**

**Ashleigh Yule**

EGSS 2008 Conference Coordinators

# **Message from the President Education Graduate Student Society (EGSS) 7<sup>th</sup> Annual EGSS Conference**

As the President of the Education Graduate Student Society (EGSS), I am pleased to extend this warm welcome to the 7<sup>th</sup> Annual EGSS Conference at McGill University! The conference is a wonderful opportunity for graduate students to expand our academic networks and share our work with other students, faculty members, and participants from across Canada.

This year's conference further challenges us to *make education count* – consider different perspectives, become informed about leading research, and create new dialogues. Most importantly, make your own graduate education count by sharing insights, expertise, fellowship, and celebrating the true interdisciplinarity of the Faculty of Education.

This will be the third time I have experienced the conference from “behind the scenes” as a member of the EGSS Executive and each year, I am impressed by the creativity, organization, and commitment of the Conference Coordinators. This year has been no different! Many thanks to Elizabeth, Sarah-Jane, Ashleigh, and Melanie – who have ensured that the 2008 EGSS Conference will be an exceptional event. On behalf of the EGSS, I would also like to convey our sincere appreciation to all faculty and staff members, and Interim Dean, Professor Jamshid Beheshti. The support we receive from the Faculty of Education ensures the success of the EGSS Conference each year.

I hope that you will enjoy the next two days and take advantage of this opportunity to consider how you can *make education count*!

**Jessica Toste**

President, Education Graduate Student Society



## Keynote Address Information

**Dr. Henry Giroux**  
**March 14<sup>th</sup>, 10:00 a.m.**

*“Youth and the Politics of Disposability: Critical Education in the New Gilded Age”*

Dr. Giroux received his Doctorate from Carnegie-Mellon in 1977. He then became professor of education at Boston University from 1977 to 1983. In 1983 he became professor of education and renowned scholar in residence at Miami University in Oxford, Ohio where he also served as Director at the Center for Education and Cultural Studies. He moved to Penn State University where he took up the Waterbury Chair Professorship at Penn State University from 1992 to May 2004. He also served as the Director of the Waterbury Forum in Education and Cultural Studies. He moved to McMaster University in May 2004, where he currently holds the Global Television Network Chair in English and Cultural Studies.

**Fred Penner**  
**March 15th, 10:00 a.m.**

*“WHAT A DAY”*

With a voice and spirit familiar to an international audience and across generations, Fred Penner - father and entertainer - will explore his journey into the world of communicating with children. Through music and story he will reveal the experiences that have helped to shape his philosophy, creativity and life-long commitment to nurturing children. Through music, live performances, video recordings and a 13-year international television series, *Fred Penner's Place*, Fred has been welcomed into the hearts of families everywhere.

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
08:30 – 10:00	Entrance / Foyer	On-site registration, pick-up of conference booklets and packages.		
<b>10:00 – 11:30</b>	<b>S 1/4 (St. Biology Building)</b>	<b>Keynote Address</b>	<b>“Youth and the Politics of Disposability: Critical Education in the New Gilded Age”</b> Henry Giroux, Global Television Network Chair Professor, Faculty of Humanities, English and Cultural Studies Department, McMaster University.	
<b>11:30 – 12:30</b>	<b>Foyer</b>	<b>Lunch Break</b>	<b>Lunch is available for a low cost at either Thomson House or the Education Building cafeteria.</b>	
12:30 – 1:30	Room 433	Roundtable Discussions	<ul style="list-style-type: none"> <li>• Thi Xuan Thuy Nguyen, Inclusive Education, “Beyond an Education for the Other: A Theoretical Premise for Re-constructing Inclusive Education”</li> <li>• Dana Salter &amp; Jessica Toste, Teacher Education, “<i>Sounds Good in Theory, But... : Issues in Pre-Service Teacher Acceptance of Inclusive School Practices</i>”</li> </ul>	
	Room 434	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>• Adeela Arshad-Ayaz, Culture and Values in Education, “The contribution of critical pedagogy and critical theory of technology in techno-literacy and educational equity around the world”</li> <li>• Melanie Wilson, Culture and Values in Education, “Making education count by connecting students across the globe: An overview of globally networked learning environments (GNLEs)</li> <li>• Anna McClean &amp; Julia Medland, Culture and Values in Education, “Peace, education, and the arts”</li> </ul>	
	Room 233	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>• Haleh Raissadat, Educational Psychology, “Effects of an asynchronous online course on promoting positive attitudes towards safer sex practices for university-age young adults”</li> <li>• Jessica McBride &amp; Jeffrey Derevensky, School Psychology, “Internet gambling among college students”</li> <li>• Alyssa Baxter, School Psychology, “Non-suicidal self-injury among high school students: Willingness to access school-based support”</li> </ul>	
	Room 103 (12:30- 2:45)	Film Screening	<ul style="list-style-type: none"> <li>• John Pascarella</li> <li>• David Smith (Director)</li> <li>• Lynn Gatto (Star of film)</li> </ul>	Special Screening of: <i>A Life Outside</i> The Inspiration Story of Lynn Gatto, 2004 New York State Teacher of the Year <i>Followed by a 30-minute discussion period.</i>
	Room 129	Panel Presentation	<ul style="list-style-type: none"> <li>•Carolynne Ali Khan (Chair)</li> <li>• Jimmy Kalamaras</li> <li>• Joelle Tutela</li> <li>• Ramon Robles-Fernandez</li> <li>• Kate E. O'Hara</li> <li>• Pam Joyce</li> </ul>	Culture and Values in Education “Education that Empowers”

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
1:45 – 2:45	Room 433	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>James Corcoran, Second Language Education, “L1 in the adult EFL classroom: Framing NNES teacher beliefs and practices”</li> <li>Constance Lavoie, Second Language Education, “The impact of bilingual education on cultural sustainability in Burkina Faso”</li> <li>Seong Man Park, Second Language Education, “The role of Korean ethnic churches for Korean-Canadian students’ Korean language and culture maintenance in Montreal”</li> </ul>	
	Room 434	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>Julie Godward, Culture and Values in Education, “A documentary analysis of representations of artists, cultural groups, and artwork in elementary school visual arts curriculum resources”</li> <li>Boyd White &amp; Nicole Mongrain, Culture and Values in Education, “Eyes wide open: A philosophical inquiry into the place of aesthetics in education”</li> <li>Melodie Chan, Educational Leadership, “Opening communication circles somewhere amidst chaos and community: Arts-based work on “home” and homelessness with youth and marginalized individuals”</li> </ul>	
	Room 233	Roundtable Discussions	<ul style="list-style-type: none"> <li>Anna Tirovolas, Akanksha Sharma, &amp; Karla Dockery, School Psychology, “Perceptions on the role of school psychologists”</li> <li>Colin Campbell &amp; Christine Saykaly, School Psychology, “Obesity in schools: A school psychology approach”</li> </ul>	
	Room 103 (12:30- 2:45)	Film Screening (Continued from previous session)	<ul style="list-style-type: none"> <li>John Pascarella</li> <li>David Smith (Director)</li> <li>Lynn Gatto (Star of film)</li> </ul>	Special Screening of: <i>A Life Outside</i> The Inspiration Story of Lynn Gatto, 2004 New York State Teacher of the Year  <i>Followed by a 30-minute discussion period.</i>
3:00 – 4:00	Room 433	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>Jillian Tomm, Information Studies, “The education of Raymond Klibansky”</li> <li>Nahid Tabatabaei, Information Studies, “Information flows between library and information science and education discipline as reflected in ISI subject categories’ cross citations”</li> </ul>	
	Room 103	Panel Presentation	<ul style="list-style-type: none"> <li>Ramona Arora</li> <li>Guiliana Cucinelli</li> <li>Nicole Fiore</li> <li>Myunghee Kim</li> <li>David Pickup</li> </ul>	Teacher Education “Expanding Learning Environments: Multidisciplinary Approaches to Educational Research”

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
3:00 – 4:00	Room 434	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>• Tayeb Al-Tayeb, Culture and Values in Education, “Education, identity formation, an politics: The case of Saudi Arabia”</li> <li>• Pan Wang &amp; Yasuko Senoo, Culture and Values in Education, “Chinese and Japanese people’s English name and their identities”</li> <li>• Emily Doyle, Counselling Psychology, “How psychology has constructed self-esteem: A historical perspective”</li> </ul>	
	Room 233	Roundtable Discussions	<ul style="list-style-type: none"> <li>• Farveh Ghafouri, Child Development, “The Image of My Child”</li> <li>• Debbie Carroll, Educational Psychology, “Making children's multiple intelligences count: A study of children's use of personal, social and material resources to solve a music notational task from a social constructivist perspective”</li> </ul>	
4:15 – 5:15	Room 129	Panel Presentation	<ul style="list-style-type: none"> <li>• Ran Tao</li> <li>• Eun Park</li> <li>• Susann Allnutt</li> <li>• Claudia Mitchell</li> </ul>	Culture and Values in Education “Seeing for ourselves: Uses of the visual”
	Room 233	Roundtable Discussions	<ul style="list-style-type: none"> <li>• Shaheen Shariff, Andrew Churchill, Julie d’Eon &amp; Tomoya Tsutsumi, Culture and Values in Education, “Anti(?) -Social Behavior: Considering Divergent Models of Cyberspace and Exploring their Concomitant Policy Considerations”</li> <li>• Anthony Paré, Dana Salter, Doreen Starke-Meyerring, Melanie Wilson &amp; Larissa Yousoubova, “Doctoral Writing: New Pressures and Perspectives”</li> </ul>	
4:15- 5:30	Education Foyer	<b>Poster Session Wine &amp; Cheese</b> <ul style="list-style-type: none"> <li>• <i>See the conference program for presentation details</i></li> </ul>		

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
8:30 – 9:45	Entrance / Foyer	On-site registration, pick-up of conference booklets and packages.		
10:00 – 12:00	Ballroom (second floor)	<b>Keynote Address &amp; Brunch</b> <i>*Note: no late entrance</i>	<b>“WHAT A DAY”</b> Fred Penner, world renowned children’s entertainer, and host of the CBC series <i>Fred Penner’s Place</i> (1985-1997).	
12:00 – 1:00	Room 1 (Main floor)	Workshop	• Ruxandra Vlad	Teacher Education “Stress Management Workshop”
	Room 2 (Third floor)	Roundtable Discussions	<ul style="list-style-type: none"> <li>• Sandra Sheppard &amp; Henry L. Taylor, Culture and Values in Education, “Linking Schooling To Community Development”</li> <li>• Sabrina Ford, Curriculum Studies, “The Erroneous Treatment of Multiculturalism in Quebec’s Current Elementary Curriculum Reform Document and Superficial Educational Applications”</li> </ul>	
	Room 3 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Christina Rudd, Teacher Education, “‘Amazed by details and the really big bustle.’ The mirror of identity and practice: Education students narrate the development of their beginning teacher identity while teaching pre-adolescent students in a library literacy project”</li> <li>• Shawn Michael Bullock, Teacher Education, “Learning to Think Like a Teacher Educator”</li> <li>• Liz Airton, Teacher Education, “Staging an anti-genderist intervention with pre-service teachers: The what, the why and the how”</li> </ul>	
	Room 4 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Blair Sawa, Culture and Values in Education, “Teaching the <i>subject</i> in Religious/Belief Education: Articulating belief narratives”</li> <li>• Amanda Pyykonen, Culture and Values in Education, “A Documentary Analysis of Pedagogical Approaches Presented in Ontario’s Moral Education Supplementary Resources”</li> <li>• Gholamreza Emad &amp; Wolff-Michael Roth, Curriculum Studies, “Toward the Improving of the Vocational Education Policies”</li> </ul>	
	Room 5 (Main floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Lucy Cumyn &amp; Susanne Lajoie, Educational Psychology, “The focus of pre-course reflection in statistics teaching”</li> <li>• Rick Noble &amp; Elizabeth Roberts, Educational Psychology, “Metacognition and Math: A Synopsis of Burgeoning Fields”</li> <li>• Jovan Groen, Educational Psychology, “The Nature of Interest in the Elementary Science Classroom”</li> </ul>	

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
12:00 – 1:00	Basement	Panel Presentation	<ul style="list-style-type: none"> <li>• Adeela Archad-Ayaz</li> <li>• Melanie Wilson</li> <li>• David Hill</li> <li>• Tayeb Al-Tayeb</li> <li>• Amandeep Singh Sidhu</li> <li>• Anita Menon</li> <li>• Mary-Ann Colin</li> <li>• Nicole Fiore</li> <li>• Teresa Oppedisiano</li> <li>• Selina Mackie</li> </ul>	Culture and Values in Education “The Effects of Globalization in Education”
1:15 – 2:15	Room 1 (Main floor)	Workshop	<ul style="list-style-type: none"> <li>• Claude Trépanier</li> </ul>	Education “The Uses and Benefits of Skills Typologies”
	Room 2 (Third floor)	Roundtable Discussions	<ul style="list-style-type: none"> <li>• Karina Smith, Culture and Values in Education, “An Alternative to Tradition: Making a Thesis Accessible”</li> <li>• Charlotte Hussey, Culture and Values in Education, “Glossing Fairy: The Other as Nature”</li> </ul>	
	Room 3 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Carmen Sicilia &amp; I-Pei Tung, Teacher Education, “Scaffolding student collaborative interaction through socio-cultural mediation: Tools, rules and roles”</li> <li>• Karla Culligan, Second Language Education, “Retention and attrition in a grade eleven french immersion (FI) mathematics program”</li> <li>• Eloise Tan &amp; Haidee Lefebvre, Culture and Values in Education, “Facing the challenges of multicultural education in a distinct society: A qualitative based inquiry in times of reasonable accommodation”</li> </ul>	

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
1:15 – 2:15	Room 4 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Teresa Jane McLean, Curriculum Studies, “Negotiations of a Critical Feminist Pedagogue Engaged in Constructing a Critical Literacies High School Curriculum”</li> <li>• Frances Helyar, Curriculum Studies, “Creating the Good Canadian: History Education in 1920 New Brunswick”</li> <li>• Shuhua Chen, Curriculum Studies, “The PhD Dissertation Defense in Canada: An Institutional Policy Perspective”</li> </ul>	
	Basement	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Mina Popliger, Child Development, “Children’s white lie-telling: Behavioural motivations and evaluations of honesty and dishonesty”</li> <li>• Cindy Arruda, Child Development, “Liar Liar: The influence of relationship status on the moral judgments of children and adults ratings of antisocial and prosocial lies.</li> <li>• Shanna Williams, Child Development, “ Children’s deception and socio-cognitive development”</li> <li>• Sarah-Jane Renaud, Child Development, “Detecting lies: What makes a good detector?”</li> </ul>	
	Ballroom (1:15- 3:45)	Performance	<ul style="list-style-type: none"> <li>• Donald King</li> </ul>	Culture and Values in Education “Sinking Neptune: Challenging Euro-Centricity and Racism by Deconstructing ‘Canada’s First Play’”
	Room 5 (Main floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Maria Gordon, Education, “Demystifying Chronic Illness: Children with Inflammatory Bowel Disease Share Their Strategies for Coping with Symptoms at School”</li> <li>• Tara Findlay, Educational Psychology, “ ‘What about me?’: The need for psychosocial services for the adolescent children of cancer patients”</li> </ul>	
2:30 – 3:30	Room 1 (Main floor)	Workshop	<ul style="list-style-type: none"> <li>• Lisa Endersby</li> </ul>	Educational Leadership “FAMOUS: Being a Role Model on Campus”

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
2:30 – 3:30	Room 2 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Sandra Chang-Kredl, Curriculum Studies, “Children’s multimodal literature: Books, films, and other texts”</li> <li>• Bronwen Low &amp; Jacqueline Celemencki, Culture and Values in Education, “Keeping it real: The discourse of authenticity and the challenges for hip hop”</li> <li>• Christopher Richards-Bentley, Culture and Values in Education, “A Guide to Navigation during Perilous Times”: Queer Individuals’ Construction and Preservation of their Histories, Identities and Activisms”</li> </ul>	
	Room 3 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Kevin Chin, Teacher Education, “Autobiography as experiential resource for teaching human rights education (HRE)”</li> <li>• Leah Dobrinski, Teacher Education, “Educators’ views about teaching environmental education”</li> <li>• Theodore Christou, Teacher Education, “Educational history and Ontario teacher education: Divorce or trial separation?”</li> </ul>	
	Room 4 (Third floor)	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>• Alison Crump, Second Language Education, “Native English speaking teachers needed! Investigating the boundaries of critical applied linguistics”</li> <li>• Kimiko Hinenoya, Second Language Education, “Is the traditional interpretations of <i>the</i> enough? Investigating the conceptual complexity and accessibility of the English definite article: <i>the</i>”</li> <li>• Yingli Yang, Second Language Education, “The effect of corrective feedback on Chinese learners’ acquisition of past tense”</li> </ul>	
	Room 5 (Main floor)	Multiple Paper Presentations	<ul style="list-style-type: none"> <li>• Jessica Morris- Frébourg &amp; Shaheen Shariff, Educational Psychology, “Children’s Protection &amp; Participation in Domestic Law: Educational Implications”</li> <li>• Zahra Sunderji &amp; Shaheen Shariff, Educational Psychology, “Gifted Children: Are we Including Everyone?”</li> <li>• Hoda Obeid, Second Language Education, “Effect of Training in Think-Alouds on (L1) and (L2) Reading Comprehension of Eighth Grade EFL Students: Methodological Issues”</li> </ul>	
	Ballroom (1:15- 3:45)	Workshop ( <i>Continued from previous session</i> )	<ul style="list-style-type: none"> <li>• Donald King</li> </ul>	Culture and Values in Education “Sinking Neptune: Challenging Euro-Centricity and Racism by Deconstructing ‘Canada’s first play’”

<b>Time</b>	<b>Location</b>	<b>Type of Session</b>	<b>Presenters</b>	<b>Title</b>
3:45 – 4:45	Room 1 (Main floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Khalil Ur Rehman Wain, School Psychology, “Development of a standardized achievement test in physics at the secondary level”</li> <li>• Valerie Sami, School Psychology, “Predictors of teacher and pre-service teachers' responses to school bullying situations”</li> <li>• Christina DeRoche, Educational Psychology, “Stigma in the general education classroom: Inclusion of students with learning disabilities”</li> </ul>	
	Room 2 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• Tanya Rodrigues &amp; Ranilce Guimaraes-Iosif, Culture and Values in Education, “Education and Democracy: A Comparative Analysis between the Brazilian and Canadian Context”</li> <li>• Tian Jin, Culture and Values in Education, “Negotiating Contexts: A Case Study of a Tibetan Boarding Class in Inland China from a Tibetan learner’s Perspective”</li> <li>• Charlette Menard, Culture and Values in Education, “Social representations of behaviour problems of high school newly arrived immigrant students according to teachers and students in welcoming classes: Multiple and incompatible?”</li> </ul>	
	Room 3 (Third floor)	Panel Presentation	<ul style="list-style-type: none"> <li>• Joanne Kingsley</li> <li>• Avril Aitken</li> </ul>	Teacher Education “Can online learning communities help pre-service teachers construct new understandings and improve their practice?”
	Room 4 (Third floor)	Multiple Paper Presentation	<ul style="list-style-type: none"> <li>• David Amsden, Teacher Education, “Teaching Self, Learning Self: Strengths-based Curricula”</li> <li>• Susan Kerwin-Boudreau, Teacher Education, “A Qualitative Inquiry into Reflections on Teacher Perspectives in a Professional Development Program in Higher Education”</li> <li>• Elizabeth Majocho, Teacher Education, “Teacher Leadership in the Face of Change”</li> </ul>	
	Basement	Panel Presentation	<ul style="list-style-type: none"> <li>• Claudia Mitchell</li> <li>• Faisal Islam</li> <li>• David Dillon</li> <li>• Kevin O’Connor</li> <li>• Teresa Strong-Wilson</li> <li>• Nicole Mongrain</li> <li>• Kathleen Pithouse</li> <li>• Christina Rudd</li> </ul>	Teacher Education “On Looking Into Change: Visual Evidence in Deeping an Understanding of Teacher Education”

Time	Location	Type of Session	Presenters	Title
3:45 – 4:45	Ballroom	Documentary Film Screening	<ul style="list-style-type: none"><li>• Bronwen E. Low</li><li>• Jacqueline Celemencki</li></ul>	Screening <i>Slam High: A Documentary Film in Progress</i> <i>Followed by a 20-minute discussion period.</i>
	Room 5 (Main floor)	Multiple Paper Presentation	<ul style="list-style-type: none"><li>• Nancy Doetzel, Educational Leadership, “Appreciative Inquiry: A spiritual approach to research”</li></ul>	

**Friday, 12:30 – 1:30 p.m.**

Room 433

Roundtable Discussions

**“Beyond an Education for the Other: A Theoretical Premise for Re-constructing Inclusive Education”**

Division: Inclusive Education

**Presenter:** Thi Xuan Thuy Nguyen

Education has the capacity to make a difference. Making education count is essentially a central task to bring about such difference. The more fundamental questions would be: 1) how we are to make education count; 2) how we are to engage ourselves in the search to re-construct a democratic culture of education in which a range of different voices are counted; 3) and last, how we are to walk together in the search to re-invent and transform education and society. These are the basic propositions of my theoretical framework on inclusive education and social justice.

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**“It Sounds Good in Theory, But...: *Issues in Pre-Service Teacher Acceptance and Implementation of Inclusive School Practices*”**

Division: Teacher Education

**Presenters:**

Dana Salter

Jessica R. Toste

How do we present the critical importance of inclusion, while addressing the legitimate concerns of pre-service teachers and the realities that they face in today’s classroom? This inter-disciplinary discussion session addresses teacher education and preparation programs and how they can facilitate a philosophical and pedagogical discussion about inclusion.

**Friday, 12:30 – 1:30 p.m.**

Room 434

Multiple Paper Presentations

**“The contribution of critical pedagogy and critical theory of technology in technoliteracy and educational equity around the world”**

Division: Culture and Values in Education

**Presenter:** Adeela-Arshad Ayaz

The paper discusses how the convergence of critical pedagogy and the critical theory of technology provides a critical conceptual framework for inquiry into educational theory, research, policy and practices as they relate to the use of technology for gaining educational equity around the world.

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**“Making Education Count by Connecting Students across the Globe - an overview of Globally Networked Learning Environments (GNLEs)”**

Division: Culture and Values in Education

**Presenter:** Melanie Wilson

As students increasingly face a more networked and globalized world, educators in all sectors have been looking at innovative ways to connect their students to others across the globe. This presentation will provide an overview of globally networked learning environments (GNLEs) as a means to provide a meaningful learning experience. The presenter will be drawing her experience as a facilitator with Soliya, a global network of undergraduate students that connect students from the US, Europe and the Middle East.

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**“Peace, education, and the arts”**

Division: Culture and Values in Education

**Presenters:**

Anna McClean

Julie Medland

This presentation will discuss peace education and the arts. By exploring two community-based peace education projects that focus on the Israeli-Palestinian conflict, we integrate the ideas of Theatre of the Oppressed and the theory of Paulo Freire to argue that the arts are a valuable tool in the peace education process.

**Friday, 12:30 – 1:30 p.m.**

Room 233

Multiple Paper Presentations

**“Effects of An Asynchronous Online Course on Promoting Positive Attitudes towards Safer Sex Practices for University-Age Young Adults”**

Division: Educational Psychology

**Presenter:** Haleh Raissadat

This study reviews the reasons why young adults engage in high-risk sexual behaviors, and instructional issues such as: models for changing attitudes toward safer sexual behavior, instructional strategies for promoting attitudinal change, and most importantly, appropriate instructional strategies, which could effectively promote positive attitudes in an online learning environment.

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**“Internet Gambling among College Students”**

Division: School Psychology

**Presenter:** Jessica McBride

The gambling behaviour of a sample of university students, ages 18-21, was examined. Students reported on their involvement in gambling activities both on and off the Internet. Students’ gambling behaviour in relation to problem gambling is presented. The implications for college administrators and campus counselling clinics with respect to awareness and prevention are raised.

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**“Non-Suicidal Self-Injury Among High School Students: Willingness to Access School-Based Support”**

Division: School Psychology

**Presenter:** Alyssa Baxter

This paper will review the existing literature concerning the willingness to seek school-based support among adolescents who engage in non-suicidal self-injury (NSSI). Specifically, demographic and health-related variables that may be relevant in differentiating adolescents who engage in NSSI and would or would not access school-based help will be examined.

**Friday, 12:30 – 2:45 p.m.**

Room 103

Film Screening

**“Special Screening: A Life Outside  
The Inspiration Story of Lynn Gatto”**

Division: Second Language Education

**Presenters:**

John Pascarella

David Smith (Director of *A Life Outside*)

Lynn Gatto (Schoolteacher, PhD Student & Star of *A Life Outside*)

This is a non-traditional conference presentation which offers conference attendees a unique and rewarding opportunity to view a film documentary and engage in dialogue with the filmmaker and principle character. John Pascarella will introduce and present the film, the film’s director and star. After the 80 minutes of the film screening, Mr. Pascarella will offer interview questions to Mr. Smith and Ms. Gatto, and then open the discussion to the audience by fielding questions for Mr. Smith and Ms. Gatto. Mr. Pascarella’s paper is a film review in progress intended for submission in an internationally circulated journal in education.

**Friday, 12:30 – 1:30 p.m.**

Room 129

Panel Presentation

**“Education that Empowers”**

Division: Culture and Values in Education

**Presenters:**

Carolyn Ali Khan

Jimmy Kalamaras

Joelle Tutela

Ramon Robles-Fernandez

Kate E. O’Hara

Pam Joyce

How can we work towards education that empowers students in educational environments that do not recognize this ideal? The individual members of this [symposium] will each share their scholarship and discuss how they are each in their own way working towards making education empowering.

**Friday, 1:45 – 2:45 p.m.**

Room 433

Multiple Paper Presentations

**“Mother tongue in the adult English as a Foreign Language classroom: Framing Non-native English-speaking teacher beliefs and practices”**

Division: Second Language Education

**Presenter:** James Corcoran

This presentation discusses findings from a recent study investigating Brazilian teacher beliefs and practices regarding the use of Portuguese in the English as a Foreign Language classroom.

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**“The Impact of Bilingual Education on Cultural Sustainability in Burkina Faso”**

Division: Second Language Education

**Presenter:** Constance Lavoie

Twenty former students of bilingual and monolingual schools of a community in Burkina Faso speak about the impact of their schooling experience’s on their cultural identity and the cultural sustainability of their community. The data comes from semi-structured interviews conducted in 2007.

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**“The role of Korean ethnic churches for Korean-Canadian students’ Korean language and culture maintenance in Montreal”**

Division: Second Language Education

**Presenter:** Seong Man Park

The objective of this research is the investigation of the linguistic and cultural influence of Korean ethnic churches as major ethnic community institutions on second generation Korean-Canadian students’ heritage language and identity maintenance in Quebec. This study will provide practical background for Korean immigrant families, community institutions, and mainstream schools in Quebec, which requires international communication for the international trade and the national well-being.

**Friday, 1:45 – 2:45 p.m.**

Room 434

Multiple Paper Presentations

**“A Documentary Analysis of Representations of Artists, Cultural Groups and Artwork in Elementary School Visual Arts Curriculum Resources”**

Division: Culture and Values in Education

**Presenter:** Julie Godward

This presentation will describe the findings of a documentary analysis study examining how individual artists, cultural groups and their artwork are represented in art education elementary-level curriculum products. Teachers are encouraged to critically reflect on curriculum materials being used and ways in which these work towards achieving a multicultural perspective.

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**“Eyes Wide Open: A Philosophical Inquiry into the Place of Aesthetics in Education”**

Division: Culture and Values in Education

**Presenters:**

Boyd White

Nicole Mongrain

This presentation is a philosophically based argument to refute some current arts education literature that suggests doing away with the concept of aesthetics. Our counter-argument makes use of an example of a graduate-level interaction with an artwork to demonstrate how various moments of the encounter fund aesthetically oriented meaning making.

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**“Opening communication circles somewhere amidst chaos and community: Arts-based work on “home” and homelessness with youth and marginalized”**

Division: Culture and Values in Education

**Presenter:** Melodie Chan

The graduate student school-community liaison and coordinator tells of an arts-based educational project expounds on a journey with a community vision to bridge gaps of understanding, empathy and communication between secondary school students in the arts and community members who have experienced homelessness and/or socioeconomic and social marginalization.

**Friday, 1:45 – 2:45 p.m.**

Room 233

Roundtable Discussions

**“Perceptions on the role of school psychologists”**

Division: School Psychology

**Presenters:**

Akanksha Sharma

Anna Tirovolas

Karla Dockery

This session will carve out the terrain specific to school psychology, delineate the roles of the school psychologist and the perceptions particular to those roles. Of special interest is the evolving role of the school psychologist and discussion of future directions for the profession.

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**“Obesity in schools: A school psychology approach”**

Division: School Psychology

**Presenters:**

Colin Campbell

Christine Saykaly

A roundtable examination of the psychosocial implications for obese children with a look at successful interventions. A review of policies put in place by Canadian provinces, as well as specific efforts being put forth by schools and individual classrooms to promote healthy lifestyles.

**Friday, 3:00 – 4:00 p.m.**

Room 433

Multiple Paper Presentations

**“The Education of Raymond Klibansky”**

Division: Information Studies

**Presenter:** Jillian Tomm

The library of Raymond Klibansky (1905-2005), one of McGill’s most distinguished professors of philosophy, was recently acquired by McGill. The collection, spanning over five centuries of printing, is of interest to book and intellectual historians alike. An overview of the collection and possible methods for its study will be presented.

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**Friday, 3:00 – 4:00 p.m.**

Room 433

Multiple Paper Presentations (continued)

**“Information flows between library and information science and education discipline as reflected in ISI subject categories’ cross citations”**

Division: Information Studies

**Presenter:** Nahid Tabatabaei

This study attempts to map the flows of information among LIS and education discipline through tracking the cross-citations patterns between ISI LIS and education journals. Through tracking the references of LIS journal articles to education journal articles and vice versa, the cross communication of these two disciplines will be measured. Two research questions guide this study: first, which discipline contributes more to other one? And second, if the pattern of the contribution has changed over time?

**Friday, 3:00 – 4:00 p.m.**

Room 103

Panel Presentation

**“Expanding Learning Environments: Multidisciplinary Approaches to Educational Research”**

Division: Teacher Education

**Presenters:**

Ramona Arora

Guiliana Cucinelli

Nicole Fiore

Myunghee Kim

David Pickup

This five member panel explores pertinent current issues in education including peace education, media literacy, library technology, and looks at how the media and new technologies will and must change the way we conduct and focus research. In the name of education there is much to be explored and that despite our different approaches and directions/topics, we are researchers/grad students who are actually reflective of the changing nature of our students and the body that is known as "Education".

Our objective is to show how we are doing the research, and moving from the theoretical to the practical. How the media/internet/new technology is affecting school, and why it is important we pay attention and learn to use it to our benefit.

**Friday, 3:00 – 4:00 p.m.**

Room 434

Multiple Paper Presentations

**“Education, Identity Formation, and Politics: The Case of Saudi Arabia”**

Division: Culture and Values in Education

**Presenter:** Tayeb Al-Tayeb

This discussion focuses on how Saudi Arabia handles identity formation through schools. The conservative Islamic monarchy recently gained unusual global attention, especially since 14 of the 9/11 hijackers were Saudis. We examine how education within the political realm serves as powerful tool for mobilizing change, from conservatism previously, to tolerance presently.

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**“Chinese and Japanese People’s English Name and Their Identities”**

Division: Culture and Values in Education

**Presenters:**

Pan Wang

Yasuko Senoo

Our research will be designed and carried out around the following two questions. Why do many Chinese people use English names/why do Japanese people not use English names? What is the possible relationship between one’s identity and his/her adopting or refusing of an English name? Our research will be the first step for us to be connected to each other and work toward a mutual understanding beyond our cultural difference.

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**“How Psychology has Constructed Self-Esteem: A Historical Perspective”**

Division: Counselling Psychology

**Presenter:** Emily Doyle

Self-esteem is one of the oldest themes in psychology. Often ignored are its very different constructions that have been present throughout the history of psychology. This paper presentation will discuss history of self-esteem and some of the ways it has been constructed in pre-psychology, early psychology, and present-day psychology.

**Friday, 3:00 – 4:00 p.m.**

Room 233

Roundtable Discussions

**“The Image of My Child”**

Division: Child and Adolescent Development

**Presenter:** Farveh Ghafouri

In this session, I am going to share my cultural and individual interpretation of my 18-month old daughter. This image includes stories about her being competent, active, critical, and challenging in offering and advocating her culture, values, and rights.

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**“Making children's multiple intelligences count: A study of children's use of personal, social and material resources to solve a music notational task from a social constructivist perspective”**

Divisions: Music Education, Educational Psychology

**Presenter:** Debbie Carroll

Children’s invented musical notations can reveal their multiple intelligences and intuitive musical understandings. These unique creations can also stimulate self-reflection, dialogue and collaborative learning. Illustrated findings from my doctoral inquiry into the processes and products of children’s musical notations will be followed by a discussion of the implications of this study for educational practice.

**Friday, 4:15 – 5:15 p.m.**

Room 129

Panel Presentation

**“Seeing for ourselves: Uses of the visual”**

Division: Culture and Values in Education

**Presenters:**

Ran Tao (Chair)

Eun Park

Susann Allnutt

Claudia Mitchell

The overall objective of this panel is to highlight some of the ways in which visual methodologies are being used in community-based and social action research. A focus on visual methodologies within qualitative studies more generally is a burgeoning area in social science research, drawing on a range of visual tools and techniques such as photovoice, collaborative video, collage, and working with archival photographs.

**Friday, 4:15 – 5:15 p.m.**

Room 233

Roundtable Discussions

**“Anti(?) -Social Behavior: Considering Divergent Models of Cyberspace”**

Division: Culture and Values in Education

**Presenters:**

Shaheen Shariff  
Andrew Churchill  
Julie d'Eon  
Tomoya Tsutsumi

This session juxtaposes the idea of cyberspace as a major contributor to anti-social teen behaviour (and thus needing to be controlled) with cyberspace as an extension of adolescent culture (and thus best understood as a 21st century playground). We then explore potential contrasting policy implications of these paradigms: policing and punishment versus listening, empathy, and self-reflection.

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**“Doctoral Writing: New Pressures and Perspectives”**

**Presenters:**

Anthony Paré  
Dana Salter  
Doreen Starke-Meyerring  
Melanie Wilson  
Larissa Yousoubova

This roundtable addresses new pressures on doctoral writing, such as faster degree completion, more extensive publication records, and earlier records of research funding. While these pressures have significant implications both for students and supervisors, they are often left without resources and support. This roundtable addresses these issues and invites participant perspectives.

**Friday, 4:15 – 5:30 p.m.**  
Education Building Foyer  
Poster Presentations

**“Constructions of Self-Esteem in the Context of Addictions Counselling”**

Division: Counselling Psychology

**Presenter:** Emily Doyle

Absent from the literature is research into differences in understanding and uses of “self-esteem” in clinical settings. This study used discourse analysis to explore how clients and counsellors talk about “self-esteem” in the context of addictions treatment. Counsellor discourse failed to attend to experiences and contexts present in client discourses.

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**“Machiavellianism and the Ability to Detect Lies in Children and Adults”**

Division: School Psychology

**Presenters:**

Sumin Na  
Mina Popliger  
Victoria Talwar

To successfully deceive another, one must avoid detection. Naïve adult raters’ ability to detect lies told by children and his/her parent was explored. The relationship between raters’ detection abilities and their Machiavellian orientation was also examined. Non-verbal behaviours of parent-child pairs during deliberate deception were look at for commonalities.

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**“Social Stories in Inclusive Classrooms”**

Educational Psychology

**Presenter:** Vanessa Clarke

The poster seeks to inform and incite educators regarding social stories as to encourage their use in inclusive classrooms. The poster explains how social stories are constructive strategies which enable children (especially children on the Autistic Spectrum Scale) to learn social skills.

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**Friday, 4:15 – 5:30 p.m.**

Education Building Foyer

Poster Presentations (continued)

**“The Effect of Visible and Less Visible Traits on Inter-Rater Reliability”**

Division: Counselling Psychology

**Presenters:**

Jessica Kurta

Anna-Beth Doyle

Dorothy Markiewicz

Effect of trait visibility on inter-rater reliability was examined. Pairs of trained observers rated the behavior of 43 adolescent dyads in a 15-minute videotaped discussion. Higher inter-rater reliability, assessed by Intraclass Correlation Coefficient (ICC), is expected for more visible behaviors, conflict tactics and disagreements, as compared to emotions and satisfaction.

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**“How the Use of Multiple Interviews Effect Children’s True and Fabricated Reports”**

Division: School Psychology

**Presenters:**

Christine Saykaly

Jessica Moore

In recent years, there has been an increase of children asked to testify during court proceedings. The question as to whether children understand what is being asked of them is under much debate. The proposed research project seeks to look at children’s true and fabricated reports about a repeated event.

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**“Children’s Lie-Telling Behavior”**

Division: Educational and Counselling Psychology

**Presenters:**

Tina Melissa Oliveri

Cindy Arruda

Victoria Talwar

Children can lie at 3 years old. Three- to five-year-old children were placed in a situation where transgressing a rule was tempting. 75% of children lied when punishment was expected whereas only 50% lied when given an appealing motivator. Truth telling was highest when providing children with internal appealing motivators.

**Friday, 4:15 – 5:30 p.m.**

Education Building Foyer

Poster Presentations (continued)

**“Children’s True and Fabricated Reports of Stressful and Non-Stressful Events”**

Division: Educational Psychology

**Presenters:**

Adrienne deBacker

Victoria Talwar

Can children's true and false stories about stressful and non-stressful events be detected? Before viewing videos of children's reports, undergrads described their child-oriented interactions: (a) number of hours (b) contextual variety, and (c) number of children. Greater experience with children should increase detection accuracy of children's false reports about stressful/non-stressful events.

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**“Something Interesting is Happening in Medical Education that School Psychology Should Know About: Interprofessional Practice and Education”**

Division: School Psychology

**Presenter:** Judith A. Margison

This poster overviews the interprofessional education and practice literature from the health care field, highlights the relevance and importance of adopting an interprofessional model of collaboration in the education and training of school psychologists, and overviews the use of electronic cases (e-cases) as an educational strategy to facilitate interprofessional learning.

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**“Similarity in Catastrophic Thinking and Pain Behaviors in Couples”**

Division: Counselling Psychology

**Presenters:**

Lauren Campbell

Michael Sullivan

This presentation will describe a study that investigated the relation between similarity in catastrophic thinking among partners in a relationship and pain behaviors displayed when one of the partners in a couple was suffering from chronic pain. Theoretical and clinical implications of the study's findings will be addressed.

**Friday, 4:15 – 5:30 p.m.**

Education Building Foyer

Poster Presentations (continued)

**“Children’s Spontaneous Use of Analogy Strategy in Reading”**

Division: School Psychology

**Presenters:**

Rob Savage

Julia Daki

Louise Deault

Julie Aouad

The present experiments investigated the most efficient ways of teaching reading to young children. This research addressed the interactive analogy model and the role of different phonological units in the development of reading in first grade children. Results supported the small-unit view of reading acquisition and the importance of teaching letter decoding skills to young readers.

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**“Welcoming Children with Autism into the Inclusive Classroom”**

Division: Educational Psychology

**Presenters:**

Binish Khan

Reshma Patel

This presentation offers suggestions to accommodate autism in the classroom. It focuses on providing the child with a safe retreat, where the child chooses from a range of emotional outlets (e.g. art). Emotive face cards may also be a way for the child to communicate his/her feelings to teachers.

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**“What do the terms intimacy and sexual intimacy mean to today’s students?”**

Division: Child and Adolescent Development

**Presenters:**

Lavanya Sampasivam

Carolyn Birnie Porter

John Lydon

The significance and implications of findings for understanding how intimacy and sexual intimacy are viewed among today’s students as well as for promoting health education will be considered.

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**Friday, 4:15 – 5:30 p.m.**

Education Building Foyer

Poster Presentations (continued)

**“Expressed Language Complexity Among Selectively Mute versus Control Children in Anxiety Provoking versus Free-play Situations”**

Division: Child and Adolescent Development

**Presenters:**

Akanksha Sharma

Jennifer Bruce

Katie Marshall

Charles Cunningham

The language complexity of selectively mute children is an important area of investigation to fully understand and treat this disorder. We examined the complexity differences in expressive language between selectively mute children and a typically developing comparison group.

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**“Canadian Disability Policy: *An Overview*”**

Division: Educational Psychology

**Presenter:** Brigitte Mayes

What happens to students with disabilities after 21? Governments try to address this question through an ideological discourse. In Canadian disability policy, two main models shape policy: the bio-medical model which seeks treatment/rehabilitation and provides income supports, and the human rights model which promotes a vision of citizenship where all individuals participate fully in society.

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**“Evaluating Inclusive Education Practices”**

Division: Educational Psychology

**Presenter:** Ozlem Erten

Inclusive Resource Model Research Project explores the effectiveness of different resource models used in integrating students with special needs into the regular classrooms. The study investigates the social growth and reading attainment of students over the course of two years. The impact of inclusive practices is shown by analyses of concurrent quantitative and qualitative data.

**Friday, 4:15 – 5:30 p.m.**

Education Building Foyer

Poster Presentations (continued)

**“Central Auditory Processing Disorder: Complex Instruction in the Inclusive Classroom”**

Division: Educational Psychology

**Presenters:**

Danielle Van Patter

Darrin Wilson

Come explore an interactive poster on Central Auditory Processing Disorders that focuses on the whole student before the disability. This poster allows viewers to acquire a greater understanding of students with Central Auditory Processing Disorders and also addresses how the pieces can come together through means of Complex Instruction.

**Saturday, 12:00 – 1:00 p.m.**

Room 1 (Main floor)

Workshop

**“Stress Management Workshop”**

Division: Teacher Education

**Presenter:** Ruxandra Vlad

This one hour workshop will focus on the definitions of stress and stress management, as well as provide practical strategies for stress management (SM). Discussion questions will include: Why are you interested in SM? What is stress? What are the consequences of unmanaged stress (on health/performance, whether you are a student or professor)? What are maladaptive stress responses? Participants will complete a stress inventory to assess their level of stress and learn quick tools that can be used for stress management (for example, while you work at your computer or your desk), including breathing techniques and stretching / yoga poses.

**Saturday, 12:00 – 1:00 p.m.**

Room 2 (Third floor)

Roundtable Discussions

**“Linking Schooling To Community Development”**

Division: Culture and Values in Education

**Presenters:**

Sandra Sheppard

Henry L. Taylor

Communities support schools that support communities but this critical relationship is often overlooked. Learn about a pilot project in a Northeastern U.S. rust-belt city public school that links schools to community development through the concept of "bundling" initiatives. You will develop some practical ideas for linking schooling to community development and for developing models for real change!

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**“The Need for Authentic Multiculturalism (Ford, 2005): The Erroneous Treatment of Multiculturalism in Quebec’s Current Elementary Curriculum Reform Document and Superficial Educational Applications”**

Division: Curriculum Studies

**Presenter:**

Sabrina C. Ford

The praxis of Authentic Multiculturalism for teachers(the 4C methodology of Critical, Cross- Curricular, Contextual and Complete)I have developed over the course of my graduate work is highly beneficial to both in-service teachers, student teachers and those in the wider field of pedagogy. I was a guest speaker at Laval Liberty High School where I spoke on the praxis of Authentic Multiculturalism and have extended it to pre-service teachers at McGill as Teacher Assistant for the course Multicultural Education.

**Saturday, 12:00 – 1:00 p.m.**

Room 3 (Third floor)

Multiple Paper Presentations

**“Amazed by details and the really big bustle.” The mirror of identity and practice: Education students narrate the development of their beginning teacher identity while teaching pre-adolescent students in a library literacy project.**

Division: Teacher Education

**Presenter:** Christina Rudd

The distinct identity stories of two beginning teachers are explored through narratives, video/audio tapes, photographs and artifacts as they discover that knowledge about teaching evolves from their efforts to organize their work in ways that are meaningful to their sense of self and to how they act in pedagogical relationships.

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**“Learning to Think Like a Teacher Educator”**

Division: Teacher Education

**Presenter:** Shawn Michael Bullock

This paper explores the challenges faced by new teacher educators when understanding their developing professional knowledge. Teaching is an intricate, disciplined endeavour and self-study can provide valuable insights into becoming a teacher educator. In particular, the paper explores the innate complexities associated with teaching the content of teaching.

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**“Staging an anti-genderist intervention with pre-service teachers: The what, the why and the how”**

Division: Teacher Education

**Presenter:** Liz Airton

The acontextual gender binary is a ‘given’ deployed in educational research and teacher preparation. Teachers operate as agents of gender socialization with little curricular knowledge of gender. This paper discusses an anti-genderist pedagogy encouraging teacher education students to engage with their own gender and processes of hegemonic gender binary socialization.

**Saturday, 12:00 – 1:00 p.m.**

Room 4 (Third floor)

Multiple Paper Presentations

**“Teaching the *subject* in Religious/Belief Education: Articulating belief narratives”**

Division: Culture and Values in Education

**Presenter:** Blair Sawa

The student, as subject, in Religious/Belief Education is presented from the perspectives of self, consciousness and narrative theories. Exploring the idea of enabling constraints, two frameworks are presented that help the student examine and articulate his/her belief narrative, creating the space that allows student to speak their own reality.

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**“A Documentary Analysis of Pedagogical Approaches Presented in Ontario’s Moral Education Supplementary Resources”**

Division: Culture and Values in Education

**Presenter:** Amanda Pyykonen

This presentation will describe the findings of a documentary analysis that examined the pedagogical approaches explicitly or implicitly advocated in the introductory sections of three moral education resource guides available to teachers in Ontario. This presentation will be of interest to those who are interested in issues of moral education.

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**“Toward the Improving of the Vocational Education Policies”**

Division: Curriculum Studies

**Presenters:**

Gholamreza Emad

Wolff -Michael Roth

In our expletory ethnographic case study we articulate the challenges in the current maritime education system regarding design and implementation of their education policy. Using Star and Griesemer proposed framework we discuss the possibility of using the notion of *boundary object* for reducing or removing those challenges.

**Saturday, 12:00 – 1:00 p.m.**

Room 5 (Main floor)

Multiple Paper Presentations

**“The focus of pre-course reflection in statistics teaching”**

Division: Educational Psychology

**Presenters:**

Lucy Cumyn

Susanne Lajoie

This presentation describes preliminary results from a doctoral dissertation that examines pedagogical reflection in statistics instruction. The study design was based on a grounded theory approach. Research questions address what statistics teachers thinking about in the planning phase of their course and whether this relates to the level of reflection.

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**“Metacognition and Math: A Synopsis of Burgeoning Fields”**

Division: Educational Psychology

**Presenters:**

Rick Noble

Elizabeth Roberts

Metacognitive strategies have been shown to promote academic achievement among students with learning disabilities. However, metacognitive skills have not yet been thoroughly investigated in the mathematics classroom. This paper will review the literature on these growing areas and highlight gaps that need to be addressed for both researchers and educators.

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**“The Nature of Interest in the Elementary Science Classroom”**

Division: Educational Psychology

**Presenter:** Jovan F. Groen

The purpose of this research is to understand interest in the elementary science classroom. The study will examine to what extent differences in teaching contexts relate to student interest. This research is expected to acknowledge the erosion of science interest, and outline potential situational factors associated with this decline.

**Saturday, 12:00 – 1:00 p.m.**

Basement

Panel Presentation

**“The effects of globalization in education”**

Division: Culture and Values in Education

**Presenters:**

Adeela Archad-Ayaz

Melanie Wilson

David Hill

Tayeb Al-Tayeb

Amandeep Singh Sidhu

Anita Menon

Mary-Ann Colin

Nicole Fiore

Teresa Oppedisiano

Selina Mackie

This panel discussion will aim to develop a conceptual understanding and encourage critical reflection of various aspects of globalization as it affects education. Points for discussion will be: The Environment; ICTs, Braindrain and Mobility; Quebec's new Ethics Religious Cultures Program; and Education Policy Convergence.

**Saturday, 1:15 – 2:15 p.m.**

Room 1 (Main floor)

Workshop

**“The use and benefits of skills typologies”**

Division: Education

**Presenter:** Claude Trépanier

What else do we seek to understand than how a person behave and change in order to fulfill one's needs as well as society's needs? The presentation will stress the importance of choosing an appropriate an effective skills typology when identifying skills to develop and to assess for enhanced validity.

**Saturday, 1:15 – 2:15 p.m.**

Room 2 (Third floor)

Roundtable Discussions

**“An Alternative to Tradition: Making a Thesis Accessible”**

Division: Culture and Values in Education

**Presenter:** Karina Y. Smith

This is a look at one example of presenting academic research in a way that is accessible to the general public. Through the use of fiction, I defend arguments on multilingual and multicultural education in Canada. The final product, a novel, is intended to be read by scholars, educators, parents and students alike.

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**“Glossing Fairy: The Other as Nature”**

Division: Culture and Values in Education

**Presenter:** Charlotte Hussey

This arts-based inquiry into British/Celtic fairy mythology explores the “Other,” and how its elemental figures and representations of a Sovereign Earth can help us reconnect with Nature. Poems written to gloss certain early “fairy” texts will be read as well.

**Saturday, 1:15 – 2:15 p.m.**

Room 3 (Third floor)

Multiple Paper Presentations

**“Scaffolding student collaborative interaction through socio-cultural mediation:  
Tools, rules and roles”**

Division: Teacher Education

**Presenters:**

Carmen Sicilia

I-Pei Tung

From activity theory perspective, this study examines how mathematics teachers use tools, rules and division of labor to scaffold student collaboration. A macro level of analysis adopting activity theory framework and a micro level analysis of teacher-student discursive interaction indicate that effective scaffolding is related to teachers’ use of language.

**Saturday, 1:15 – 2:15 p.m.**

Room 3 (Third floor)

Multiple Paper Presentations (continued)

**“Retention and Attrition in a Grade Eleven French Immersion (FI) Mathematics Program”**

Division: Second Language Education

**Presenter:** Karla Culligan

This presentation, based on an M.Ed. thesis, explores student retention and attrition in secondary French Immersion Mathematics at a large, urban New Brunswick high school. The author uses semi-structured, phenomenological interviews to describe and understand Grade 11 students’ and teachers’ experiences regarding program choice.

**“Facing the Challenges of Multicultural Education in a Distinct Society: A Qualitative Based Inquiry in Times of Reasonable Accommodation”**

Division: Culture and Values in Education

**Presenters:**

Eloise Tan

Haidee Lefebvre

We interviewed pre-service education students in a Multicultural Education course in McGill University in 2007. Frequent media headlines of reasonable accommodation created a highly charged classroom environment filled with aspiring teachers reflecting and grappling with the tensions of multicultural and distinct society realities in Quebec, specifically an urban Anglicized space such as Montreal. From these student experiences we hope to provide multicultural educators with inroads into approaching multicultural education through the eyes of a Quebecois distinct society.

**Saturday, 1:15 – 2:15 p.m.**

Room 4 (Third floor)

Multiple Paper Presentations

**“Negotiations of a Critical Feminist Pedagogue Engaged in Constructing a Critical Literacies High School Curriculum”**

Division: Curriculum Studies

**Presenter:** Teresa Jane McLean

This session will share personal narratives about one teacher’s extended experiences implementing critical pedagogical praxis and critical literacies curriculum in a high school classroom. Stories will highlight the tensions, contradictions, and negotiations emerging within and beyond a critically-informed learning community that seeks to disrupt and to trouble mainstream literacy outcomes.

**Saturday, 1:15 – 2:15 p.m.**

Room 4 (Third floor)

Multiple Paper Presentations (continued)

**“Creating the Good Canadian: History Education in 1920 New Brunswick”**

Division: Curriculum Studies

**Presenter:** Frances Helyar

This paper asks how a society’s changing notions of citizenship manifest themselves in education. Specifically, the presentation examines the way the New Brunswick high school history curriculum and its world history textbook was expected to reflect so-called normative Canadian values in 1920.

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**“The PhD dissertation defense in Canada: An institutional policy perspective”**

Division: Curriculum Studies

**Presenter:** Shuhua Chen

This presentation reviews the institutional policy concerning the PhD dissertation defense of seven Canadian universities, focusing on the relationships between the written thesis and oral defense, the roles of the defense committee members, and the evaluation criteria of the student’s performance.

**Saturday, 1:15 – 2:15 p.m.**

Basement

Multiple Paper Presentations

**“Children’s white lie-telling: Behavioural motivations and evaluations of honesty and dishonesty”**

Division: Child and Adolescent Development

**Presenter:** Mina Popliger

White lies are untruthful statements told without malicious intent. Little is known about whether young children tell such lies, their motivations for lying, and their evaluations of such statements. Results suggest children lied to be polite. Five year olds lied more often than younger children. Implications regarding children’s socialization discussed.

**Saturday, 1:15 – 2:15 p.m.**

Basement

Multiple Paper Presentations

**“Liar Liar: The influence of relationship status on the moral judgments of children and adults ratings of antisocial and prosocial lies.”**

Division: Child and Adolescent Development

**Presenter:** Cindy Arruda

The current study examined children’s perceptions of lying by reading 8 vignettes to 111 children (aged 3-9) where the protagonist told an antisocial or a prosocial lie. Results show that age and contextual factors have a significant impact on children’s perceptions of lies. Implications will be discussed.

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**“Deception Amongst Children and Socio-Cognitive Development”**

Division: Child and Adolescent Development

**Presenters:**

Shanna Williams

Victoria Talwar

Kang Lee

The implications of this research will be discussed in relation to the development of lie telling among children and the associated developmental stages.

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**“A specialized skill for the child lie detector?”**

Division: Child and Adolescent Development

**Presenter:** Sarah-Jane Renaud

Participants (N = 156) were shown videotaped sessions of children who were either spontaneously lying or telling the truth, and were asked to spot the liars. Results indicated that both children’s and adults’ accuracy is no greater than chance, however older children were significantly better at detecting lies than both younger children and adults.

**Saturday, 1:15 – 3:45 p.m.**

Ballroom

Performance & Workshop

**“Sinking Neptune: challenging Euro-centricity and racism by deconstructing ‘Canada’s first play’”**

Division: Culture and Values in Education

**Presenter:** Donald King

Canada’s “first piece of literature and drama”, Marc Lescarbot’s 1606 *Theatre of Neptune in New France*, is highly racist against First Nation peoples. It is a “redface” show. *Sinking Neptune* is a pedagogical project that deconstructs the play from postcolonial and historiographical perspectives, then dramatically subverts it onstage.

**Saturday, 1:15 – 2:15 p.m.**

Room 5 (Main floor)

Multiple Paper Presentations

**“Demystifying Chronic Illness: Children with Inflammatory Bowel Disease Share Their Strategies for Coping with Symptoms at School”**

Division: Education

**Presenter:** Maria Gordon

A qualitative study aimed to uncover how elementary school-aged children (aged 6.5-11) with Inflammatory Bowel Disease (IBD) coped with the physical symptoms of their chronic illness while participating in their school environment. Children revealed how they are often misperceived by their educators and the consequences of these interpretations on their school experiences.

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**“‘What about me?’: The need for psychosocial services for the adolescent children of cancer patients”**

Division: Educational Psychology

**Presenter:** Tara Findlay

With the current statistics concerning cancer in Canada, it is not surprising that the adolescent children of patients are being affected by the disease. However, very few services are currently being offered for these children. This presentation will aim to demonstrate the importance of offering these services for adolescents.

**Saturday, 2:30 – 3:30 p.m.**

Room 1 (Main floor)

Workshop

**“FAMOUS: Being a Role Model on Campus”**

Division: Educational Leadership

**Presenter:** Lisa Endersby

FAMOUS is a workshop designed for students and administrators to discuss the responsibilities and expectations placed on student leaders. A discussion of conflicting roles will be accompanied by practical strategies that can help students unify the ‘leader self’ with their ‘other self’ while continuing to be a role model for others.

**Saturday, 2:30 – 3:30 p.m.**  
Room 2 (Third floor)  
Multiple Paper Presentations

**“Children’s multimodal literature: Books, films and other texts”**

Division: Curriculum Studies

**Presenter:** Sandra Chang-Kredl

What are multimodal literacies? My research addresses one aspect of this question through semiotic and narrative textual analyses of children’s stories that are structured through varying communicative modes: print, still images, moving images, music, sound, etc. If you’re curious about children’s stories, language arts and/or media education, please drop in.

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**“Keeping it Real: The Discourse of Authenticity and The Challenge for Hip Hop Pedagogies”**

Division: Culture and Values in Education

**Presenters:**

Bronwen E. Low  
Jacqueline Celemencki

This co-authored paper draws upon both authors’ work with Hip Hop youth in various settings, and examines some of the ways that youth draw upon Hip Hop discourses of authenticity as part of their work of identity formation and proclamation, using notions of the “real” to claim membership in and ownership of Hip Hop culture.

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**“ ‘A Guide to Navigation during Perilous Times’: Queer Individuals’ Construction and Preservation of their Histories, Identities and Activisms”**

Division: Culture and Values in Education

**Presenter:** Christopher Richards-Bentley

*[murmur]* is a documentary oral history project that exhibits individuals’ recorded histories relating to places in their neighbourhoods. The project has been instrumental in raising awareness about marginalized histories. This presentation will examine the expansion of the *[murmur]* project to Toronto’s Church and Wellesley village as a means of raising awareness about Toronto’s queer histories.

**Saturday, 2:30 – 3:30 p.m.**  
Room 3 (Third floor)  
Multiple Paper Presentations

**“Autobiography as Experiential Resource for Teaching Human Rights Education (HRE)”**

Division: Teacher Education

**Presenter:** Kevin Chin

What motivates and inspires teachers to overcome scarce support and numerous challenges to teach human rights education (HRE) in the classroom? Autobiography is a useful tool in identifying experiential resources that: (a) promote self-awareness, and (b) provide a solid professional identity as bases for teaching students about rights and responsibilities.

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**“Educators’ Views about Teaching Environmental Education”**

Division: Teacher Education

**Presenter:** Leah Dobrinski

Despite the importance of environmental issues, there is a lack of teacher preparation for environmental education. Utilizing a survey and interviews, this study considers environmental educators’ views on what knowledge and abilities are important and how they are acquired. The results may assist in improving educator preparation in this field.

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**“Educational history and Ontario teacher education: Divorce or trial separation?”**

Division: Teacher Education

**Presenter:** Theodore Christou

The presentation aims to present a number of reasons for the present marginalization of educational in Ontario teacher education program. It presents the argument that the discipline promotes critical and reflective habits of mind in teacher candidates and should, consequently, be made a mandatory subject in teacher preparation curricula.

**Saturday, 2:30 – 3:30 p.m.**

Room 4 (Third floor)

Multiple Paper Presentations

**“Native English speaking teachers needed! Investigating the boundaries of Critical Applied Linguistics”**

Division: Second Language Education

**Presenter:** Alison Crump

Alison Crump spent three years on the JET Programme and left Japan with a head full of questions about what she and her ALT peers were really teaching about English. She recently completed her MA in Second Language Education at McGill and now teaches ESL at several Cégeps.

**“Is the Traditional Interpretation of the enough? Investigating the Conceptual Complexity and Accessibility of the English Definite Article: the”**

Division: Second Language Education

**Presenter:** Kimiko Hinenoya

The paper reports the usages of the English definite articles: some usages are simple, others are extremely complex. This complexity seems to associate with the degree of how accessible the referent is to the interlocutors. Using an accessibility framework, this study describes a classification of ‘the’ and its complexity order.

**“The effect of corrective feedback on Chinese learners’ acquisition of past tense”**

Division: Second Language Education

**Presenter:** Yingli Yang

Corrective feedback has continued to be the object of intensive enquiry in the field of second language education. My study will adopt a quasi-experimental design to investigate how different types of feedback benefit Chinese EFL learners in their acquisition of regular and irregular English past tense.

**Saturday, 2:30 – 3:30 p.m.**

Room 5 (Third floor)

Multiple Paper Presentations

**“Children’s Protection & Participation in Domestic Law: Educational Implications”**

Division: Educational Psychology

**Presenters:**

Jessica Morris-Frébourg

Shaheen Shariff

Morris-Frébourg explores how Child Youth Protection laws in Quebec concerning domicile placements affect the educational success of children. She questions how the psychological repercussions of alternative living arrangements (resulting from government care) impact the ability of young people to fully participate and thrive within the school environment.

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**“Gifted Children: Are we Including Everyone?”**

Division: Educational Psychology

**Presenters:**

Zahra Sunderji

Shaheen Shariff

Research has shown that there is a misrepresentation of gifted children with learning disabilities. This problem has arisen due to our continued dependence on traditional methods for their identification and our general biases about who we believe to be gifted children. Through the analysis of current academic papers, solutions will be presented for how we can alter our methods in identifying gifted children.

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**“Effect of Training in Think-Alouds on (L1) and (L2) Reading Comprehension of Eighth Grade EFL Students: Methodological Issues.”**

Division: Second Language Education

**Presenter:** Hoda Obeid

This study presents work on think-aloud and its effect on reading comprehension of EFL students in Lebanon. The research covers L1 and L2 reading comprehension in narrative and informative texts and considers the role of student motivation. The study also looks at students’ verbal reports to record their strategy use.

**Saturday, 3:45 – 4:45 p.m.**

Room 1 (Main floor)

Multiple Paper Presentations

**“Development of a Standardized Achievement Test in Physics at the Secondary Level”**

Division: School Psychology

**Presenter:** Khalil Ur Rehman Wain

A standardized achievement test in physics at secondary level is being developed. The test will be based on a specification grid and other principles of test construction using proportionate stratified random sampling. Psychometric properties of the test will be determined using Classical Test Theory CTT and Item Response Theory IRT.

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**“Predictors of teacher and pre-service teachers' responses to school bullying situations.”**

Division: School Psychology

**Presenter:** Valerie Sami

The aim of the present study is to examine predictors of pre-service teachers' tendency to intervene, and select the appropriate method of intervention in school bullying situations. Empathy, moral reasoning and awareness or knowledge about bullying will be examined as potential predictors.

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**“Stigma in the General Education Classroom: Inclusion of Students with Learning Disabilities”**

Division: Educational Psychology

**Presenter:** Christina DeRoche

This case study provided a glimpse into the inclusive classroom. It observed student and teacher interactions and the behaviours exhibited by children; as well, it examined the additional responsibilities teachers faced with its implementation. From this it used Goffman's stigma to interpret the data and stated policy implications.

**Saturday, 3:45 – 4:45 p.m.**

Room 2 (Third floor)

Multiple Paper Presentations

**“Education and Democracy: A Comparative Analysis between the Brazilian and Canadian Context”**

Division: Culture and Values in Education

**Presenters:**

Ranilce Guimaraes-Iosif

Tanya Rodrigues

This paper offers a critical examination of the constraints within the current education systems in Brazil and in Canada undermining the quality of education as well as democratic learning milieus. A process involving the participation of students, teachers and civil society is crucial for democratizing education and for social change.

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**“Negotiating Contexts: A Case Study of a Tibetan Boarding Class in Inland China from a Tibetan learner’s Perspective”**

Division: Culture and Values in Education

**Presenter: Tian Jin**

A case study is conducted, intending to explore a particular inland Tibetan boarding class from a Tibetan learner’s perspective. Collected data demonstrate that learners constantly negotiate with multiple identities and their referential contexts. Meanwhile, the multilayered contexts impact on learners’ experiences and learning outcomes. Tibetan education is also discussed.

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**“Social representations of behaviour problems of high school newly arrived immigrant students according to teachers and students in welcoming classes: multiple and incompatible?”**

Division: Culture & Values in Education

**Presenter: Charlette Ménard**

Based on this qualitative, descriptive and exploratory research, the aim of this presentation will be to analyze and compare social representations of behaviour problems, from the perspective of teachers and students in high school welcoming classes. The results found show the ambivalence in teachers’ and students’ social representations and their lack of consensus on behaviour problems.

**Saturday, 3:45 – 4:45 p.m.**

Room 3 (Third floor)

Panel Presentation

**“Can online learning communities help pre-service teachers construct new understandings and improve their practice?”**

Division: Teacher Education

**Presenters:**

Joanne Kingsley

Avril Aitken

This panel discussion explores the use of e-learning communities as a means to allow pre-service teachers to negotiate a deeper understanding of complex issues associated with the practicum experience. Preliminary findings of a study of two e-learning communities will be discussed; panel members include pre-service teachers involved in the study.

**Saturday, 3:45 – 4:45 p.m.**

Room 4 (Third floor)

Multiple Paper Presentations

**“Strengths-based Curriculum: Practicing critical pedagogy toward the construction of an active democracy”**

Division: Teacher Education

**Presenter:** David Amsden

Strengths-based curriculum development is a practical process that supports the theoretical aims of critical pedagogy. A strengths-based curriculum celebrates the aspirations and talents of traditionally marginalized students; empowers multiple cultural and learning contexts; and re-invents teaching and learning for meaning-construction. By supporting students to develop their own course of study, we honor the development of each unique self. In turn, we facilitate the growth of a citizenry that is capable of constructing new ways of living in the world, rather than simply being taught how to live in a pre-determined, dominant context.

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**“The Evolving Practitioner: A Qualitative Inquiry into Reflections on Teacher Perspectives in a Professional Development Program in Higher Education”**

Division: Teacher Education

**Presenter:** Susan Kerwin-Boudreau

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**Saturday, 3:45 – 4:45 p.m.**

Room 4 (Third floor)

Multiple Paper Presentations

I interviewed six college (CEGEP) teachers in a professional development program over two years. I analyzed their perspectives on teaching and learning using the complementary qualitative processes of categorizing and connecting. Teachers reported an expanded awareness of the learner, an increased intentionality in their curriculum planning, and an enhanced sense of professionalism.

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**“Teacher Leadership in the Face of Change”**

Division: Teacher Education

**Presenter:** Elizabeth F. Majocho

In the climate of technological adjustments and unprecedented demands being placed on schools, teacher leaders face the challenge of guiding colleagues and staff in taking the initiative to improve learning as well as to assist them in realizing their potential. Sustainable leadership is for learning as well as for caring.

**Saturday, 3:45 – 4:45 p.m.**

Basement

Panel Presentation

**“On Looking Into Change: Visual Evidence in Deepening an Understanding of Teacher Education”**

Division: Teacher Education

**Presenters:**

Claudia Mitchell (Chair)

Faisal Islam

David Dillon

Kevin O’Connor

Teresa Strong-Wilson

Nicole Mongrain

Kathleen Pithouse

Christina Rudd

On Looking Into Change is designed to explore how participatory arts-based visual methods (video, photographs, collage) can suggest and support changes in how beginning teachers and teacher educators frame and deal with critical questions relating to our/their personal and social realities of being and becoming.

**Saturday, 3:45 – 4:45 p.m.**

Ballroom

Documentary Film Screening

**“Screening *Slam High*: A documentary film in progress”**

**Presenters:**

Bronwen E. Low

Jacqueline Celemencki

Reenah Golden

Watch and discuss the climactic finale of *Slam High*, a documentary which moves from urban classrooms in upstate New York to the Teen Slam international finals in San Jose, focusing on the adventures of six amazing young people who compete to represent their city in the national mock-Olympics of performance poetry.

**Saturday, 3:45 – 4:45 p.m.**

Room 5 (Main floor)

Paper Presentation

**“Appreciative Inquiry: A spiritual approach to research”**

Division: Educational Leadership

**Presenter:** Nancy Doetzel

Major findings from my dissertation research, which demonstrates the benefits of applying “Appreciative Inquiry” to research will be presented. Appreciative Inquiry is a constructive approach to research that creates space for new voices and expands circles of dialogue that include discourses about spirituality. Ten educational leaders made up my sample.