



Program for the 9th Annual EGSS Conference

Interdisciplinarity:
Reality,
Imagination,
& Diversity

McGill University, Montreal, Quebec, Canada

March 12 & 13, 2010

Table of Contents

Welcome to the 9th Annual EGSS Conference

Message from the EGSS Executive Council	p. 3
Message from the Conference Organizing Committee	p. 4
Thank you to our Sponsors & Welcome Speech from the Dean of Education, Dr H��l��ne Perrault	p. 5-6
Keynote Speakers & Information	p. 7
Friday, March 12 th : Schedule with Program Synopses	p. 8-14
Saturday, March 13 th : Schedule with Program Synopses	p. 15-20
Poster Presentations, March 13 th with Program Synopses	p. 21-22
Conference Schedule Overview	p. 23

Hey presenters! Keep your eyes open for a chance to enter a *contest* for publication in the McGill Journal of Education!

Message from the EGSS Executive Council 9th Annual EGSS Conference, McGill University

On behalf of the Education Graduate Students' Society (EGSS), we are pleased to extend this warm welcome to the 9th Annual EGSS Conference at McGill University! Each year, the Faculty of Education plays host to the EGSS conference – where graduate students are provided with a fantastic opportunity to expand our academic networks and share our research with other student, faculty members, and participants from across Canada.

This year's conference celebrates the unique diversity represented by the academic units and researchers in the Faculty of Education. The theme of "*Interdisciplinarity: Reality, Imagination, and Diversity*" allows us to cross boundaries and investigate the intersections of our research through (but not limited to!) education, psychology, neuroscience, sociology, information studies, political science, medicine, law, and gender studies.

Through years of involvement with the EGSS Executive, we have observed the dedication and commitment of a new team of students who take on the tremendous task of coordinating the EGSS Conference each year. This year has been no different! Many thanks to the conference coordinators, Lydia Meldrum and Lily Han, and conference committee members, Ashley Hannon, Shakib Ahsan, Theophano Georgiou, and Tahiya Mahbub, as well as to the many volunteers who have worked to ensure that the 2010 conference will be an exceptional event. On behalf of the EGSS, we would also like to convey our sincere appreciation to all faculty and staff members, as well as Dean H  l  ne Perrault. The support we receive from the Faculty of Education ensures the success of the EGSS Conference each year.

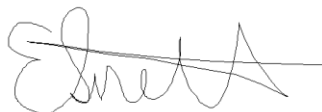
We extend our gratitude to this year's keynote speakers, M. G. Vassanji and Fred A. Reed, who have graciously made themselves accessible to a graduate student conference. We look forward to these presentations, which promise to expand our understandings of education and to offer participants diversified perspectives to consider.

I hope that you will enjoy the next two days and take this opportunity to share your work, express your ideas, and interact with your colleagues – beyond the boundaries of discipline!



Jessica Toste

Vice-President Academic



Erin Sirett

Vice-President Diversity & Equity

Message from the Conference Organizing Committee

We would like to take this opportunity to thank all the graduate students who have volunteered their time, energy, and ideas to help make the conference happen. We could not have done it without you! In particular, we would like to thank EGSS executive council members Erin Sirett, Jessica Toste, Swan Kennedy, and Lisa Nelson for all their advice and support, as well as Abe Han for his work on the conference poster and program. We would also like to thank all of the Faculty and staff who made this conference possible throughout this journey.

- Dr H el ene Perrault, Dean of Education
- Dr Andrew Large, Associate Dean, Research and Graduate Students
- Mahdiah Zamani, Administrative Coordinator
- Patricia Jackson, Assistant Building Director
- Joyce Gaul, Student Affairs Coordinator
- Susan Reichman, Administrative Coordinator
- Shannon Lenhan, McGill Special Events
- Bruna Ceccolini, Assistant to the Trenholme Director of Libraries
- Steven Blaise, Mailroom Coordinator, Office of the Director of Libraries
- Sarah Holder, Head, Education Library
- Katherine Hanz, Education Liaison Librarian
- Dr. Anthony Par e, McGill Journal of Education (MJE), Director, Centre for the Study and Teaching of Writing

It has been an interesting and challenging endeavour to coordinate the 9th Annual Education Graduate Students' Society Conference here at McGill. We hope you will get as much out of it as we have put into it – Thank you & Enjoy!

Lydia Meldrum, Committee Co-Coordinator
Lily Han, Committee Co-Coordinator
Theophano Georgiou, Committee Member
Ashley Hannon, Committee Member
Tahiya Mahbub, Committee Member
Shakib Ahsan, Committee Member
EGSS 2010 Conference Committee

A Shout Out to Our Sponsors: THANK YOU!



Thank you Canadian Society for the Study of Education (CSSE) for funds through the **Support for Scholarly Events program**.

The CSSE is the largest organization of professors, students, researchers and practitioners in education in Canada. The CSSE is the major national voice for those who create educational knowledge, prepare teachers and educational leaders, and apply research in the schools, classrooms and institutions of Canada. Founded in 1972, the bilingual CSSE is an umbrella organization consisting of several national constituent associations.

For more information about the society, please consult its website at <http://www.csse.ca/home.shtml>

The **CSSE Annual Conference** will take place at **Concordia University, Montréal** from **May 29th to June 1st, 2010**; **Pre-conference sessions: May 28th, 2010**



Thank you Post Graduate and Graduate Students' Society of McGill University Inc. for support through the **PGSS-GPS grant program**.



Thank you **MJE** for promoting the publication of this year's conference presenters.

Thank you **Copie Nova** for providing a discounted price on printing the posters.
Thank you **McGill Printing Services** for providing a special discounted price on printing the programs.



McGill

We would like to send a special thanks to the **McGill Library** and to the **Office of the Dean of Education** for their sizable contributions to this year's conference.

WELCOME SPEAKER

Dr Hélène Perrault

"Welcome"

Friday, March 12, 10:00 AM

Jack Cram Auditorium

We are proud to have the Dean of Education open our event with a welcome speech that will address the topic of interdisciplinarity.

Dean Perrault is the holder of a Ph.D. in Exercise Physiology from the Université de Montréal, and is a Professor in the Department of Kinesiology and Physical Education and an Associate Member of the Department of Medicine Division of Respiratory Medicine of the MUHC. Until her appointment as the Dean of Education, she was the Associate Provost (Planning and Budgets) from 2006 and before that was Chairperson of the Department of Kinesiology and Physical Education for six years. She has been instrumental in the implementation of major undergraduate and graduate academic program revisions, academic renewal as well as fostering cross-disciplinary interactions across several University faculties. She also served as McGill senator between 2001 and 2005.

Dr. Perrault has pursued a research career in Clinical Exercise Physiology, first as a research associate in the Department of Cardiology and Respiratory Medicine of Ste-Justine Pediatric Hospital and as a Medical Scientist in the Respiratory Epidemiology and Clinical Research Unit at the Montreal Chest Institute. A past president of the Canadian Society for Exercise Physiology Dr. Perrault has, and continues to foster academic and research collaborations between exercise sciences and medicine for health promotion, advancement of knowledge, and the development of therapeutic modalities and applications.

Through funding as principal or co-investigator from several national and provincial granting agencies Dr. Perrault has contributed to a large number of scientific publications and has supervised the work of numerous graduate students, which focused primarily on the physiology and/or the functional repercussions of chronic heart or lung disorders.

KEYNOTE SPEAKERS

M. G. Vassanji

"From a Physicist to a Novelist"

Friday, March 12, 10:30 AM, Jack Cram Auditorium

Through the tracing of his personal journey from origins in Dar es Salaam, Tanzania to the Western world, while shifting from the identity of physicist to celebrated writer, Dr. Vassanji will explore the notions of (post)colonialism, history, migration, and the narration of stories through the medium of fiction.

Bio: M.G. Vassanji was born in Kenya, raised in Tanzania, educated in the U.S. (PhD in nuclear physics) and is now resident in Canada. In 1980 Vassanji moved to Toronto and began his career as a writer, going on to author six acclaimed novels. In 1990, Vassanji's *The Gunny Sack* won the regional Commonwealth Writers Prize. In 1994, Vassanji's *The Book of Secrets* won the inaugural Giller Prize and in 2003 he again picked up the prestigious award for his novel *The In-Between World of Vikram Lall*. In 2007, *The Assassin's Song* was shortlisted for both the Giller Prize and the Governor General's Award for Fiction. Vassanji has also written collections of short fiction, and *A Place Within: Rediscovering India*, a work of non-fiction. In 2005, Vassanji was made a member of the Order of Canada.

Fred A. Reed

"Going Forward, Moving Backward, Standing Still"

Saturday, March 13, 10:00 AM, Jack Cram Auditorium

Through an examination of his life and work, Reed will explore the notions of time and place, using the writer's tool of narrative to weave imagination and diversity into a story that both troubles and questions the nature of reality.

Bio: Fred A. Reed is a three-time winner of the Governor General's Award for translation: *Imagining the Middle East* (1992), *Fairy Ring* (2001, with David Homel), and *Truth or Death: The Quest for Immortality in the Western Narrative Tradition* (2005). Reed is also an international journalist, a specialist on politics and religion in the Middle East, and an author in his own right. Reed's books combine journalistic reporting, travelogue, and political commentary. Works such as *Salonica Terminus: Travels into the Balkan Nightmare*, *Persian Postcards: Iran after Khomeini*, and *Anatolia Junction: A Journey into Hidden Turkey*, explore the land and people of the Balkans, the Middle East, and Asia Minor. Reed has written for *Maclean's*, the *Globe and Mail*, *La Presse*, *Le Devoir*, and *CBC Radio-Canada*, as well as collaborating on two documentary films: *Salam Iran, a Persian Letter* and *American Fugitive*.

FRIDAY, MARCH 12TH, 2010: 1:00 – 2:15

METACOGNITION & NEUROSCIENCE – F1A – ROOM 216

“Agent Technology as a Means to Foster Metacomprehension in Learning History”

This study describes a bottom-up approach to develop metacognitive agents which assist learners in (1) becoming aware of unexplained historical events and (2) generating likely explanations for the occurrence of such events.

- Eric Poitras, MA Student
- Yuan-Jin Hong, PhD Candidate
- Susanne Lajoie, PhD, Learning Sciences Stream
Educational and Counseling Psychology, McGill University

“Educational neuroscience: The essence of a burgeoning discipline ”

The convergence of the “Education” and “Neuroscience” disciplines has led to the emergence of Educational Neuroscience. The purpose of this study was to conduct a critical review of the literature addressing “Educational Neuroscience”. The review shows that Educational Neuroscience is a growing field of research that has many research problems with implications for Education and Neuroscience.

- Ahmed Ibrahim, PhD Student
Educational and Counselling Psychology, McGill University

SECOND LANGUAGE EDUCATION – F2A – ROOM 433

***“Content-Based Instruction (CBI) in Japanese college classrooms:
Focusing on language, content, or both?”***

This presentation reports the findings of a study conducted in two college-level CBI classrooms in Japan. The data were obtained from observation, questionnaires, and interviews. The discussion highlights the strengths and weaknesses of the program both for L2 development and subject matter learning, drawing on students’ and teachers’ perception and contextual factors.

- Norie Moriyoshi, MA Student
Department of Integrated Studies in Education, McGill University

***“Exploring Teachers' and Students' Perceptions of Assessment for Learning in a
Chinese Context”***

Assessment for Learning (AFL) has shown its effectiveness in promoting learners’ language learning in Europe and North America. The presenter explores whether AFL is effective in a Chinese context.

- Yang Song, MA Student
Department of Integrated Studies in Education, McGill University

“Bridging the gap between Second Language Acquisition and Language Testing research: Construct validity of oral fluency elicitation tasks”

Second Language Acquisition and Language Testing research share a common ground, namely, second language (L2) learning; nonetheless, there is a theoretical and methodological gap concerning how L2 competence is actualized in performance. Focusing on oral fluency in both individual and interactional contexts, the presentation discusses construct validity of elicitation tasks.

- Masatoshi Sato, PhD Student
Department of Integrated Studies in Education, McGill University

SELF-RATED HEALTH & IDENTITY FORMATION – F3A – ROOM 437

***“Moving Towards a Transdisciplinary Concept of Health:
What Can We Learn From the Study of Self-Rated Health?”***

Although researchers have in depth knowledge about biomolecular and psychological processes, little is known about the determinants of long-term health status. One subjective general health question, self-rated health, is often found to be the strongest predictor of morbidity and mortality. How does that challenge our current conceptions of human health?

- Martin Picard, PhD Candidate
- Catherine Sabiston, PhD
Department of Kinesiology and Physical Education, McGill University

“Songs of identity: Identity formation of immigrant women graduate students ”

In a collaborative narrative engaging the multiple realities of the participants and the researchers, the researcher explores the diversity and similarity of ideas and experiences between individuals who have immigrated to Canada in the format of a short film and paper.

- Tanya Demjanenko, MEd
Faculty of Education, University of Windsor

FRIDAY, MARCH 12TH, 2010: 2:30 - 3:45

SYMPOSIUM: NON-SUICIDAL SELF-INJURY – F1B – ROOM 216

Non-suicidal self-injury (NSSI) is a growing concern in schools. The first paper in this symposium will examine perceptions of school safety reported by youth who engage in NSSI. Next, self-injurers share their perspectives on information that is needed by youth. The final paper reveals the scope and content of youth internet activities related to NSSI. Findings serve to emphasize the essential role that schools need to play in responding to this behaviour.

A. “The Importance of School Safety for Youth who Engage in Non-Suicidal Self-Injury.”

This study examined whether perceptions of school safety were related to youth engagement in NSSI, evaluating whether measures of school trust and safety significantly predicted whether an adolescent reported self-injuring. Analysis indicated that safety variables predicted NSSI, and that trust in administration, being threatened at school, and being bullied at school were particularly significant. In addition to individual support, school-wide programs may be necessary in order to enhance sense of safety at school.

- Michael J. Sornberger, MA Student
- Rick N. Noble, MA Student
- Jessica R. Toste, PhD Candidate, Educational Psychology
- Nancy L. Heath, James McGill Professor
Department of Educational & Counselling Psychology, McGill University

B. “Support for Youth Non-Suicidal Self-Injury: Recommendations for School Professionals.”

The high rates of occurrence for non-suicidal self-injury (NSSI) highlight the importance of knowledge transfer for school professionals working with youth. Specifically, what information is critical for school professionals to share with students about self-injury? The purpose of this study was to investigate the responses provided by young adults who engage in NSSI regarding critical information and avenues for knowledge transfer. Analysis of responses to open-ended questions revealed major themes related to the type of information that would be helpful to share with youth. Findings highlighted school and the internet as essential sources of information for youth about NSSI.

- Shannon-Dell MacPhee, MA Student
- Elizabeth Roberts, PhD Candidate
- Jessica R. Toste, PhD Candidate, Educational Psychology
- Nancy L. Heath, James McGill Professor
Department of Educational & Counselling Psychology, McGill University

C. “WWW and NSSI: What Information Is Being Accessed by Youth Online?”

Non-suicidal self-injury in youth is increasing. However, the role of the internet in youth self-injury is virtually unexamined. The few studies in the area are limited to evaluating interactive chat rooms or websites and conclude that these activities have both positive and negative elements. Internet activities extend far beyond this domain and represent an increasingly common source of social support for adolescents engaging in NSSI. Research documenting youth internet activities around self-injury will be shared. Examples from interactive (chatrooms), social networking (Facebook, MySpace, Twitter), and video sharing websites (YouTube) will be explored and implications for practitioners discussed.

- Jamie Duggan, MA Student
- Alyssa Baxter, PhD Candidate
- Jessica R. Toste, PhD Candidate, Educational Psychology
- Nancy L. Heath, James McGill Professor
Department of Educational & Counselling Psychology, McGill University

FRENCH IMMERSION & EDUCATION IN SOUTH AFRICA – F2B – ROOM 433

“A Writing Framework in Late French Immersion: An Action Research Study”

The purpose of the presentation is to share preliminary findings of a research project investigating writing in late French Immersion. A writing framework (ÉCRI model) will also be introduced. This presentation is targeted at those interested in effective writing instruction especially in the second language context.

- Allan Roy, MEd
Department of Education, University of New Brunswick

“Educating African Youth in a Post-Apartheid Society: The Challenges Faced by Township Schools in Effectively Implementing Government Resources”

This paper explores the challenges faced by South African township schools and why, despite increased government investment in education, learners are still performing poorly. Obstacles to effective resource implementation may include retention, loss of motivation, poor foundations, lack of group work, teachers, and lack of parental support.

- Adrienne Ho, Undergraduate
Faculty of Management, McGill University

HIP HOP, HOCKEY, & POETRY – F3B – ROOM 437

“Hip Hop Battle Dance Competition: Test-taking B-boy style”

The b-boy battle goes beyond a display of knowledge by expecting dancers to compete with anyone, regardless of age, sex, or ability. We explore test-taking in the b-boy culture from Lave and Wenger’s Legitimate Peripheral Participation that emphasizes learning as integral to our

lived experience of participation in the world.

- Haidee Smith Lefebvre, MA Student, Education and Society
Integrated Studies in Education, McGill University
- Dana Schnitzer, MA, B-girl, Art Therapist
Faculty of Arts & Science, Concordia University

“Usage of the ice hockey stick:

Influences of stick mechanical properties on shooter kinematics”

This topic integrates both materials engineering and biomechanics theories to explain how the ice hockey stick is used. A strain gauge system and VICON motion capture system have been integrated in investigate the material strain properties of the shaft of the stick and kinematic information of the ice hockey shooter.

- Ashley Hannon, MA Student
- Yannick Michaud-Paquette, MSc
- David Pearsall, PhD
- René Turcotte, PhD
Department of Kinesiology, McGill University

“The Everything and the Nothing of Poetry and Educational Experience:

Dwelling in the Tensions of Tom Wayman’s Did I Miss Anything”

This paper uses Tom Wayman’s poem in approaching the tensions of teaching and learning. The impossible demands of the educational act are further interrogated through theorizing the writings of Ted Aoki and Michel de Certeau, and surveying the explosively unstable correspondence between humour, the body, and language.

- David Lewkowich, PhD Candidate
Department of Integrated Studies in Education, McGill University

FRIDAY, MARCH 12TH, 2010: 4:00 - 5:15

**CREATING RELIABILITY, EARLY EDUCATION & SOCIO-CONSTRUCTIVIST
TEACHING – F1C – ROOM 216**

“Implementation fidelity measures:

Creating reliability within a large-scale Pan-Canadian literacy study”

Implementation fidelity measures are discussed within the context of a large-scale, Pan-Canadian study on the effects of an online computer literacy program for early elementary aged students. A discussion of the measure, how it was devised, the importance of such a measure and some preliminary findings are presented.

- Jennifer Rocchi, PhD Student, Educational Psychology, Human Development Stream
- Sukhbinder Sanghera-Sidhu, PhD Student
- Robert Savage, PhD
Department of Integrated Studies in Education, McGill University

“Kindergarten teachers speak: working with language diversity in the classroom.”

How do kindergarten teachers experience and work with linguistically diverse groups of children? The present research aims to understand the impact of language diversity in kindergarten classrooms of Heusden-Zolder, located in Dutch-speaking Belgium.

- Caroline Moons, MA Student, Second Language Education
Department of Integrated Studies in Education, McGill University

***“A workplace intervention to understand the design of a
socio-constructivist lesson plan: A CHAT Perspective ”***

This study examined a five-month intervention in a technology rich school in order to understand how grade 7 and 8 math teachers designed a socio-constructivist lesson plan supported by Information Communication and technology. The intervention incorporated the assumptions from socio-cultural, socio-constructivist theories and notable change models. Data were traced within the cultural historical activity theory.

- Carmen Sicilia, PhD Candidate
Career & Management Studies, McGill University

POLICY & REFORM – F2C – ROOM 433

“Neoliberalism and multiple intelligences? Exploring how economics and psychology shape tacit assumptions about educational reform.”

By tracing the 20th century histories of neoliberalism and intelligence theories, I highlight the similarities between these two distinct economics and psychology that impact our assumptions about education and educational reform. Specifically, I show how neoliberal ideology works with mainstream intelligence theories to shape the current landscape of educational reform—characterized by accountability models dependent on high-stakes testing as a measure of teacher performance.

- Andrew Churchill, PhD Candidate
Department of Integrated Studies in Education, McGill University

“Contested discourses in the construction of inclusion in Vietnam’s educational policy.”

This paper presents some preliminary findings of an on-going study on the social construction of inclusion in Vietnamese institutions. I argue that inclusion represents a struggle over the process of ideological formation which the global and local forces have sought to reconstruct in the transition of Vietnam’s socio-economic and educational reform. The findings of this study provide a critical implication for re-theorizing inclusion/exclusion in the emergence of “multiple modernities” (Kocka, 2002) and its effects on education and disability.

- Thi Xuan Thuy Nguyen, PhD candidate
Department of Integrated Studies in Education, McGill University

WORKSHOP - METHODS – F3C – ROOM 437

“A Secret By No Name I Keep!”

This workshop will briefly discuss the methodology of the PostSecret project, present an exploration of secrets and visual art as modes of healing and revealing, and further discuss their affectability in terms of representations of humanity for research purposes.

- Lydia Meldrum, MA Student, Education & Society Stream
Department of Integrated Studies in Education, McGill University

SATURDAY, MARCH 13th, 2010: 12:30 - 1:45

MATHEMATICS, PHYSICS, AND SCIENCE & ART – S1A – ROOM 216

“The bee’s geometry: an interdisciplinary approach involving mathematics and science”

This presentation suggests an interdisciplinary study to be explored in mathematics/science classrooms using paper modeling. It is based on geometrically solving the economic problem of wax waste in the honeycomb construction. The ideal situation is to foster for the best use of the volume in an area of minimum surface.

- Dominique Miranda Martins, MA Student
Faculty of Education, Department of Integrated Studies in Education, McGill University

“Conducting research in my own classroom: Who are the students of a make-up CEGEP physics course and how can I support them to succeed in science?”

This action research project seeks to better understand the students of a make-up physics CEGEP course, and to find ways to help them continue to participate in science. The presentation will focus on the process of conducting research in one’s own classroom, including the advantages, disadvantages, and ethical considerations.

- Phoebe Jackson, John Abbott College, Physics Teacher; PhD Student
Department of Integrated Studies in Education, McGill University

“The Arithmetic, Astronomy, and the Arts: Reuniting Science and Art”

A retrospective of interdisciplinary evolution, this presentation explores a holistic, and phenomenological approach to understanding our relationship with the world. Emerging out of self study and art-based research this body of work reveals an intimate encounter with both art and science.

- Charlotte Mikolajewski, MEd
Brock University

INTERDISCIPLINARITY – S2A – ROOM 433

“A Communities of practice in the service of interdisciplinarity”

Preliminary results of a research study examining the evolution of a scientific community of practice will be presented. Historical, thematic and demographic analyses will be used to demonstrate the impact of interdisciplinary knowledge exchange in this community of practice.

- Evelyne Mondou, PhD Candidate
School of Information Studies in the Education Department, McGill University

“The harmful effects of excessive specialization on casualties of landmines in Cambodia”

This paper fills a lacuna in the academic literature on humanitarian landmine management which has created new forms of knowledge that have become the dominant narrative on landmines. Interdisciplinarity driven by feminism and ethnography are poised to remedy excessive specialization and present an alternative narrative.

- Jean Chapman, PhD, Research Associate
Simone de Beauvoir Institute

“Towards a critical interdisciplinarity”

Interdisciplinarity is fashionable, but there are difficult institutional, epistemological, and ideological barriers to real, productive collaboration. This paper considers how a critical interdisciplinarity might recognize and value the differences between disciplines, while seeking to transcend those differences for common gain.

- Anthony Paré, PhD, Professor
Integrated Studies in Education, McGill University

LANGUAGE: POLICY, IMMERSION & GLOBALIZATION – S3A – ROOM 437

“The Language Policies and Practices in Some Post-Colonial Countries”

This presentation concerns what language policies and practices look like in the post-colonial countries and what ideological driving forces were embedded in the policies and practices. The research takes a step to raise issues with imperial and neocolonial beliefs and practices in terms of language policy and practice in the post-colonial countries.

- Gillwoo Lee, PhD Student
Department of Integrated Studies in Education, McGill University

***“English immersion teachers’ choices of feedback types
in relation to form and content errors”***

In this paper presentation, I will report findings of my master’s study investigating English immersion teachers’ various types of feedback triggered by students’ form and/or content error(s) which occurred during dyadic interactional activities. Plausible external factors that might have affected these teachers’ feedback choices also will be argued.

- Nozomu Miyawaki, MA Student, Second Language Education
Department of Integrated Studies in Education, McGill University

“Going Global, Doing Critical; Teaching Culture in Korean English Education”

This paper aims to investigate the impacts of globalization in the field of teaching English as a foreign language (EFL) and to develop a critical approach to culture teaching to achieve more socially just practices through English education in the Korean context.

- Myunghee Kim, PhD Student
Department of Integrated Studies in Education, McGill University

SATURDAY, MARCH 13th, 2010: 2:00 - 3:15

CYBERBULLYING – S1B – ROOM 216

“Cyberbullying and Empathy”

This paper examines the relationship between empathy and cyberbullying and proposes that a hypothesis can be drawn based on previous research on this matter. The presentation is 25 minutes long and is part of the research being done with Dr. Shaheen Shariff’s Virtual Public Outreach Forum on Cyber-Bullying and Cyber-Safety.

- Nika Naimi, MA Student
Department of Integrated Studies in Education, McGill University

SYMPOSIUM

“The Instigation, Participation, and Perpetuation of Cyber-Bully Behavior Through Video Games”

“A Discussion of the Role Media Plays in Normalizing Cyber-bullying Behaviours”

As youth are increasingly turning to the internet and various other forms of technologies for amusement and social communication purposes, cyber-bullying and other harmful actions are proliferating as a result. This presentation will examine how various forms of media play a role in shaping attitudes towards the use of these emerging technologies and how this, in turn, affects both on and off-line behaviours.

- Caitlin Sparks
- Jaime, Sportun, MA Student
Department of Integrated Studies in Education, McGill University

STYLES – S2B – ROOM 433

“Expropriation of the Imagination; A critical pedagogical examination of two corporations attack on the imagination through the construction of false realities.”

This paper explores the expansion and role of private sector corporations in the development of student curriculum in Quebec public English schools. It will apply a critical pedagogical approach to two such programs in order to understand how they have been able to infiltrate public schools without any scrutiny.

- Brian Andrew Benoit, PhD Student
Department of Integrated Studies in Education, McGill University

“A Pedagogy of Place: Its Nature and Potential Importance in Teacher Education.”

An action research study revealed that the entirely school-based nature of an alternative semester in the McGill elementary teacher education program was an important factor in the successful growth and development of participating students as teachers. In this presentation, we explore the notion of a pedagogy of place and its potential importance for teacher education.

- David Dillon, PhD, Faculty
- Kevin O'Connor, PhD, Adjunct Professor
Department of Integrated Studies in Education, McGill University

“Imagination and the Other: John Dewey and the Role of the Moral Imagination”

This paper explores John Dewey’s conception of the role of the moral imagination in education as discussed in “Moral Principles in Education” (1909). A critique of Dewey’s conception is performed utilizing Jurgen Habermas and Hans-George Gadamer’s rival visions of dialogue and power, as well as the work of Jim Garrison.

- Robert LeBlanc, MA Student
Department of Integrated Studies in Education, McGill University

PHD IDENTITY, PHD EXPERIENCE & MEMORY – S3B – ROOM 437

“Constructing a PhD identity: An 'insider' perspective”

Based on our experiences as PhD students, this case study focuses on our struggles to develop reflexive and holistic PhD identities, our reflections on the contradictions in our doctoral formation in light of our purposes for pursuing higher education, and our unresolved questions about realizing our professional goals within the current context of academia.

- Tayeb Altayeb, PhD Candidate
- Katie Bryant-Moetele, PhD Candidate
- Erin Sirett, PhD Candidate
Department of Integrated Studies in Education, McGill University

“Graduate students’ publishing experiences: ways that graduate students, especially for whom English is not the first language, engage in writing for publication.”

As a response to global competitiveness among institutions, there is a growing demand for doctoral students to establish scholarship by publishing in journals. This presentation discusses the challenges of writing for scholarly articles in English in order to seek ways to better understand the experiences of writing for publication, specifically by doctoral students for whom English is not the first language. Implications are discussed on navigating ways in the process of writing for publication.

- King-Yan Sun, PhD Student
Department of Integrated Studies in Education, McGill University

“I work here ”

As an interdisciplinary artist, I investigate memory as the psychological and emotional part of the self. The short films reference the layers of my own memories. The films are projected onto layered surfaces as part of the installation. It is a meditation of the past juxtaposed with the present.

- Biljana Vujcic, MA Student
Faculty of Visual Arts, University of Windsor

SATURDAY, MARCH 13th, 2010: 3:30 - 4:45

KNOWLEDGE, METHODOLOGY & PLAY PROGRAMS – S1C – ROOM 216

“Beyond Disciplines:

Transdisciplinary Integration of Knowledge in Health Research”

Health research struggles with different conceptualizations of health that are specific to each discipline. In this presentation, a general transdisciplinary framework of health is presented; it includes discipline-specific constructs and domains, outlines their profound interactions, and links them to a global/holistic concept of health. Implications for research and practice are discussed.

- Martin Picard, PhD Candidate
Department of Kinesiology and Physical Education, McGill University

“Bricolage: A methodological approach to interdisciplinary inquiry”

This presentation looks at an alternative, complex methodological approach to research called Bricolage. This methodological approach draws on a variety of approaches, methods, theories, and disciplines. Though criticised by some for being too broad in its scope, I will argue that for this very reason it becomes rigorous.

- Maria Korpijaakko, PhD Candidate
Integrated Studies in Education, McGill University

“Sports and play programs for the social reinsertion of children associated with fighting forces: A review of the literature”

This paper critically reviews the research literature on sports and play social reintegration programs for children formerly associated with fighting forces, looking at both the academic and international development contexts, in order to identify the gaps and to suggest new research paths.

- Lysanne Rivard, PhD Student
Department of Integrated Studies in Education, McGill University

WORKSHOP – INQUIRY EDUCATION – S2C – ROOM 433

“The Teacher’s Voice: Barriers to Implementing Inquiry in the Classroom”

This workshop will examine school-based examples of challenges to implementing inquiry-based instruction. Based on conversations with teachers and administrators in Montreal-area schools, we shall highlight some of these challenges and successes that are enabling our collaborating schools to make the transition from traditional to inquiry-based environments.

- Cheryl L. Walker, PhD Candidate
- Olivia N. Leung
- Petra D. T. Gyles, MA/PhD Student
- Diana Tabatabai
- Juss Kaur
- Ahmed Ibrahim, PhD Student
Department of Educational and Counseling Psychology, McGill University

IDENTITY CONSTRUCTION – S3C – ROOM 437

“Identity construction through transformative processes: a multidisciplinary perspective”

This cohort examines identity construction through transformative processes from multiple perspectives: (1) emotions and identity; (2) the relationship between teacher pedagogical beliefs and response to change, (3) life history methodology and culture studies among Chinese workers; (4) post-colonial identity construction among Lebanese youth and (5) identity construction among Lebanese/Arab LGBT+.

- Yosra Dali, PhD Candidate
- Amy Cole, PhD Candidate
- Qian Wang, PhD Candidate
- Manal Zahreddine, PhD Candidate
- Samir Khoury, PhD Candidate
Department of Integrated Studies in Education, McGill University

POSTER PRESENTATIONS
Education Building Foyer
SATURDAY, MARCH 13th, 2010: 12:30 – 4:45

***“It’s not what you say, it’s how you say it:
Distinguishing adults’ truthful and deceptive statements”***

Have you ever wanted to be able to know if someone was lying to you? The current study presents research on the expressive markers of deceptive statements.

- Shobhita Soor, BSc Student
- Miriam Kirmayer, BA Student
- Shanna Williams, MA Student
- Tarek Simon, BA Student
- Victoria Talwar, PhD, Faculty of Education, McGill University
Educational Psychology, McGill University
Department of Integrated Studies in Education, McGill University

“Detecting Lies: Linguistic analysis of adult’s truthful and deceptive statements”

This study implemented Linguistic Inquiry and Word Count (LIWC) software to analyze adult’s deceptive statements. The LIWC program successfully distinguished the veracity of the statements in 75% of cases. This finding supports the use of computer-based software over subjective humans raters in the analysis of courtroom testimonies.

- Miriam Kirmayer, BA Student
- Shobhita Soor, BSc Student
- Shanna Williams, MA Student
- Tarek Simon, BA Student
- Victoria Talwar, PhD, Faculty of Education, McGill University
Educational Psychology, McGill University

“A study of the relationship between verbal ability and subsequent theory-of-mind scores and lie-telling behaviours in young children.”

This study aims to examine children’s emerging lie telling abilities and the relation of these to their theory-of-mind and verbal ability. Unlike previous studies, the current research examines younger children between the ages of 2.5 and 3 years longitudinally to examine the development of children’s lying.

- Negar Amini, MEd Student, McGill
- Katherine Sainsbury, BSc Student, McGill
- Victoria Talwar, PhD, Faculty of Education, McGill University
- Angela Crossman, PhD, Faculty of John Jay College-CUNY

“User-centered interface design and social software: A literature review”

The poster will present six different user-centered design models to illustrate efforts of applying User-Centered System Design in real world situations, alongside with an overview of research on User-Centered Design in the context of social software.

- Marni Tak Yin Tam, PhD Student
School of Information Studies, McGill University

***“Emotional Regulation Among Children With Severe Developmental Disabilities:
Evidence for Age and Group Differences”***

Emotional regulation (ER) is the ability to monitor emotions in order to achieve one’s goals. Few researchers have investigated ER abilities among children with severe developmental disabilities, such as Autism and 22q13 Deletion Syndrome (a disorder similar to Autism). Age and group differences between these two populations will be presented.

- Sarah Glaser, MA Student
Department of Educational and Counselling Psychology, McGill University
- Amanda Chalupa, Undergraduate Student
Department of Psychology, McGill University

***“Children’s Developing Understanding of Death:
An Examination of Early Parental Conversations”***

Little is known empirically about young children’s feelings about death, how discussions about death influence their emotions, and just how this is related to their understanding of death. The current study examines children’s early conversations about death in relation to their emotions about death and their actual experiences with loss.

- Paraskevi Engarhos, MA, Department of Psychology, Concordia University
Volunteer at McGill University
- Sarah-Jane Renaud, MA, Faculty of Education, McGill University
- Michael Schliefer, PhD, Faculty of Education, University of Quebec at Montreal
- Victoria Talwar, PhD, Faculty of Education, McGill University

***“Method Investigating Similarities and Differences between Arabic Web Interfaces
from a Cultural Perspective”***

The study focuses on investigating similarities and differences between Web interfaces from different Arab countries from a cultural perspective based on Geert Hofstede’s model of culture. If cultural differences in the design of Arabic interfaces find empirical confirmation, it can become a useful medium for ethnographic design research.

- Nouf Khashman, PhD Student
School of Information Studies, McGill University

Join us for our closing **Wine & Cheese Event** with music from Tim's Myth!
5pm – 7pm, Saturday, March 13th
Education Building Foyer

Conference Schedule Overview:

Friday March 12, 2010:

- 9:00 – 10:00: Registration (Coffee & Pastries to be served)
- 10:00 – 10:20: Welcome Speech, Dr Helene Perrault, Dean of Education
- 10:20 – 11:45: Keynote Address, Dr. M.G. Vassanji
- 11:45 – 13:00: Lunch (provided)
- 13:00 – 14:15: Conference Sessions I (F1-)
- 14:30 – 15:45: Conference Sessions II (F2-)
- 16:00 – 17:15: Conference Sessions III (F3-)

Saturday March 13, 2010:

- 9:00 – 10:00: Registration (Coffee & Pastries to be served)
- 10:00 – 11:30: Keynote Address, Fred A. Reed
- 11:30 – 12:30: Lunch (provided)
- (12:30 -16:45): Poster Presentations
- 12:30 – 13:45: Conference Sessions IV (S1-)
- 14:00 – 15:15: Conference Sessions V (S2-)
- 15:30 – 16:45: Conference Sessions VI (S3-)
- 17:00 – 19:00: Closing Event (Wine & Cheese)



Program for the 9th Annual EGSS Conference

**Thank you &
See you next year!**